

VTAAP FORM 5: Endline Record - Science

Student:

Enrolled Grade: 04

Entry Point: A

| | |
|---|---|
| Physical Science | |
| Entry Point Stem: | Physical Science, Entry Point A Student will demonstrate understanding that various objects and materials have different properties by describing the physical properties of materials. |
| Product Format: | Option 1: Original student work + printed copy of VTAAP Form 5 ⇒ Option 2* : Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at endline • Printed copy of VTAAP Form 5 Endline Record <p>*Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.</p> |
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task ⇒ Planned assessment task(s) Administered assessment task(s) Supervised administration of assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task ⇒ Planned assessment task(s) ⇒ Administered assessment task(s) Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? ⇒ Other learning environment |
| GLGEC Activity: | Peers in the fourth grade classroom are studying geology and the physical properties of different materials. Like the classroom assessment, this task uses some of the same materials that are found in the Vermont environment (wood, rocks, etc.) and asks the student to identify the observable properties of a variety of objects. |
| Materials / Supports: | two different rocks, wood, steel weight, magnet, unglazed tile, red coin weight, data sheet, property cards |
| Behavior 1: Describes the physical property(ies) of a material | |
| Evaluator Role: | The evaluator placed cards in an array (each card had one property written on it). The evaluator presented the student with a rock, asked the student to describe three physical properties of the rock. Prompt used, "What else describes the ____." The evaluator then recorded the student's responses. |
| Student Role: | |

The student scanned the array of cards and read each card. The student examined the rock by picking it up and rubbing it. She then selected three property cards for the rock and placed the cards near the rock.

Data Chart:

| Assessment Item | Correct Response | Student Response | Correct? |
|-----------------|------------------|------------------|----------|
| rock | rough | rough | Yes |
| rock | hard | hard | Yes |
| rock | gray | gray | Yes |

Behavior 2: Describes the physical properties for a variety of different materials**Evaluator Role:**

The evaluator placed cards in an array (each card had one property written on it). The evaluator presented the student with one object at a time, asked the student to describe three physical properties for each material given. Prompt used, "What else describes the ____." This was repeated for each material. The evaluator then recorded the student's responses. (one needs to identify three properties)

Student Role:

The student scanned the array of cards and read each card. The student examined one material at a time. She then selected three property cards for each material and placed the cards near the material. She repeated this for each material.

Data Chart:

| Assessment Item | Correct Response | Student Response | Correct? |
|----------------------|------------------|------------------|----------|
| rock | rough | rough | Yes |
| rock | brown | brown | Yes |
| rock | hard | hard | Yes |
| wood | smooth | smooth | Yes |
| wood | brown | brown | Yes |
| wood | floats or hard | floats | Yes |
| red checker | red | red | Yes |
| red checker | smooth | smooth | Yes |
| red checker | hard | hard | Yes |
| hexagon steel weight | smooth | smooth | Yes |
| hexagon steel weight | gray/silver | gray | Yes |
| hexagon steel weight | hard or shiny | hard | Yes |
| tile | smooth | smooth | Yes |
| tile | hard | hard | Yes |
| tile | white | white | Yes |
| wood cylinder | smooth | smooth | Yes |
| wood cylinder | brown | brown | Yes |
| wood cylinder | hard | hard | Yes |
| clay | hard | hard | Yes |
| clay | brown | brown | Yes |
| clay | smooth | smooth | Yes |

Strand Assessment Data Totals**Requirements:**

Between all the behaviors for this strand there must be a **minimum of 6 data chart items**.

Between all the behaviors for this strand a total of **at least 9 is recommended**. Accuracy score must reflect student responses only and be **less than or equal to (<=) 50%**

Data Chart Items:

24

| | |
|-------------------------|------|
| Correct Items: | 24 |
| Percent Correct: | 100% |

Student: _____

Date: 4/4/13

Physical Science

Within the fourth grade science curriculum, students study geology. They collect and examine rocks. They use the physical properties of rocks to classify them. The assessment task requires the student to describe and compare at least two properties of the presented rocks.

Assessment:

Given 6 different materials, direct student to describe at least 3 physical properties of each material. Give multiple choice or answer answer choices as needed to help with vocabulary usage.

Date: 4/4/13

Beh 2

| Materials | Physical Property | Physical Property | Physical Property |
|----------------------|-------------------|-------------------|-------------------|
| rock | brown | hard | rough |
| wood | brown | smooth | floats |
| tile | white | hard | smooth |
| red checker | red | hard | smooth |
| hexagon steel weight | gray | hard | smooth |
| wood cylinder | brown | hard | smooth |
| clay | brown | hard | smooth |
| | | | |
| rock | gray | hard | rough |

Beh 1

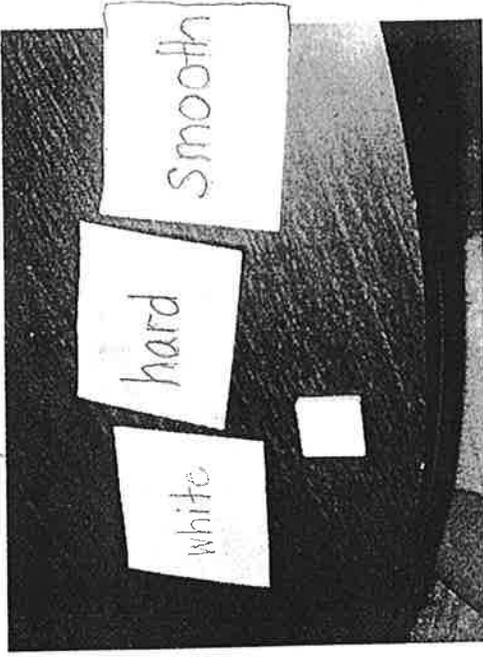
SAMPLE

Physical Science

Endline

4/4/13

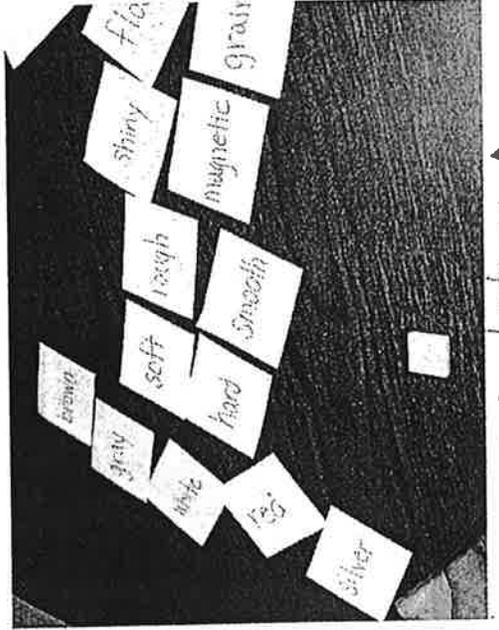
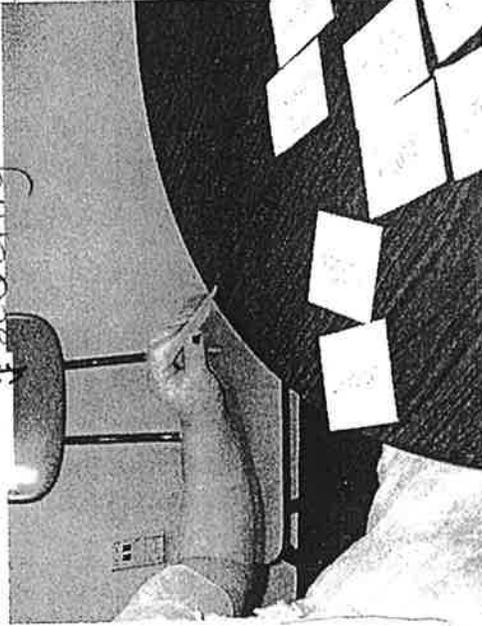
performance ↓



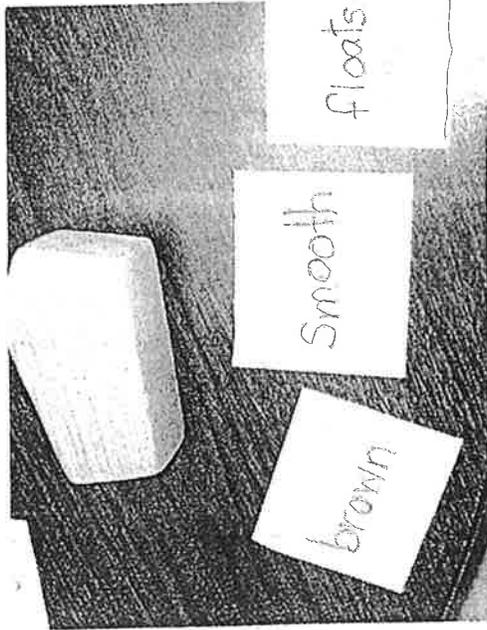
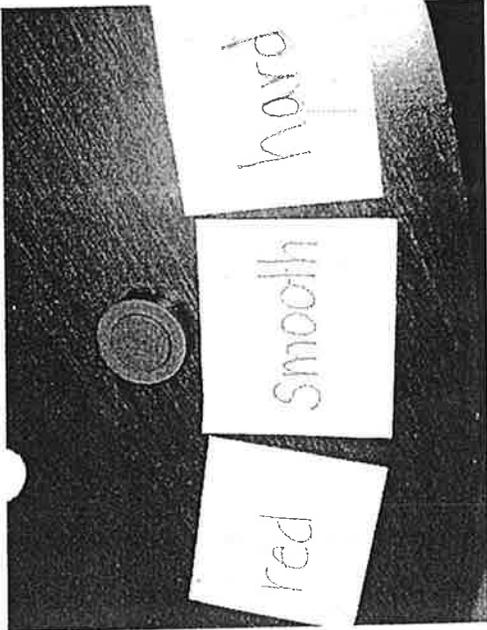
selecting ↑



selecting ↑



presentation ↑



student performance ↑

VTAAP FORM 5: Endline Record - Science

Student:

Enrolled Grade: 04

Entry Point: A

| Physical Science | |
|----------------------------|---|
| Entry Point Stem: | Physical Science, Entry Point A Student demonstrates understanding that electricity can produce heat, light, and sound by creating circuits which produce light, heat, sound, and/or motion. |
| Product Format: | <p>Option 1: Original student work + printed copy of VTAAP Form 5 ⇒ Option 2*: Graphic representation (photos, video) of all of the following:</p> <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at endline • Printed copy of VTAAP Form 5 Endline Record <p>*Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.</p> |
| General Educator: | <p>How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task Planned assessment task(s) Administered assessment task(s) Supervised administration of assessment task(s)</p> |
| Special Educator: | <p>How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task ⇒ Planned assessment task(s) ⇒ Administered assessment task(s) Supervised administration of assessment task(s)</p> |
| Location / Setting: | <p>Where was this VTAAP assessment administered? ⇒ Other learning environment</p> |
| GLGEC Activity: | <p>_____ class studies electricity in 4th grade, specifically how electricity flows through a complete loop in a circuit. The students learn about the different components of a circuit, draw circuits and eventually experiment with building circuits to light a light bulb. Since _____ struggles with her fine motor skills, she is not expected to draw the pictures- rather she is provided with both the pictures of the components and the labels already written and cut out. she has adult help with any fine motor task related to building the circuit. _____ was given an educational/activity kit called Snap Circuits to work with. Snap Circuits is easier for _____ to manipulate than typical wires, switches and batteries. Since we can't send the Snap Circuits to you, we took photos.</p> |

| | |
|------------------------------|---|
| Materials / Supports: | circuit worksheet with labels removed pre-cut labels glue Snap Circuits |
|------------------------------|---|

Behavior 1: Constructs an electrical circuit

| | |
|------------------------|--|
| Evaluator Role: | Handed _____ the following parts: 3 connections pieces (wires), 1 switch, 1 light bulb or motor, 1 battery Asked _____ to build the circuit to light the light bulb or make the motor work Timed _____ s attempts to complete the circuit after 5 minutes, took picture or video of where _____ was with her circuit |
|------------------------|--|

| | |
|----------------------|---|
| Student Role: | manipulate the circuit pieces to try to either make the light or the motor work |
|----------------------|---|

| | | | | |
|--------------------|--|------------------|------------------|----------|
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | construct complete circuit to light bulb | complete circuit | complete circuit | Yes |
| | construct circuit to make motor run | complete circuit | complete circuit | Yes |

Behavior 2: Labels (text) components of an electrical circuit

| | |
|------------------------|--|
| Evaluator Role: | Placed picture of circuit and pre-cut labels in front of _____, put glue where _____ indicated |
|------------------------|--|

| | |
|----------------------|--|
| Student Role: | Chose label and placed in desired place on paper |
|----------------------|--|

| | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------|----------|
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | switch | switch | switch | Yes |
| | positive or negative terminal | positive or negative terminal | positive terminal | Yes |
| | wire#1 | wire | wire | Yes |
| | battery | battery | battery | Yes |
| | wire #2 | wire | wire | Yes |
| | bulb | bulb | bulb | Yes |
| | wire #3 | wire | wire | Yes |
| positive or negative terminal | positive or negative terminal | positive terminal | No | |

Behavior 3: Produces a variety of different outcomes (light, heat, sound, and/or motion) from an electrical circuit

| | |
|------------------------|---|
| Evaluator Role: | Places the Snap Circuit pieces in front of _____ 3 connecting pieces (wires), switch, motor, lightbulb and battery Asks _____ to connect the circuit to make the lightbulb light or the motor run timed _____ after 5 minutes, took a picture of her progress |
|------------------------|---|

| | |
|----------------------|--|
| Student Role: | manipulated the different pieces of the Snap Circuit to attempt to light the bulb and make the motor run |
|----------------------|--|

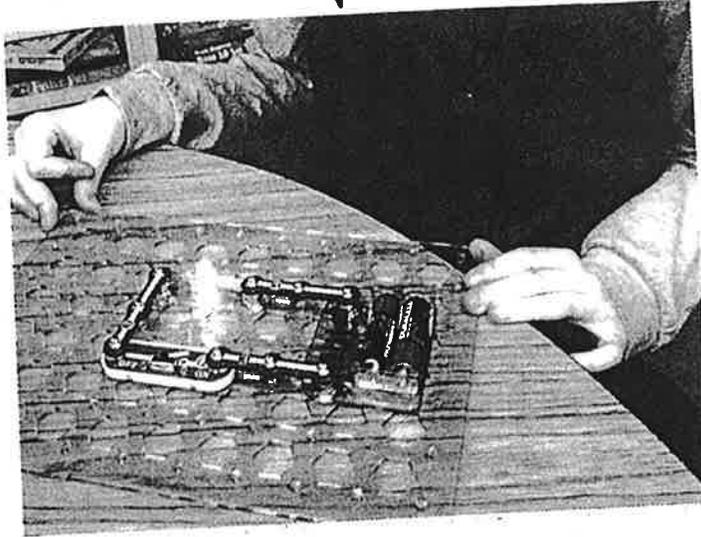
| | | | | |
|--------------------|------------------------------|------------------|------------------|----------|
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | make the light bulb light up | lit bulb | lit bulb | Yes |
| | make the motor work to spin | motor running | motor running | Yes |

Strand Assessment Data Totals

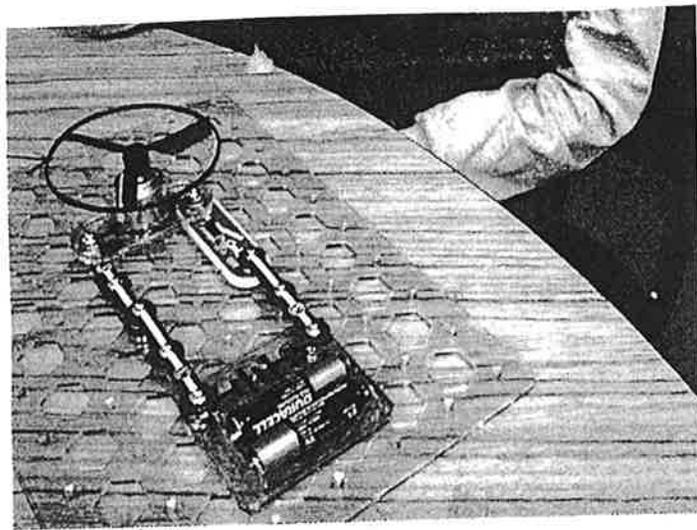
| | |
|--------------------------|--|
| Requirements: | Between all the behaviors for this strand there must be a <i>minimum of 6 data chart items</i> . Between all the behaviors for this strand a total of <i>at least 10 is recommended</i> . Accuracy score must reflect student responses only and be less than or equal to (<=) 50% |
| Data Chart Items: | 12 |
| Correct Items: | 11 |
| Percent Correct: | 92% |

Sample
Endline
5/1/13

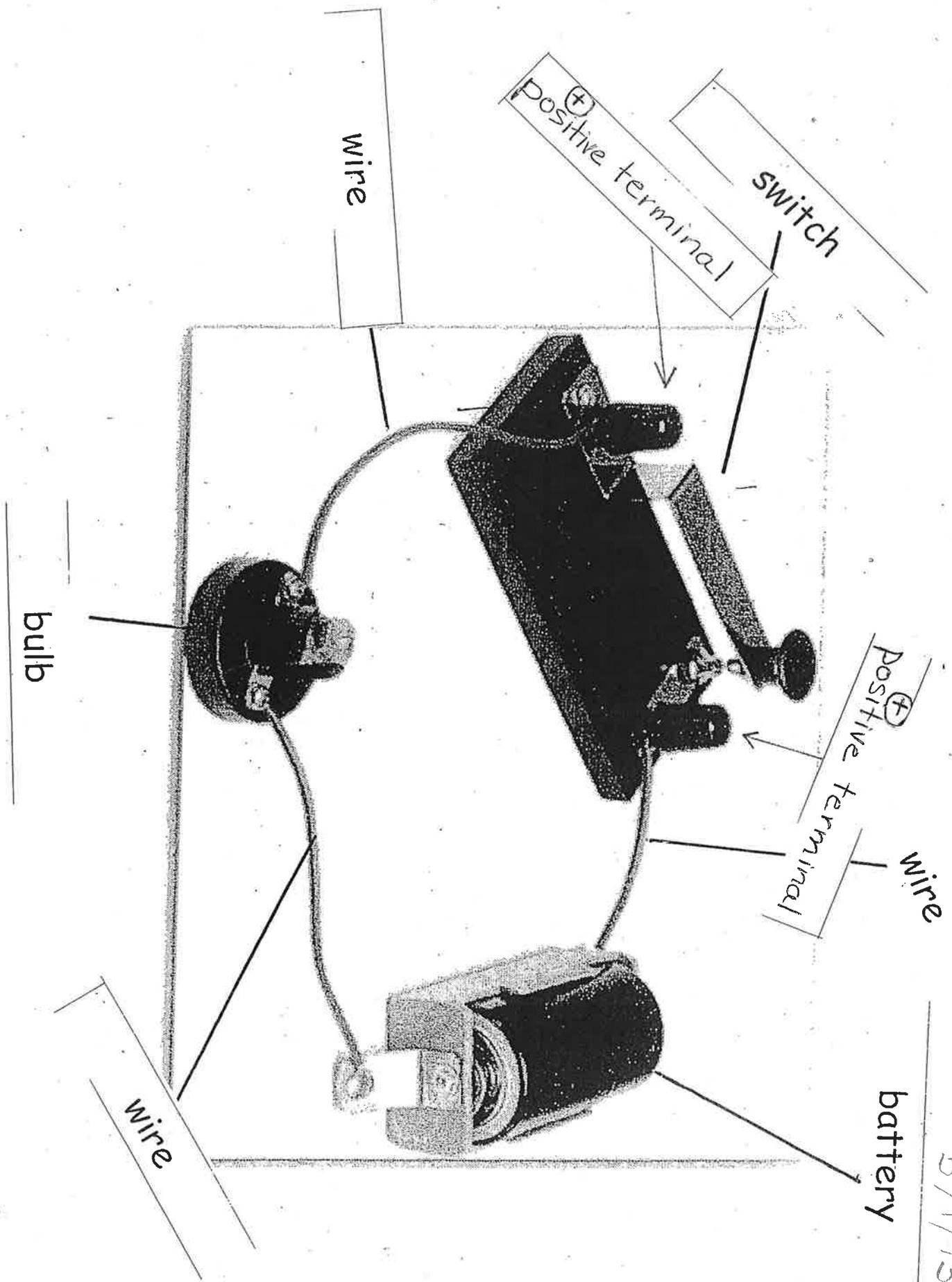
Behavior # 1 - Constructs an electrical circuit



↑
Behavior # 3 - Produces a variety of different outcomes



Beh # 2 - Labels components of electrical circuit



Sample
Endline
5/1/13

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Physical Science

- The information below should be detailed enough to allow the scorers to identify the Endline task at the Portfolio
- Endline tasks that do not match the Baseline information in this section will be considered invalid, and the strand
- A minimum of 30 calendar days is required between baseline and endline assessments.

Please note the following:

All VTAAP science entry points have a required minimum of test items. Please refer to the Science Student Performance Scoring Guide.

Section A: Product Identification

| | |
|---------------|-------------------------|
| Student Name: | |
| Grade: | Grade 4 |
| Domain: | Physical Science |
| Date: | 2/17/2014 |

Section B: Product Format

| | | |
|-----------------|--|--|
| Product Format: | This VTAAP assessment task is documented in the format of: | |
| | Yes | Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record |
| | Yes | Option 2*: Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at baseline • Printed copy of VTAAP Form 3 Baseline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |

Section C: Assessment Administration

| | | |
|-------------------|---|--|
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | No | Planned assessment task(s) |
| | No | Administered assessment task(s) |
| | No | Supervised administration of assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | Yes | Planned assessment task(s) |

| | | |
|---------------------|--|---|
| | Yes | Administered assessment task(s) |
| | No | Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? Other learning environment | |
| GLGEC Activity: | <p>Please describe the grade-level general education curriculum (GLGEC) activity that was adapted or modified for this assessment task, including the GLGEC theme, topic or unit of study.</p> <p>same grade peers studied magnets. The focus of their unit was on items that were magnetic and non-magnetic. They learned what the different poles of a magnet do. The vocabulary terms used with were taken directly from classroom activities (attract, repel, north pole, south pole, etc.). The magnets used for the assessment were taken from the classroom. and his 4th grade peers used these magnets for exploration and instruction.</p> | |
| | <p><i>Note: This is not a restatement of the grade expectation standard, nor a statement of what is common for that grade. This information must be a direct reference to a specific activity that is part of this student's grade-level general education classroom curriculum.</i></p> | |

| | |
|-----------------------|--|
| Materials / Supports: | <p>List all of the materials and teacher-free supports used in this assessment task.</p> <p>was given a horseshoe magnet, bar magnet, and a magnet with a small hole in the middle. He was given labels with "N-North" or "S-South" to place on an unlabeled magnet. Visuals were used to show attract and repel.</p> <p><i>Be very specific about the tools, materials, and items that were present during the assessment.</i></p> |
|-----------------------|--|

Section D: Process

| | | | |
|--------------------|--|------------|--|
| Process Awareness: | <p>Please read and indicate agreement with the following statements:</p> <ul style="list-style-type: none"> • The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio. • The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items, to demonstrate the student's learning of the skills, concepts and knowledge. • The final submission for this strand by May 15 must include: <ul style="list-style-type: none"> ▶ Original Baseline product CLEARLY labeled with student name and collection date ▶ Printed copy of VTAAP Form 3: Baseline Record (attached) ▶ Original Endline product labeled with student name and collection date ▶ Printed copy of VTAAP Form 5: Endline Record (product label for this strand) | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; text-align: center;">Yes</td> <td>I have read and agree with the above statements.</td> </tr> </table> | Yes | I have read and agree with the above statements. |
| Yes | I have read and agree with the above statements. | | |

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|---|
| Student Name: | |
| Grade: | Grade 4 |
| Domain: | Physical Science |
| Behavior #1: | Illustrates (with text) that magnets have North and South poles |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The evaluator gave the student a horseshoe magnet, that had North and South poles labeled, and a rectangle magnet with a hole in it, that had no labels (picture included). The student was asked to label the rectangle magnet with North and South pole. The evaluator then asked the student to do the same thing with two bar magnets. The evaluator read the labels to the student and placed them in a readily accessible way (on the edge of a whiteboard eraser).</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The student was expected to put the labels on North and South poles on the unlabeled magnets by putting the magnets together, noticing if they attracted or repelled, and labeling North/South based on whether they attracted or repelled.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|--|-------------------------|-------------------------|-------------------|
| Data Chart: | Label poles on a rectangle magnet with a hole in it | Labels N/S | Labels N/S | Yes |
| | Label poles on a bar magnet | Labels N/S | Labels N/S | Yes |
| | | | | **Select** |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|--|
| Student Name: | |
| Grade: | Grade 4 |
| Domain: | Physical Science |
| Behavior #2: | Uses a variety of different magnets to demonstrate repulsion and attraction of polarities |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>After the labeling, the student was presented with labeled magnets in four different pairings: bar magnet/magnet with hole, bar magnet/bar magnet, horseshoe magnet/bar magnet, and horseshoe magnet/magnet with hole. The evaluator read aloud each question to the student and pointed to the two choices as they were read.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The student was expected to take the two given magnets and manipulate them to decide what happens when the named poles are put together. The student then had to circle their answer.</p> |

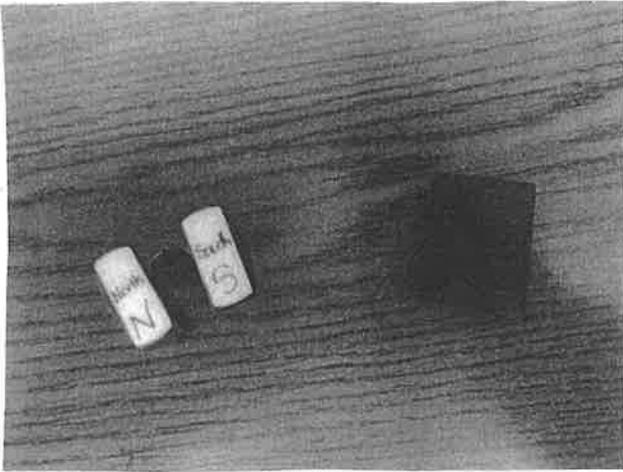
| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|------------------------------------|------------------|------------------|------------|
| Data Chart: | Bar Magnet/Magnet with Hole 1. N/S | Attract | Attract | Yes |
| | Bar Magnet/Magnet with Hole 2. S/S | Repel | Repel | Yes |
| | Bar Magnet/Magnet with Hole 3. N/N | Repel | Repel | Yes |
| | 2 Bar Magnets 1. N/S | Attract | Attract | Yes |
| | 2 Bar Magnets 2. S/S | Repel | Repel | Yes |
| | 2 Bar Magnets 3. N/N | Repel | Repel | Yes |
| | Horseshoe/Bar 1. S/S | Repel | Repel | Yes |
| | Horseshoe/Bar 2. S/N | Attract | Attract | Yes |
| | Horseshoe/Bar 3. N/N | Repel | Repel | Yes |
| | Horseshoe/Magnet with hole 1. N/N | Repel | Repel | Yes |
| | Horseshoe/Magnet with hole 2. S/S | Repel | Repel | Yes |
| | Horseshoe/Magnet with hole 3. S/N | Attract | Attract | Yes |
| | | | | **Select** |
| | | | | **Select** |
| | | | | **Select** |
| | | | **Select** | |

Name: _____

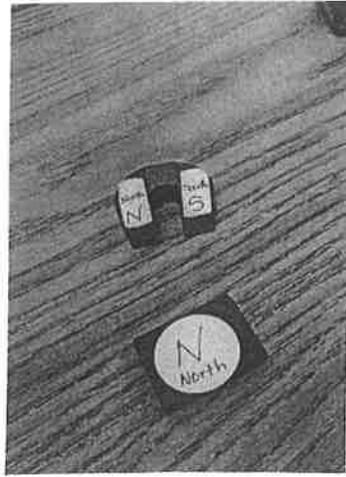
Date: 27-14

Identify North and South poles on the magnets.

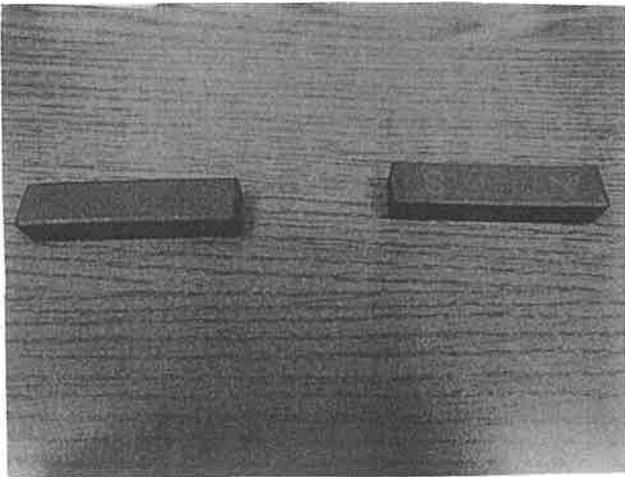
1. Horseshoe magnet labeled and rectangle magnet with hole unlabeled



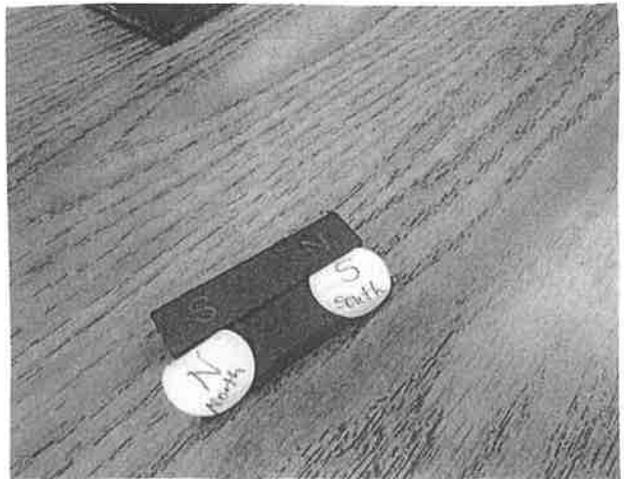
U



2. Two rectangle magnets, one labeled and one not labeled



U

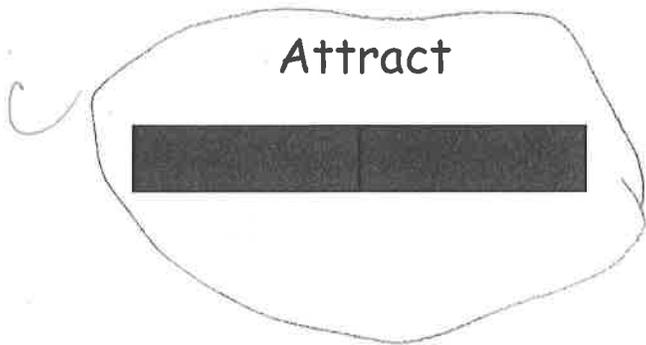


Name: _____ Date: 2-7-14

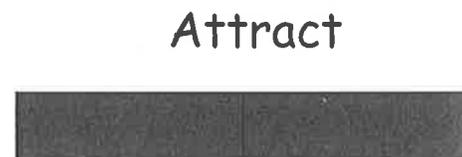
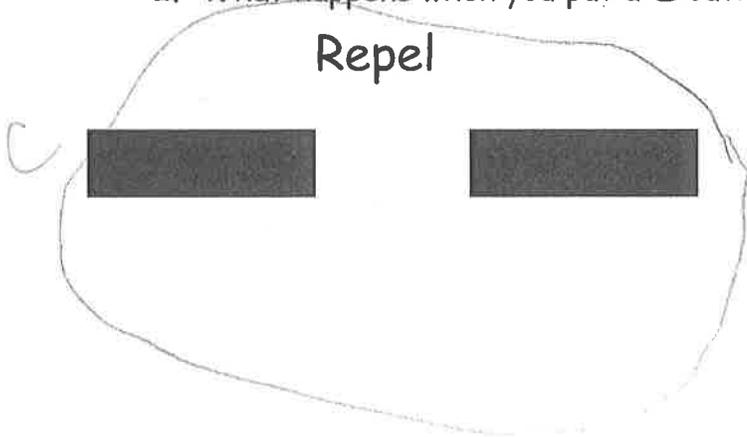
Use labeled magnets to demonstrate how poles attract/repel.

BAR MAGNET/MAGNET WITH HOLE

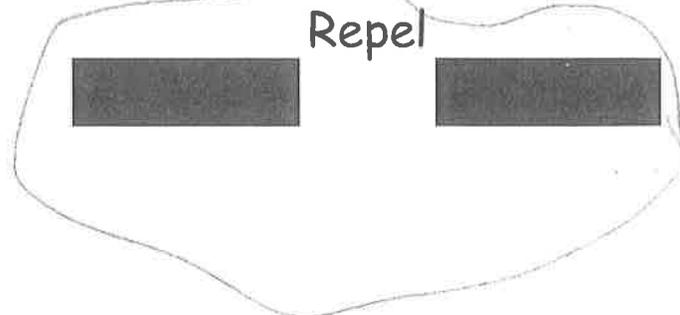
1. What happens when you put a **N**orth pole and **S**outh pole together?



2. What happens when you put a **S**outh pole and **S**outh pole together?



3. What happens when you put a **N**orth pole and **N**orth pole together?



name: _____
date: 3-10-14

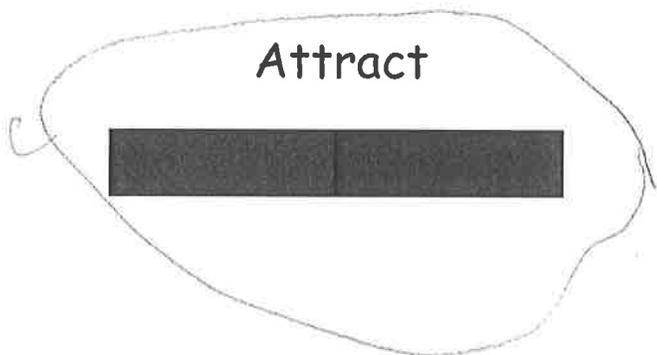


Name: _____ Date: 2-18-14

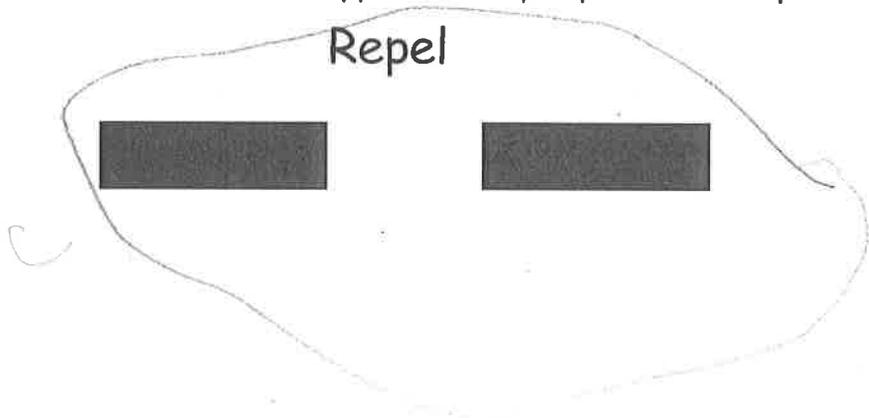
Use labeled magnets to demonstrate how poles attract/repel.

TWO BAR MAGNETS

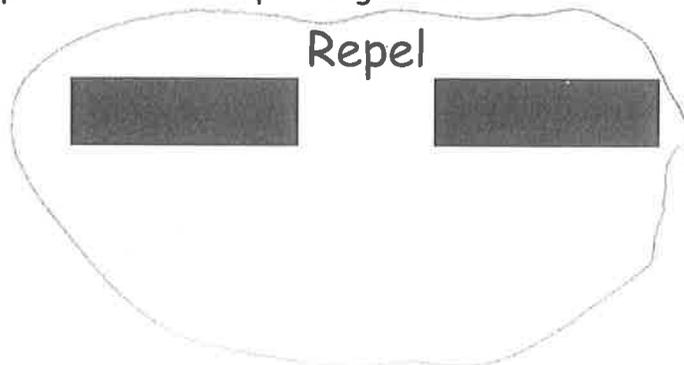
1. What happens when you put a **N**orth pole and **S**outh pole together?



2. What happens when you put a **S**outh pole and **S**outh pole together?



3. What happens when you put a **N**orth pole and **N**orth pole together?



name: _____
date: 2-17-14



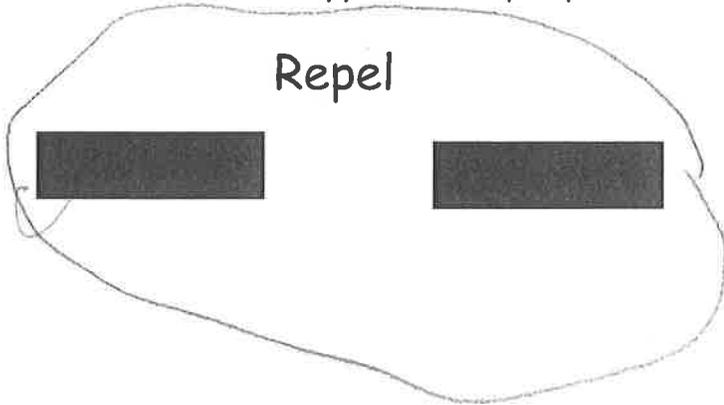
Name: _____

Date: 2-17-14

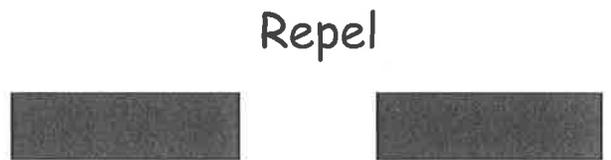
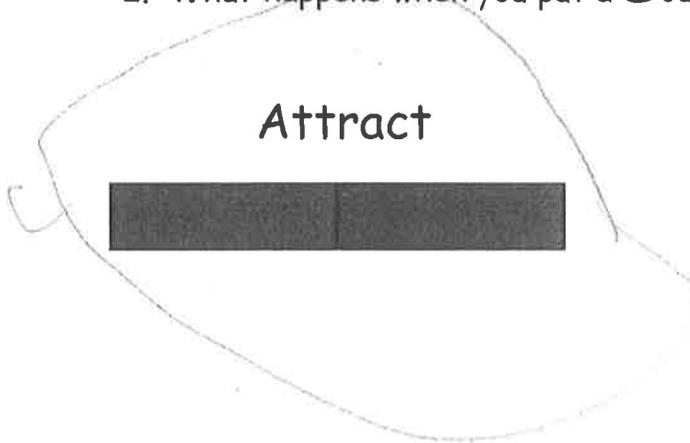
Use labeled magnets to demonstrate how poles attract/repel.

HORSESHOE MAGNET/BAR MAGNET

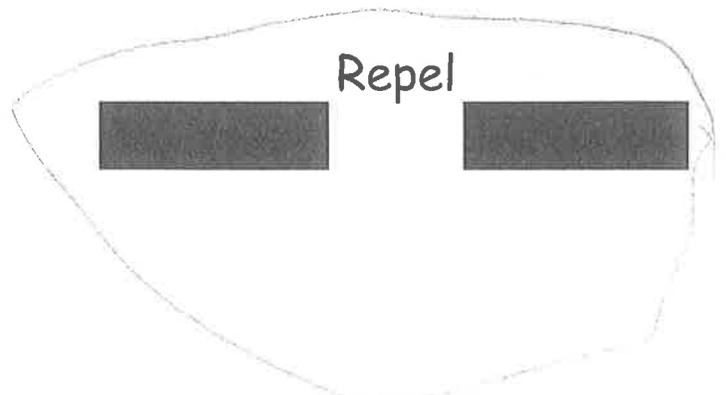
1. What happens when you put a **S**outh pole and **S**outh pole together?



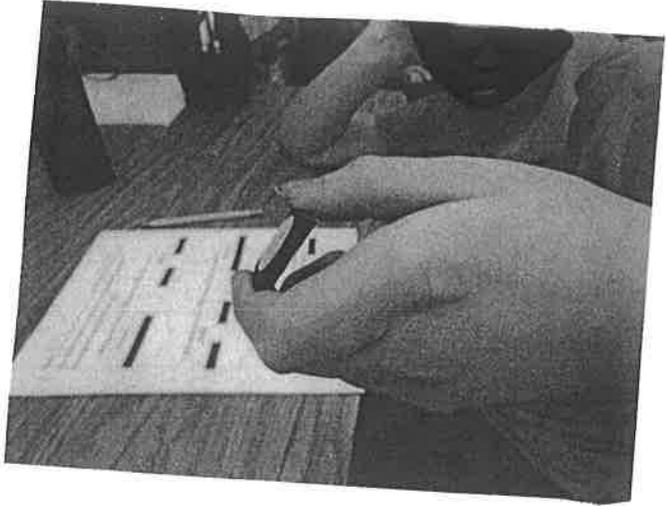
2. What happens when you put a **S**outh pole and **N**orth pole together?



3. What happens when you put a **N**orth pole and **N**orth pole together?



name: _____
date: 2-17-14



Name: _____ Date: 2-17-14

Use labeled magnets to demonstrate how poles attract/repel.

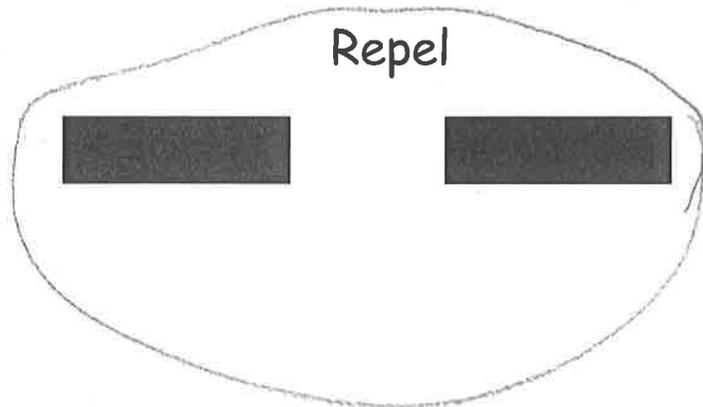
HORSESHOE MAGNET/MAGNET WITH HOLE

1. What happens when you put a **N**orth pole and **N**orth pole together?

Attract

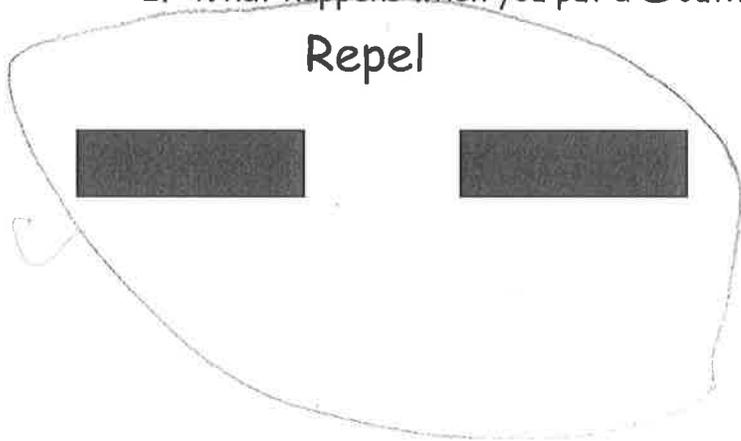


Repel



2. What happens when you put a **S**outh pole and **S**outh pole together?

Repel

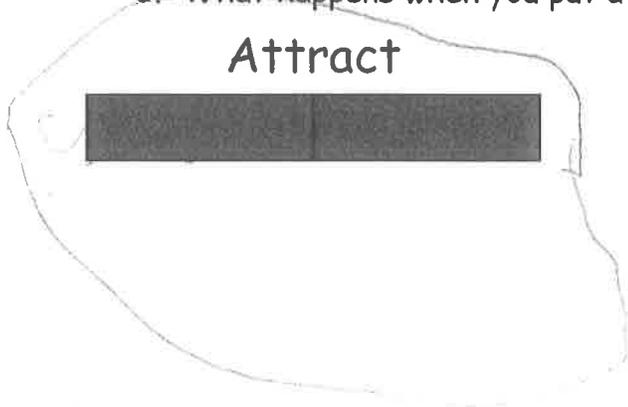


Attract



3. What happens when you put a **S**outh pole and **N**orth pole together?

Attract



Repel



name: _____
date: 2-17-14



**LIFE SCIENCE 4TH GRADE
LEVEL A**

| | |
|------------------------------|--|
| Entry Point | Life Science PK-4:31, Level A <i>Student demonstrates understanding that plants and animals have life cycles by sequencing and connecting the stages of a life cycle.</i> |
| Entry Point Behaviors | <ol style="list-style-type: none"> 1. Describes or illustrates with labels (text) a 4-stage life cycle of an animal 2. Describes or illustrates with labels (text) a 4-stage life cycle of a plant 3. Sequences and shows connections (arrows) between stages of a life cycle |
| GLGEC Connection | <p>Students in Kathy’s classroom have been learning about the life cycles of butterflies while they participated in the Journey North program where they were citizen scientists. As part of this work, the students predicted the path the monarchs would travel and mapped their journey north. For more information on this program check out: http://www.learner.org/jnorth/monarch/ Students were engaged in relevant data collection. The classroom teacher and the special educator worked together to create an assessment, and then modified the assessment to provide access for the special needs students.</p> <p>These same students also used the STC Plant Growth and Development Kit where they watched germination and maturation while learning about the specific parts of a plant and the function each serves. Because they cared for their own seedlings, students learned that plants need light, soil, nutrients from soil, and water to survive.</p> |
| Materials | Descriptive Captions Pictures of plant and animals at the different stages of the life cycle. Template |
| Quantity | 26 (14 or more items minimum) |

| | | | | |
|--|---------------------------|---|----------------|------------------|
| 1. Behavior #1: The student describes and labels (text) the 4 stage in the life cycle of an animal | | | | |
| Evaluator Role | | Student Role | | |
| <ol style="list-style-type: none"> 1. The teacher finds an assortment of life cycle pictures including the stages of a butterfly’s life cycle. 2. The teacher creates and precuts captions that name and describe each stage of the life cycle. 3. Teacher presents all of these to the student who finds the correct stages of the life cycle and matches them with the correct caption. | | The student chooses the correct stage of the life cycle out of a field of 8 pictures of living things. The student matches the label and the description with each of the stages. | | |
| Assessment Item | Correct Response | Student’s Response | Correct | Incorrect |
| 1. Butterfly egg picture | Butterfly egg picture | | | |
| 2. Butterfly Caption | Butterfly Caption | | | |
| 3. Caterpillar picture | Caterpillar picture | | | |
| 4. Caterpillar Caption | Caterpillar Caption | | | |
| 5. Pupa | Pupa | | | |
| 6. Pupa Caption | Pupa Caption | | | |
| 7. Adult Butterfly | Adult Butterfly | | | |
| 8. Adult Butterfly Caption | Adult Butterfly Caption | | | |
| 9. Title | Life Cycle of A Butterfly | | | |

Completed Template Behavior 1

Name: Kathy Sample Date: 5-10-13



BUTTERFLY

An Adult butterfly is fully grown.



EGG

A butterfly begins its life as an egg

Life Cycle of a Butterfly



PUPA (CHRYSTALLIS)

The pupa is resting.



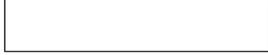
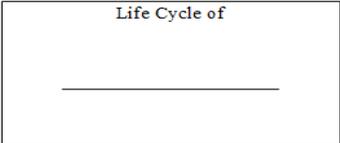
CATERPILLAR (LARVA)

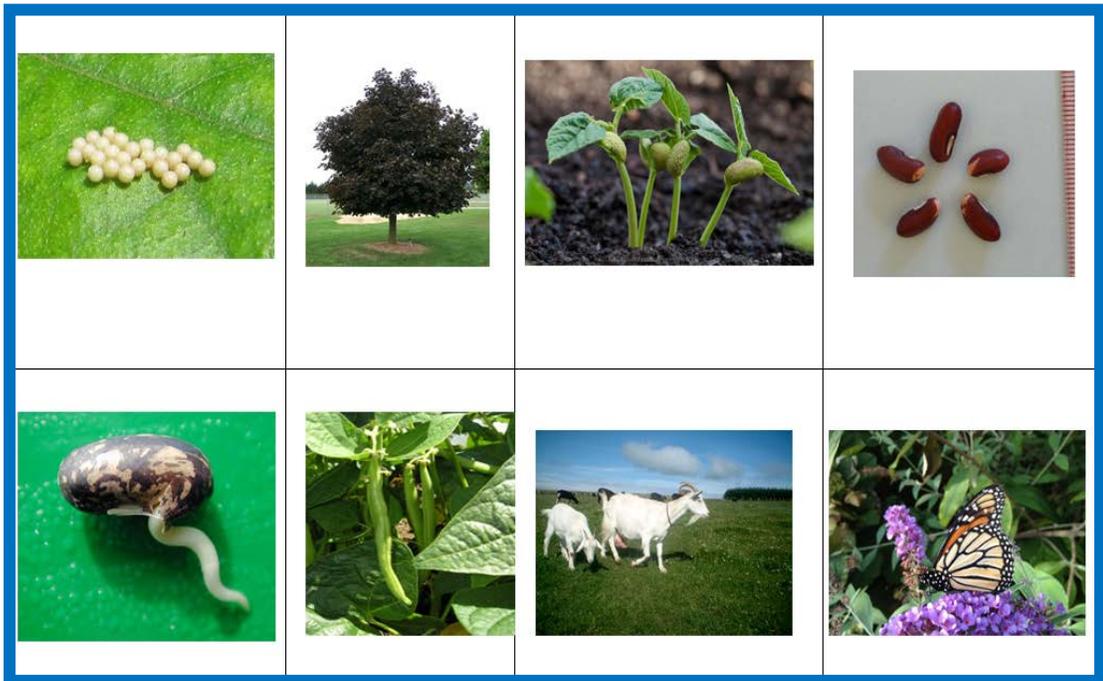
The Caterpillar is born.

| Behavior #2: Describes or illustrates with labels (text) a 4-stage life cycle of a plant | | | | |
|---|---------------------|---|---------|-----------|
| Evaluator Role | | Student Role | | |
| 1. Teacher finds an assortment of life cycle pictures including the stages of plant's life cycle. 2. The teacher also cuts out captions that name and describes each stage of the life cycle 3. .Teacher presents all of these to the student who finds the correct stages of the life cycle and matches them with the correct caption. | | The student chooses the correct stage of the life cycle out of a field of 8 pictures of living things. The student matches the correct caption with the correct picture. | | |
| Assessment Item | Correct Response | Student's Response | Correct | Incorrect |
| 1. Seed Picture | Seed Picture | | | |
| 2. Seed Picture Caption | Seed Caption | | | |
| 3. Sprout Picture | Sprout Picture | | | |
| 4. Sprout Picture Caption | Sprout Caption | | | |
| 5. Seedling Picture | Seedling Picture | | | |
| 6. Seedling Caption | Seedling Caption | | | |
| 7. Adult Plant Picture | Adult Plant Picture | | | |
| 8. Adult Plant Caption | Adult Plant Caption | | | |
| 9. Title | Life Cycle of Plant | | | |

Behavior #2 Materials

Name: Kathy Sample Date: 10-20-13

| | |
|---|---|
|  |  |
|  |  |
|  | |
|  |  |
|  |  |



Completed Template Behavior #2

Name: Kathy Sample Date: 5-23-13



A plant comes from a seed.

Life Cycle of a Plant



A sprout is a seed that has been watered.



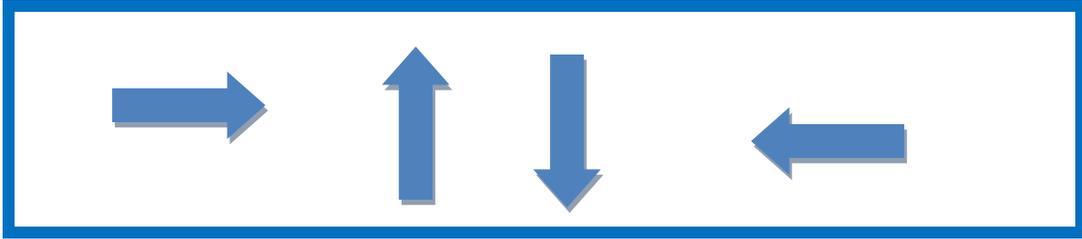
An adult is a fully grown plant.



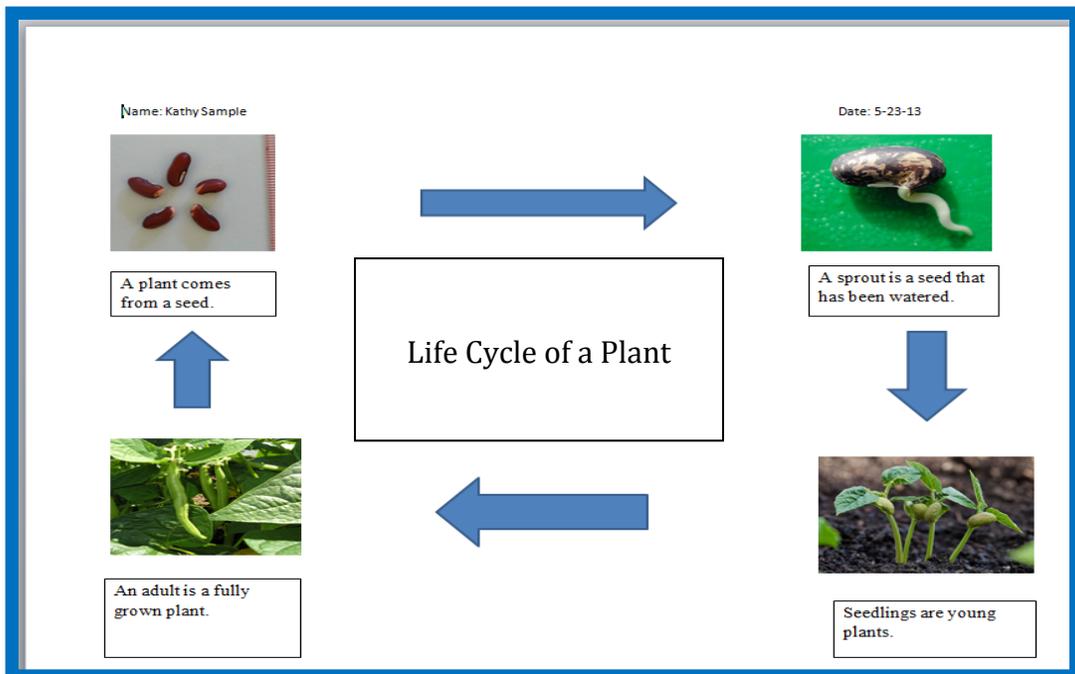
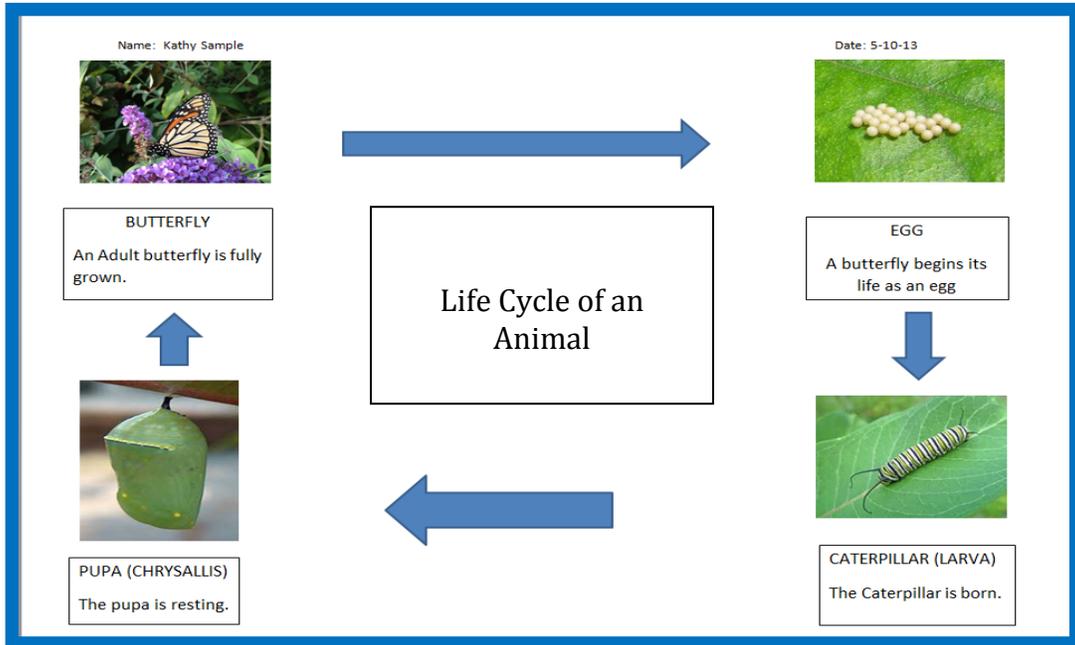
Seedlings are young plants.

| Behavior #3: Sequences and shows connections (arrows) between stages of a life cycle | | | | |
|---|------------------------------------|--|----------------|------------------|
| Evaluator Role | | Student Role | | |
| Teacher asks students to place arrows that will demonstrate the sequence of a life cycle of a plant or an animal. | | Student places arrows to demonstrate connection and sequence. In a life cycle of a plant or animal | | |
| Assessment Item | Correct Response | Student's Response | Correct | Incorrect |
| 1. Connection between stage 1 and stage 2 (A) | Egg connected to the caterpillar | | | |
| 2. Connection between stage 2 and stage 3 (A) | Caterpillar connected to the pupa. | | | |
| 3. Connection between stage and stage 4 (A) | Pupa connected to adult butterfly | | | |
| 4. Connection between stage 4 and stage 1 (A) | Adult butterfly and egg | | | |
| 5. Connection between stage 1 and stage 2 (P) | Seed connected to the sprout | | | |
| 6. Connection between stage 2 and stage 3 (P) | Sprout connected to seedling | | | |
| 7. Connection between stage 3 and stage 4 (P) | Seedling connected to Adult plant | | | |
| 8. Connection between stage 4 and stage 1 (P) | Adult plant connected to the seed. | | | |

Behavior # 3 Materials



Behavior # 3 Products



Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Life Science

- The information below should be detailed enough to allow the scorers to identify the Endline task at the Portfolio Scoring Institute.
- Endline tasks that do not match the Baseline information in this section will be considered invalid, and the strand will be disqualified.
- A minimum of 30 calendar days is required between baseline and endline assessments.

Please note the following:

All VTAAP science entry points have a required minimum of test items. Please refer to the Science Student Performance Scoring Guide.

Section A: Product Identification

| | |
|---------------|----------------------|
| Student Name: | |
| Grade: | Grade4 |
| Domain | Life Science |
| Date: | March 6, 2014 |

Section B: Product Format

| | | |
|-----------------|--|--|
| Product Format: | This VTAAP assessment task is documented in the format of: | |
| | Yes | Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record |
| | Yes | Option 2*: Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at baseline • Printed copy of VTAAP Form 3 Baseline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |

Section C: Assessment Administration

| | | |
|-------------------|---|--|
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | Yes | Planned assessment task(s) |
| | No | Administered assessment task(s) |
| | No | Supervised administration of assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | Yes | Planned assessment task(s) |

| | No | Administered assessment task(s) |
|---|---|---|
| | Yes | Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? Other learning environment | |
| GLGEC Activity: | <p>Please describe the grade-level general education curriculum (GLGEC) activity that was adapted or modified for this assessment task, including the GLGEC theme, topic or unit of study.</p> <p>third grade learned about the life cycle of butterflies last year and had chrysalis' in the class to watch the cycle. did not get a chance to participate much last year so she was able to do it this year. The fourth grade class studies the life cycles of plants and was able to grow a plant for her inquiry section of the VTAAP as well.</p> | |
| <p><i>Note: This is not a restatement of the grade expectation standard, nor a statement of what is common for that grade. This information must be a direct reference to a specific activity that is part of this student's grade-level general education classroom curriculum.</i></p> | | |

| | | | |
|----------------------------------|---|------------|--|
| <p>Materials / Supports:</p> | <p>List all of the materials and teacher-free supports used in this assessment task. poster paper, pictures of the frog cycle, pictures of the plant cycle and pictures of the butterfly cycle, glue, template, arrows</p> <p><i>Be very specific about the tools, materials, and items that were present during the assessment.</i></p> | | |
| <p>Section D: Process</p> | | | |
| <p>Process Awareness:</p> | <p>Please read and indicate agreement with the following statements:</p> <ul style="list-style-type: none"> • The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio. • The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items, to demonstrate the student's learning of the skills, concepts and knowledge. • The final submission for this strand by May 15 must include: <ul style="list-style-type: none"> ▶ Original Baseline product CLEARLY labeled with student name and collection date ▶ Printed copy of VTAAP Form 3: Baseline Record (attached) ▶ Original Endline product labeled with student name and collection date ▶ Printed copy of VTAAP Form 5: Endline Record (product label for this strand) <table border="1" data-bbox="406 1029 1502 1113" style="width: 100%;"> <tr> <td style="width: 15%; text-align: center;">Yes</td> <td>I have read and agree with the above statements.</td> </tr> </table> | Yes | I have read and agree with the above statements. |
| Yes | I have read and agree with the above statements. | | |

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|--|
| Student Name: | |
| Grade: | Grade4 |
| Domain: | Life Science |
| Behavior #1: | Describes or illustrates with labels (text) a 4-stage life cycle of an animal |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task. The evaluator will provide the student with pictures of the cycles as well as the captions. The evaluator will also have a template for the student to place the pictures of the stages in the correct order as well as caption with the description of the stage.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task. The student will cut out the picture of the stages and glue them on to the graphic organizer in the correct order of the life cycles. She will also glue the name of the cycle (with the description) next to the correct stage of the life cycle.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|-----------------|------------------|------------------|------------|
| Data Chart: | Stages | seed | seed | yes |
| | Stages | sprout | sprout | Yes |
| | Stages | stem/roots | stem/roots | Yes |
| | Stages | plant | plant | Yes |
| | stages | egg | egg | Yes |
| | Stages | tadpole | tadpole | Yes |
| | Stages | froglet | froglet | Yes |
| | Stages | adult frog | adult frog | Yes |
| | stages | egg | egg | yes |
| | Stages | caterpillar | caterpillar | yes |
| | Stages | chrysalis | chrysalis | yes |
| | stages | butterfly | butterfly | yes |
| | | | | **Select** |
| | | | | **Select** |
| | | | | **Select** |
| | | | **Select** | |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|--|
| Student Name: | |
| Grade: | Grade4 |
| Domain: | Life Science |
| Behavior #2: | Describes or illustrates with labels (text) a 4-stage life cycle of a plant |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task. The evaluator will provide the student with pictures of the cycles as well as the captions. The evaluator will also have a template for the student to place the pictures of the stages in the correct order as well as the caption with the description of the stage.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task. The student will cut out the pictures of the stages and glue them on to the graphic organizer of the cycle with the description next to the correct stage of the life cycle.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|-----------------|------------------|------------------|------------|
| Data Chart: | descriptors | seed | seed | yes |
| | descriptors | sprout | sprout | yes |
| | descriptors | stem | stem/roots | yes |
| | descriptors | plant | plant | yes |
| | descriptors | egg | egg | yes |
| | descriptors | tadpole | tadpole | yes |
| | descriptors | froglet | froglet | yes |
| | descriptors | adult frog | adult frog | yes |
| | descriptors | egg | egg | yes |
| | descriptors | caterpillar | caterpillar | yes |
| | descriptors | chrysalis | chrysalis | yes |
| | descriptors | butterfly | buttefly | yes |
| | | | | **Select** |
| | | | | **Select** |
| | | | **Select** | |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|---|
| Student Name: | |
| Grade: | Grade4 |
| Domain | Life Science |
| Behavior #3: | Sequences and shows connections (arrows) between stages of a life cycle |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task. The evaluator will ask the student to place the arrows in the directions in which the life cycles happen.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task. The student will glue the arrows in the correct direction in which the life cycles happen.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|------------------------|------------------------------|-------------------------|-------------------|
| Data Chart: | arrows | seed-sprout | seed-sprout | yes |
| | arrows | sprout-stem | sprout-stem | yes |
| | arrows | stem-plant | stem-stem | no |
| | arrows | plant-seed | plant-seed | yes |
| | arrows | egg-tadpole | egg-egg | no |
| | arrows | tadpole to froglet | tadpole-tadpole | no |
| | arrows | froglet to frog | froglet-frog | yes |
| | arrows | frog-egg | frog-egg | yes |
| | arrows | egg-caterpillar | egg-caterpillar | yes |
| | arrows | caterpillar-chrysalis | caterpillar-chrysalis | yes |
| | arrows | chrysalis-butterfly | chrysalis-butterfly | yes |
| | arrows | butterfly-egg | buttefly-egg | yes |
| | | | | **Select** |
| | | | | **Select** |
| | | | **Select** | |

Endline

3/10, 2014

Student is given blank life cycle organizer and pre cut pictures, labels and arrows. The student is asked to first place the pictures, the labels and then the arrows. The student independently places all of the above and glues them down.

| VTAAP S. | Correct Order | Student Response Label +/- | Notes |
|--------------------|-----------------------|----------------------------|-------|
| Stages | Egg | + | |
| | Tadpole | + | |
| | Froglet | + | |
| | Adult Frog | + | |
| | | | |
| Descriptors | Egg | + | |
| | Tadpole | + | |
| VTAAP S. | Froglet | + | |
| | Adult Frog | + | |
| | | | |
| Arrows | Egg to tadpole | | |
| | Tadpole to froglet | | |
| | Froglet to Adult frog | + | |
| | Adult Frog to egg | + | |

Endline

3/10, 2014

Student is given blank life cycle organizer and pre cut pictures, labels and arrows. The student is asked to first place the pictures, the labels and then the arrows. The student independently places all of the above and glues them down.

| | Correct Order | Student Response Label +/- | Notes |
|--------------------|---------------|----------------------------|-------|
| Stages | Seed | + | |
| | Sprout | + | |
| | Stem/Roots | + | |
| | Plant | + | |
| | | | |
| Descriptors | Seed | + | |
| | Sprout | + | |
| | Stem | + | |
| | Plant | + | |
| | | | |
| Arrows | Seed-Sprout | + | |
| | Sprout-Stem | + | |
| | Stem-Plant | - | |
| | Plant-Seed | + | |

Endline

2/2, 2014

Student is given blank life cycle organizer and pre cut pictures, labels and arrows. The student is asked to first place the pictures, the labels and then the arrows. The student independently places all of the above and glues them down.

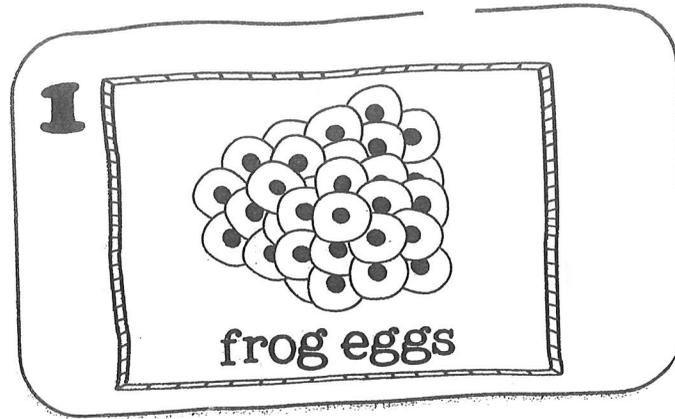
| | Correct Order | Student Response Label +/- | Notes |
|--------------------|--------------------------|-------------------------------|-------|
| Stages | Egg | + | |
| | Caterpillar | + | |
| | Chrysalis | + | |
| | Butterfly | + | |
| Descriptors | Egg | + | |
| | Caterpillar | + | |
| | Chrysalis | + | |
| | Butterfly | + | |
| Arrows | Egg to caterpillar | + | |
| | Caterpillar to chrysalis | + | |
| | Chrysalis to butterfly | + | |
| | Butterfly to egg | + | |

life cycle of a

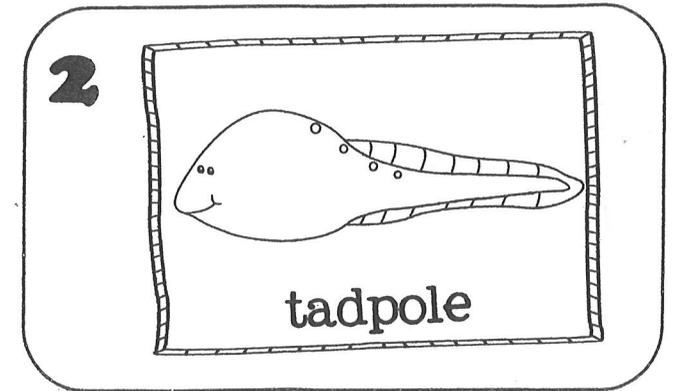
Frog

name: _____

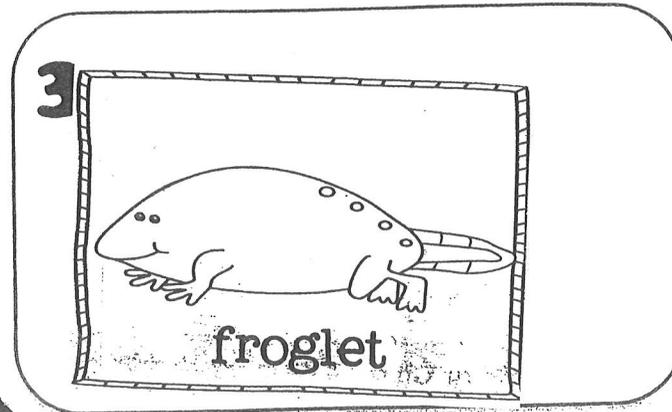
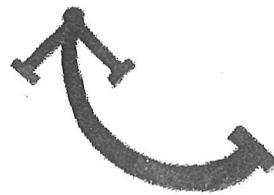
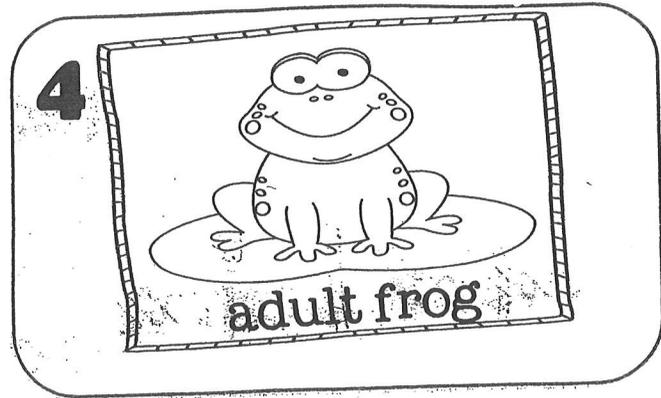
3/6/14
Endline



The frog lays **eggs** in the water.



A **tadpole** hatches from the egg.



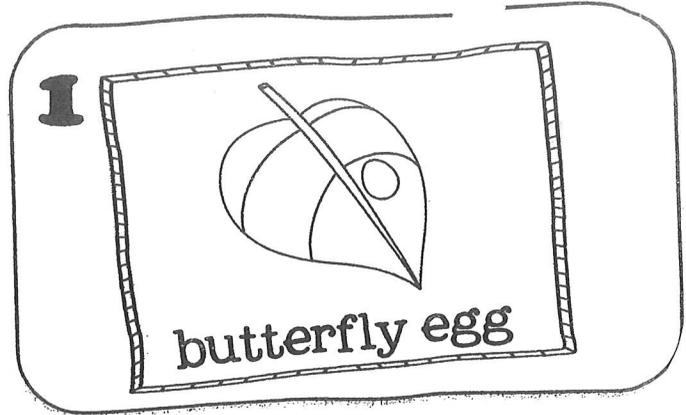
A **froglet** grows front feet.



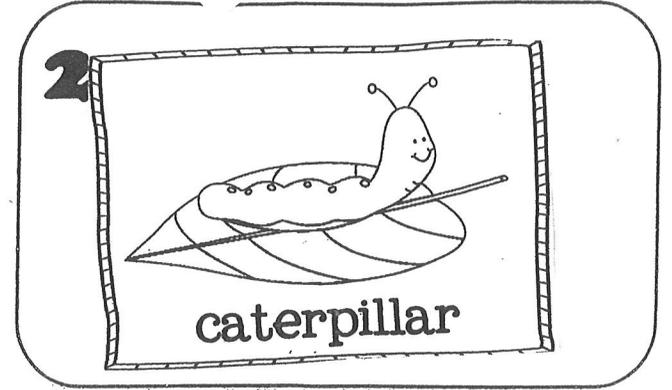
It's tail is gone.
Now it is an **adult frog**.

life cycle of a butterfly

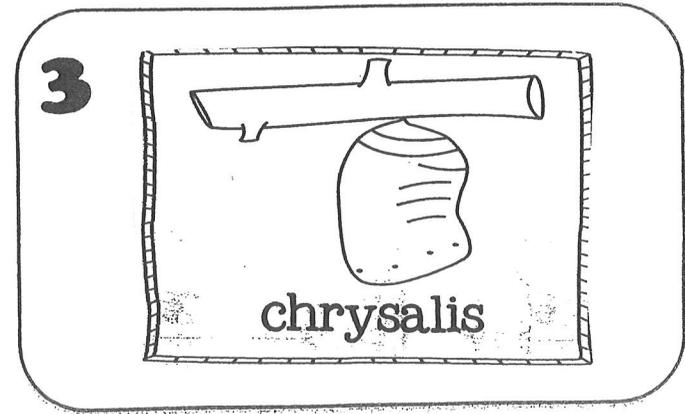
Endline 2/21/14
name: _____



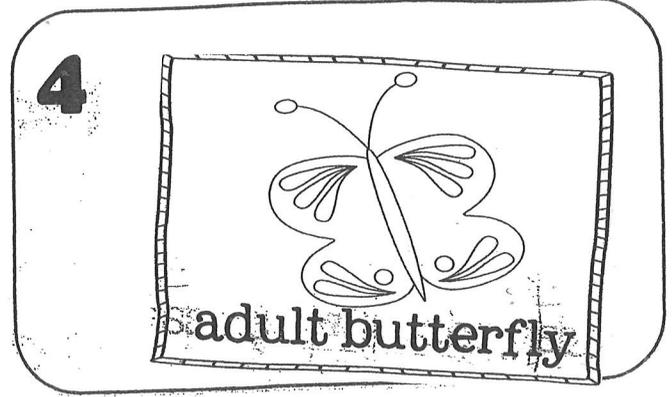
The butterfly lays an egg.



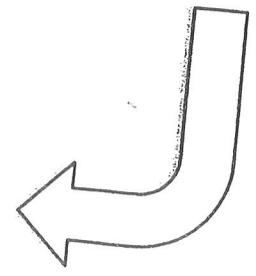
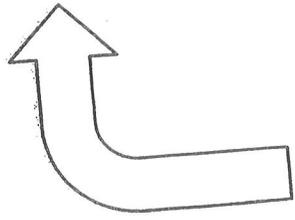
A caterpillar hatches from the egg.



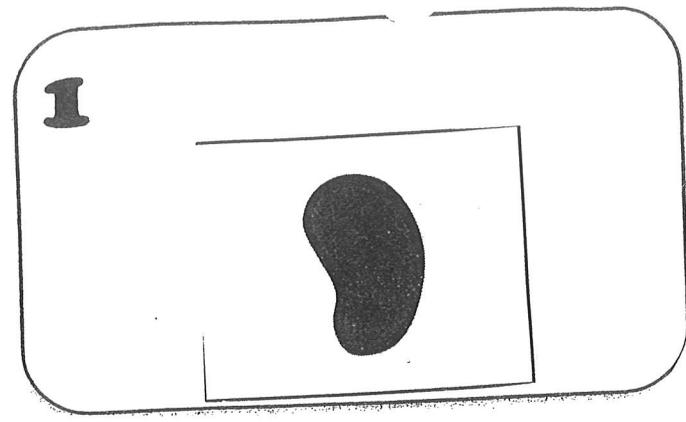
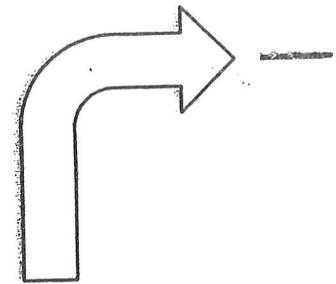
It turns into a chrysalis.



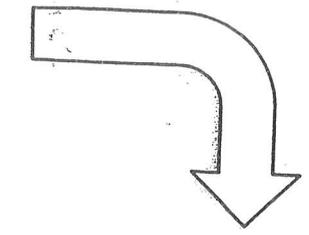
A butterfly comes out of the chrysalis.



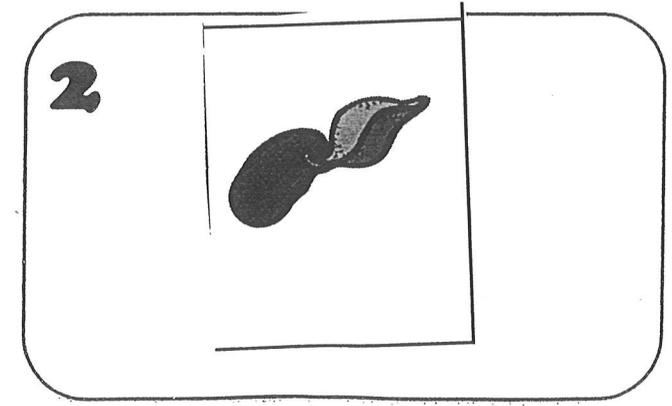
life cycle of a plant



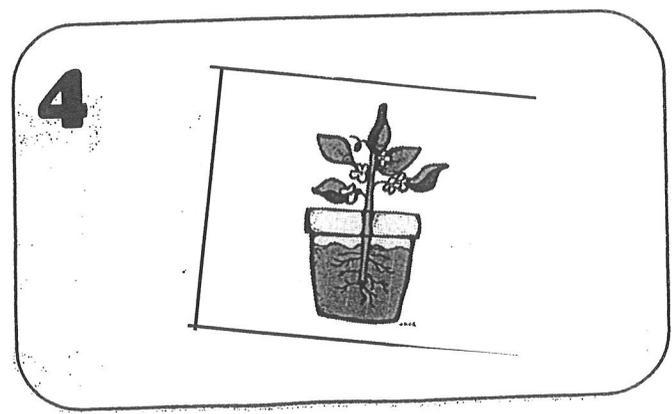
A **seed** is planted in the ground.



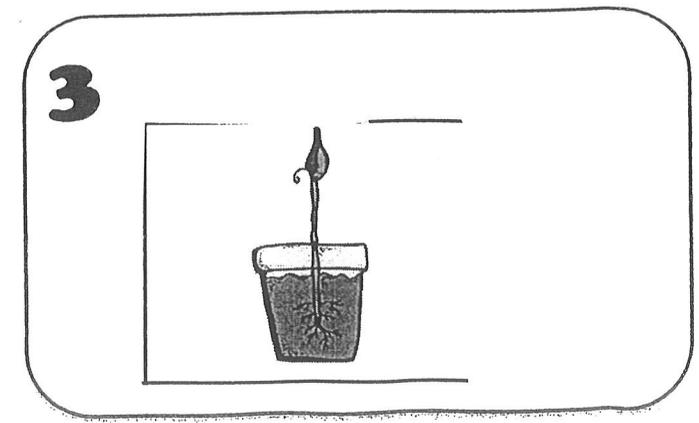
name: _____
3/6/14
Endline



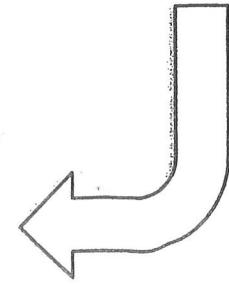
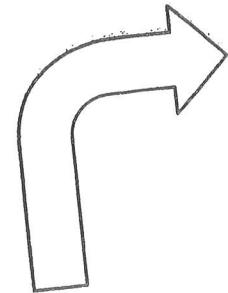
A **sprout** begins to grow.



Flowers begin to grow on the **plant**.



Roots grow down and a **stem** grows up.



Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Life Science

- The information below should be detailed enough to allow the scorers to identify the Endline task at the Portfolio Scoring Institute.
- Endline tasks that do not match the Baseline information in this section will be considered invalid, and the strand will be disqualified.
- A minimum of 30 calendar days is required between baseline and endline assessments.

Please note the following:

All VTAAP science entry points have a required minimum of test items. Please refer to the Science Student Performance Scoring Guide.

Section A: Product Identification

| | |
|---------------|---------------------|
| Student Name: | |
| Grade: | Grade 4 |
| Domain: | Life Science |
| Date: | 5/14/2014 |

Section B: Product Format

| | | |
|-----------------|--|--|
| Product Format: | This VTAAP assessment task is documented in the format of: | |
| | Yes | Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record |
| | No | Option 2*: Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at baseline • Printed copy of VTAAP Form 3 Baseline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |

Section C: Assessment Administration

| | | |
|-------------------|---|--|
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | No | Planned assessment task(s) |
| | No | Administered assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | Yes | Planned assessment task(s) |
| | No | Supervised administration of assessment task(s) |

| | | |
|---------------------|---|---|
| | Yes | Administered assessment task(s) |
| | No | Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? Other learning environment | |
| GLGEC Activity: | <p>Please describe the grade-level general education curriculum (GLGEC) activity that was adapted or modified for this assessment task, including the GLGEC theme, topic or unit of study.</p> <p>same grade peers studied human body systems. Within his classroom, the focus was on the skeletal system with small portions connected to the nervous, respiratory, and digestive systems. The focus was on what the skeletal system does for our body and what it protects. The parts that focused on were gathered from instructional materials provided by his classroom teacher based on what was presented in class.</p> | |
| | <p><i>Note: This is not a restatement of the grade expectation standard, nor a statement of what is common for that grade. This information must be a direct reference to a specific activity that is part of this student's grade-level general education classroom curriculum.</i></p> | |

| | | | |
|---------------------------|--|------------|--|
| Materials / Supports: | <p>List all of the materials and teacher-free supports used in this assessment task.</p> <p>was given a picture of himself to label external body parts. He was given a picture of a human body for labeling internal body parts. He was given written labels to attach. He was given descriptions of how each body part meets survival needs to match to the appropriate body part.</p> <p><i>Be very specific about the tools, materials, and items that were present during the assessment.</i></p> | | |
| Section D: Process | | | |
| Process Awareness: | <p>Please read and indicate agreement with the following statements:</p> <ul style="list-style-type: none"> • The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio. • The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items, to demonstrate the student's learning of the skills, concepts and knowledge. • The final submission for this strand by May 15 must include: <ul style="list-style-type: none"> ▶ Original Baseline product CLEARLY labeled with student name and collection date ▶ Printed copy of VTAAP Form 3: Baseline Record (attached) ▶ Original Endline product labeled with student name and collection date ▶ Printed copy of VTAAP Form 5: Endline Record (product label for this strand) <table border="1" data-bbox="418 1045 690 1115"> <tr> <td data-bbox="418 1045 690 1115" style="text-align: center;">Yes</td> <td data-bbox="690 1045 1507 1115">I have read and agree with the above statements.</td> </tr> </table> | Yes | I have read and agree with the above statements. |
| Yes | I have read and agree with the above statements. | | |

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|---|
| Student Name: | |
| Grade: | Grade 4 |
| Domain | Life Science |
| Behavior #1: | Names and locates external body part(s) |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The evaluator presented the two pictures to . The evaluator read the labels aloud to the student and told him to put a label on the line that points to the body part. The evaluator pointed to each line and traced it with her finger to show that it was pointing to a specific body part.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment. Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The student was expected to choose the correct label to attach to the lines pointing to each of the 8 body parts.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|------------------------|-----------------------------|-------------------------|-------------------|
| Data Chart: | Label ears | Ear label to ear | Ear to ear | Yes |
| | Label teeth | Teeth label to teeth | Teeth to teeth | Yes |
| | Label nose | Nose label to nose | nose to nose | Yes |
| | Label skin | Skin label to skin | skin to skin | Yes |
| | | | | **Select** |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|--|
| Student Name: | |
| Grade: | Grade 4 |
| Domain | Life Science |
| Behavior #2: | Names and locates internal body part(s) |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The evaluator presented the two pictures to The evaluator read the labels aloud to the student and told him to put a label on the line that points to the body part. The evaluator pointed to each line and traced it with her finger to show that it was pointing to a specific body part.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The student was expected to choose the correct label to attach to the lines pointing to each of the 8 body parts.</p> |

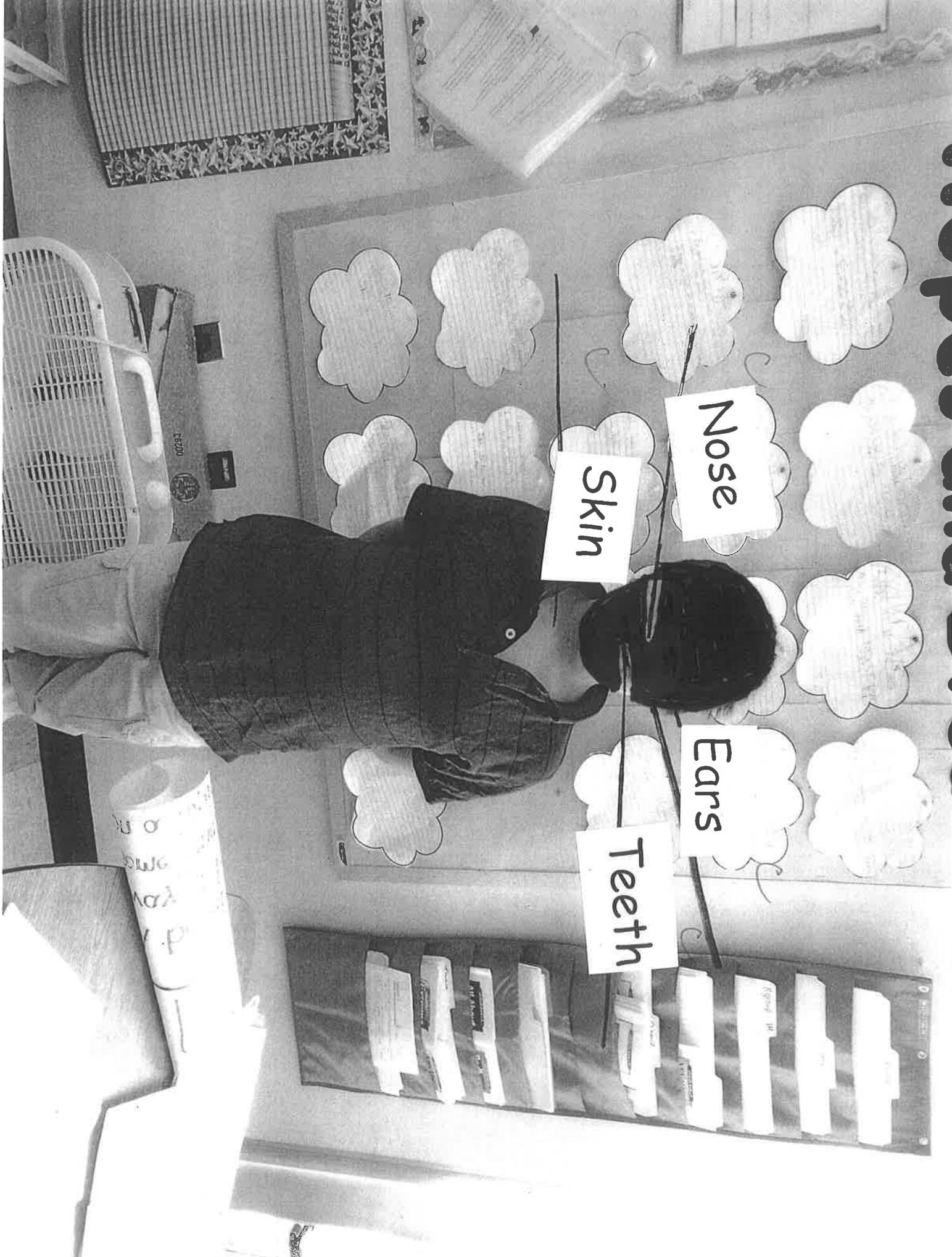
| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|------------------------|-------------------------|-----------------------------|-------------------|
| Data Chart: | Label rib cage | Rib cage labeled | rib cage to rib cage | Yes |
| | Label brain | Brain labeled | brain to brain | Yes |
| | Label lungs | Lungs labeled | lungs to lungs | Yes |
| | Label stomach | Stomach labeled | stomach to stomach | Yes |
| | | | | **Select** |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|--|
| Student Name: | |
| Grade: | Grade 4 |
| Domain: | Life Science |
| Behavior #3: | Describes how specific body parts contribute to survival needs |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task. The evaluator read each of the body parts and the descriptions about meeting survival needs and told the student to "Draw a line from the internal/external body part to how it meets our survival needs." The evaluator repeated the body parts and descriptions as needed.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task. The student was then expected to draw a line from the body part to the description of how it meets our survival needs.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|--------------------------------|---|--------------------------------------|-------------------|
| Data Chart: | Survival need: lungs | help us to breathe | help us to digest food | No |
| | Survival need: stomach | helps us digest food | help us to breathe | No |
| | Survival need: rib cage | helps protect our organs | helps control all our body movements | No |
| | Survival need: brain | helps control all our body movements | helps protect our organs | No |
| | Survival need: ears | help us to hear danger | help us to hear danger | Yes |
| | Survival need: nose | helps us to smell fire | helps us to smell fire | Yes |
| | Survival need: teeth | helps us chew food | helps us chew food | Yes |
| | Survival need: skin | helps keep us warm in cold weather | helps keep us warm in cold weather | Yes |
| | | | | **Select** |



Nose

Skin

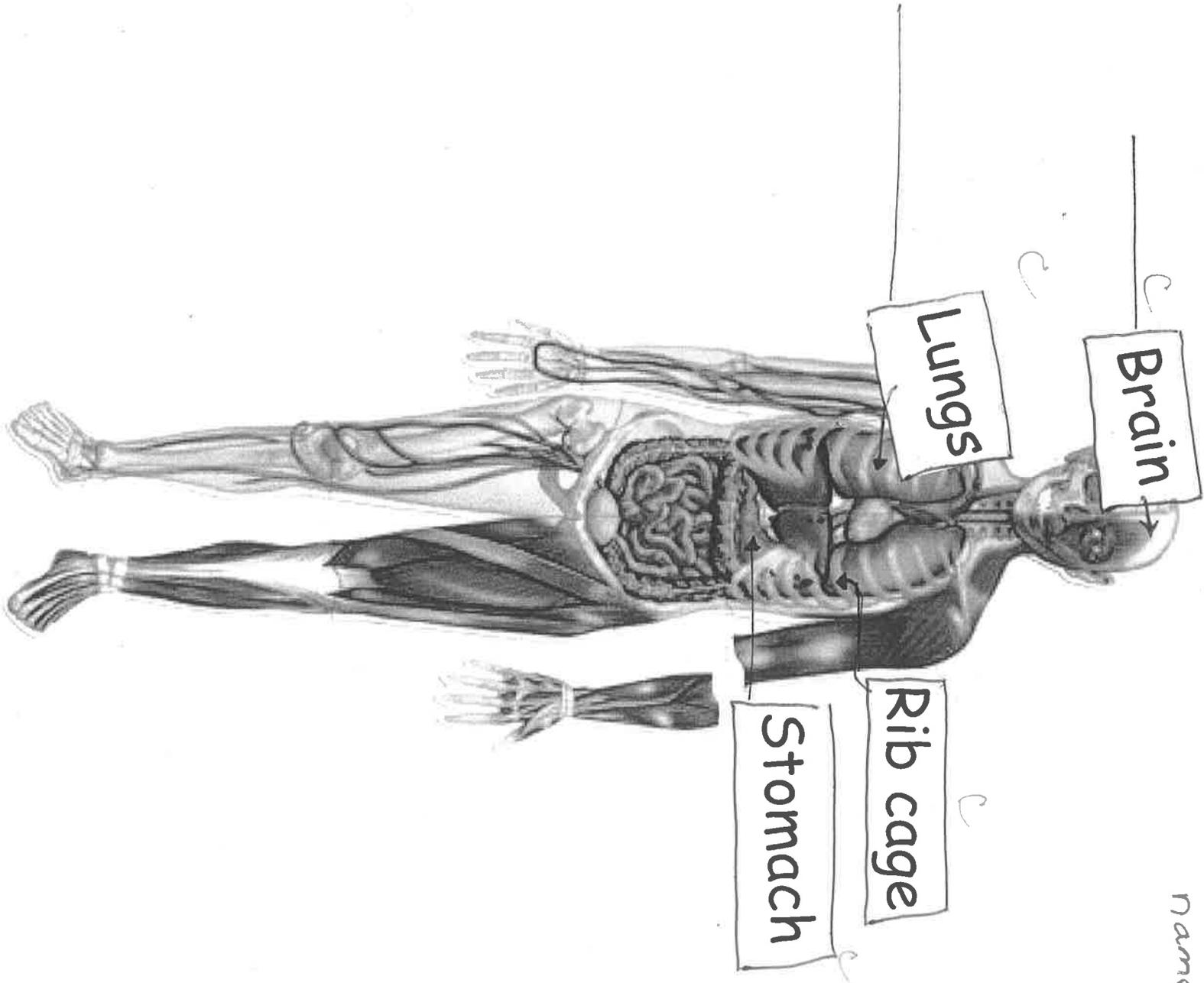
Ears

Teeth

name _____
2-14-14

Handwritten notes on a roll of paper, including the words "d", "y", "m", "o", "n".





Name: _____

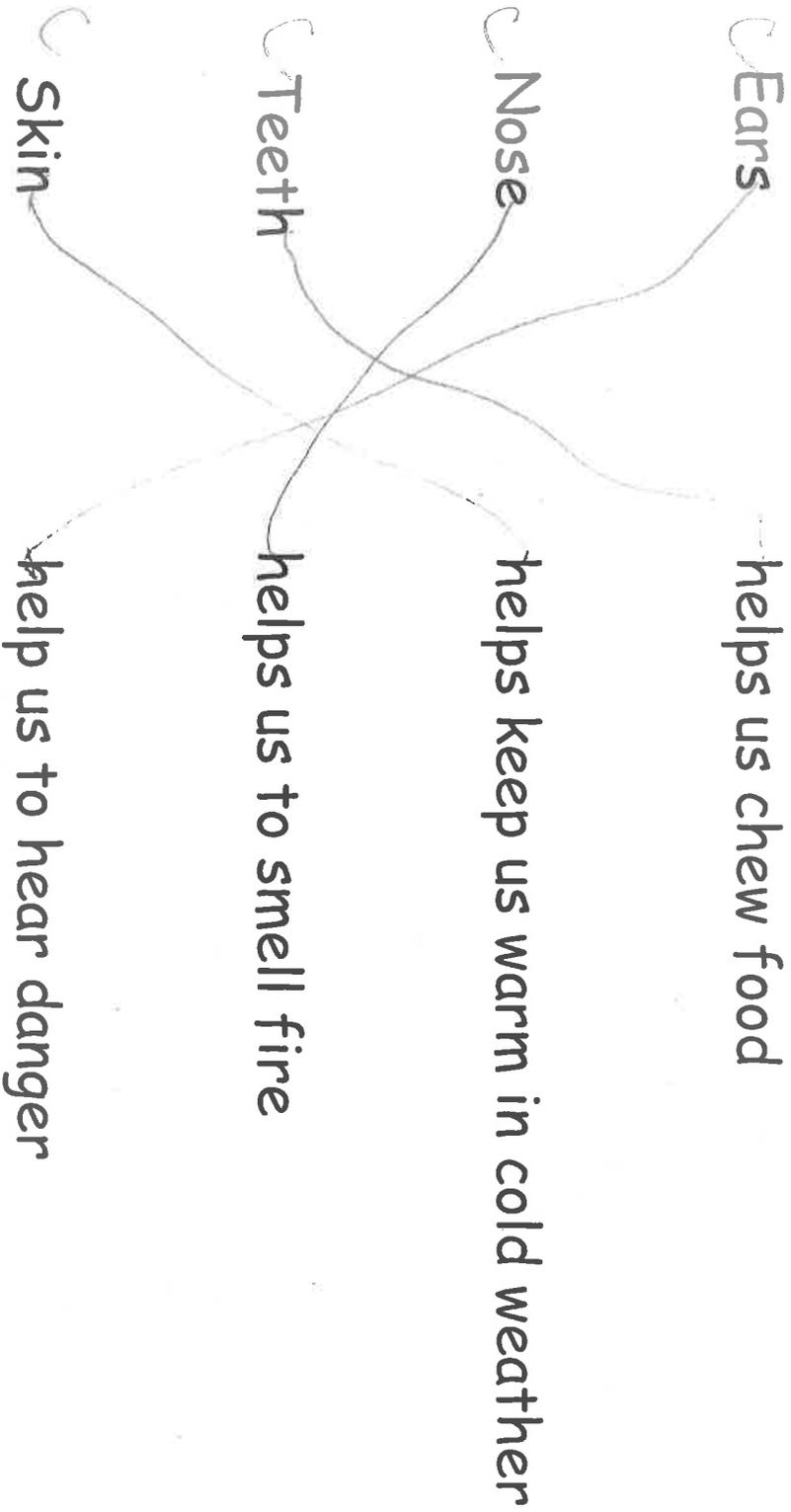
9-14-14

5-14-14

Name: _____

Date: _____

Draw a line from each external body part to how it meets our survival needs.



Name: _____

Date: 5-14-14

Draw a line from each internal body part to how it meets our survival needs.

X Lungs ————— helps us digest food

X Stomach ————— helps protect our organs

X Rib cage ————— helps control all our body movements

X Brain ————— help us to breathe

VTAAP FORM 5: Endline Record - Science

Student:

Enrolled Grade: 04

Entry Point: A

| Earth and Space Science | |
|---|--|
| Entry Point Stem: | Earth and Space Science, Entry Point A Student demonstrates understanding that earth materials have distinct and identifiable properties by describing and comparing properties (e.g., color, texture, odor, hardness, buoyancy, or magnetism) of rocks or minerals. |
| Product Format: | Option 1: Original student work + printed copy of VTAAP Form 5 ⇒ Option 2* : Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at endline • Printed copy of VTAAP Form 5 Endline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task Planned assessment task(s) Administered assessment task(s) Supervised administration of assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task ⇒ Planned assessment task(s) ⇒ Administered assessment task(s) Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? ⇒ Other learning environment |
| GLGEC Activity: | _____ class learns about rocks as part of the geology unit. They study different properties of rocks such as: streak, luster and cleavage/fracture. _____ loves having the rocks in her hands and studying them. When her peers sort into more than 3 categories (metamorphic, igneous, sedimentary), _____ is provided with a T-chart and is given the actual rock to place in chart and never asked to write the rock name. _____'s class studies properties of rocks. Instead of coming up with her own properties, _____ is given a bank to choose from and match to 3 rocks |
| Materials / Supports: | assorted rocks t-charts (luster v. non-luster, cleavage v. non-cleavage) iphone to take photo of finished sort properties of rocks worksheets |
| Behavior 1: Describes property(ies) of a rock or material. | |

| | | | | |
|------------------------|--|---------------------|------------------|----------|
| Evaluator Role: | Place properties of rocks worksheets in front of ____ . Place magnetite, sulfur, pumice, a magnet and a bucket of water in front of ____, cut out properties of rocks paper strips put glue where ____ indicated read paper strips aloud | | | |
| Student Role: | manipulate the rocks listened to each paper strip read aloud indicated to teacher where the strip went (which rock it applied to) | | | |
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | heavy for its size | magnetite | sulfur | No |
| | light for its size | pumice | pumice | Yes |
| | has some luster | magnetite | magnetite | Yes |
| | bouyancy | pumice | pumice | Yes |
| | strong odor | sulfur | sulfur | Yes |
| | smooth | sulfur | sulfur | Yes |
| | attracts metal | magnetite | magnetite | Yes |
| | rough | magnetite or pumice | magnetite | Yes |

Behavior 2: Classifies (sorts into labeled groups) different rocks or materials by a variety of different properties.

| | |
|------------------------|--|
| Evaluator Role: | Placed rocks into a random pile on table Place t-chart in front of ____ and asked ____ to first sort by luster and then by cleavage Took picture of final result |
|------------------------|--|

| | |
|----------------------|-------------------------|
| Student Role: | placed rocks on t-chart |
|----------------------|-------------------------|

| | | | | |
|--------------------|-----------------|------------------|------------------|----------|
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | calcite | cleavage (C) | c | Yes |
| | spodumene | C | c | Yes |
| | gypsum | C | c | Yes |
| | barite | C | c | Yes |
| | mica | C | c | Yes |
| | shale | C | nc | No |
| | chalcopryite | NC | nc | Yes |
| | scoria | NC | nc | Yes |
| | granite | NC | nc | Yes |
| | monzonite | NC | nc | Yes |
| | calcite | luster (L) | L | Yes |
| | spodumene | L | L | Yes |
| | chalcopryite | L | N L | No |
| | gypsum | L | L | Yes |
| | barite | L | L | Yes |
| | mica | L | L | Yes |
| | granite | L | L | Yes |
| | scoria | NL | NL | Yes |
| | monzonite | NL | NL | Yes |
| | shale | NL | NL | Yes |

Strand Assessment Data Totals

| | |
|--------------------------|--|
| Requirements: | Between all the behaviors for this strand there must be a <i>minimum of 6 data chart items.</i> Between all the behaviors for this strand a total of <i>at least 10 is recommended.</i> Accuracy score must reflect student responses only and be less than or equal to (<=) 50% |
| Data Chart Items: | 28 |
| Correct Items: | 25 |
| Percent Correct: | 90% |

BEHAVIOR #1 : DESCRIBES PROPERTIES

5/3/13

VTAAP Grade 4

Endline

Earth and Space Science, SPK-4: 46 Earth properties, Entry Point A

Student demonstrates understanding that earth materials have distinct and identifiable properties by describing and comparing properties (e.g., color, texture, odor, hardness, buoyancy, or magnetism) of rocks or minerals.

Behavior: #1: Describes property(ies) of a rock or material.



Paste some of the properties of **pumice** below:

Has bouyancy
Very light for its size



Paste some of the properties of **sulfur** below:

Heavy for its size
smooth
Has a strong odor

BEHAVIOR #1: DESCRIBES PROPERTIES

Endline
5/3/13



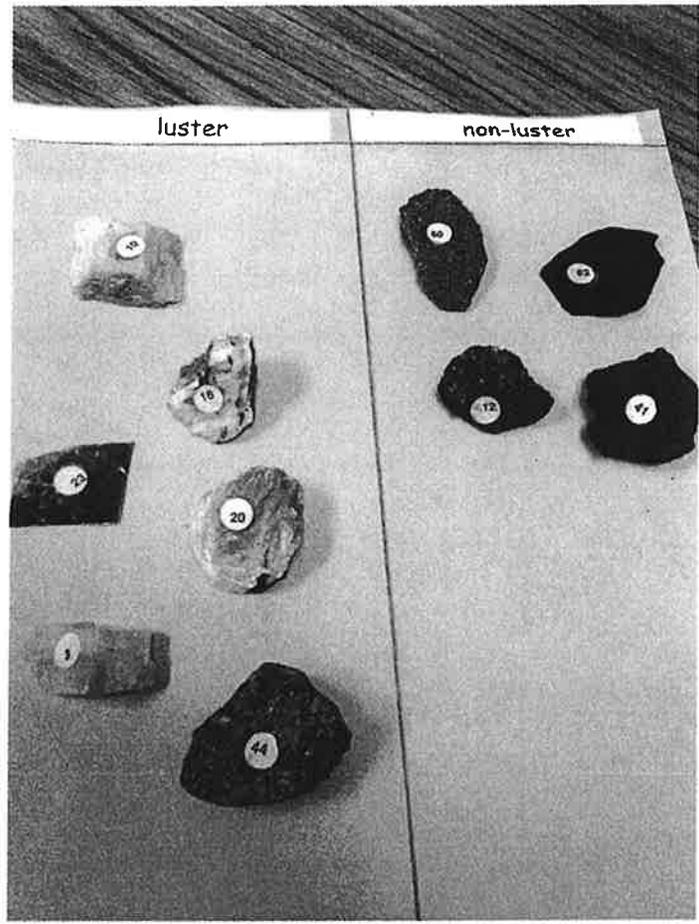
Paste some of the properties of **magnetite** below:

rough

Attracts metal

Has some luster

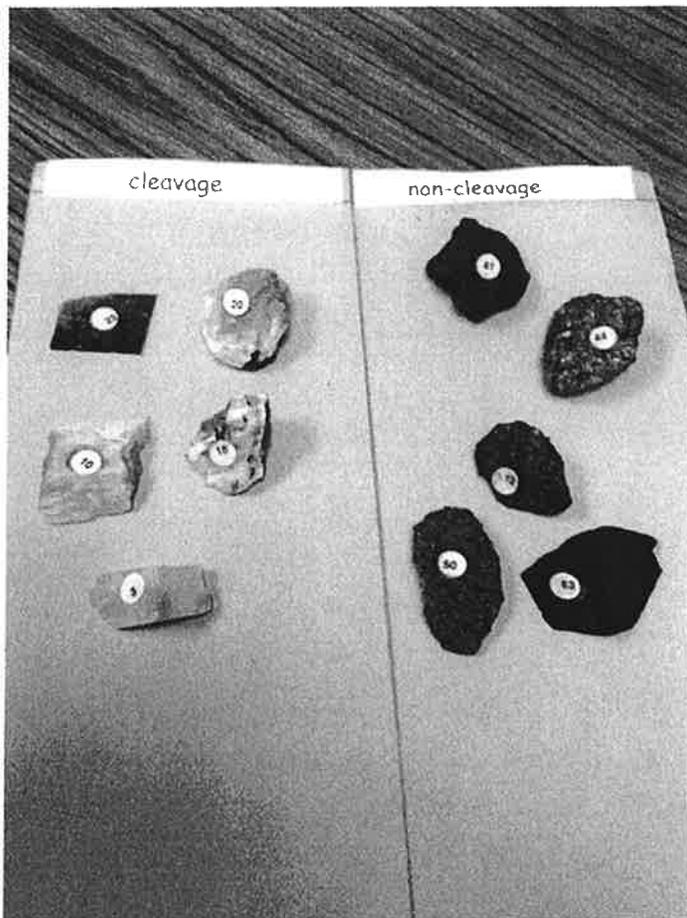
BEHAVIOR #2 :
CLASSIFIES
DIFFERENT
ROCKS OR
MATERIALS



ENDLINE
5/3/13

BEHAVIOR #2: CLASSIFIES DIFFERENT ROCKS OR MATERIALS

Endline
5/3/13



Rocks used
answer sheet

Cleavage

#3 Calcite
#10 Spodumene
#16 Gypsum
#20 Barite
#23 Mica
#63 Shale

Non cleavage

#12 Chalcopyrite
#41 Scoria
#44 Granite
#50 Monzonite

luster

#3 Calcite
#10 Spodumene
#12 Chalcopyrite
#16 Gypsum
#20 Barite
#23 Mica
#44 Granite

non-luster

#41 Scoria
#50 Monzonite
#63 Shale

VTAAP FORM 5: Endline Record - Science

Student:

Enrolled Grade: 04

Entry Point: A

| Earth and Space Science | |
|---|--|
| Entry Point Stem: | Earth and Space Science, Entry Point A Student demonstrates understanding that earth materials have distinct and identifiable properties by describing and comparing properties (e.g., color, texture, odor, hardness, buoyancy, or magnetism) of rocks or minerals. |
| Product Format: | Option 1: Original student work + printed copy of VTAAP Form 5 ⇒ Option 2* : Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at endline • Printed copy of VTAAP Form 5 Endline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task Planned assessment task(s) Administered assessment task(s) Supervised administration of assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task ⇒ Planned assessment task(s) ⇒ Administered assessment task(s) Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? ⇒ Other learning environment |
| GLGEC Activity: | _____ class learns about rocks as part of the geology unit. They study different properties of rocks such as: streak, luster and cleavage/fracture. _____ loves having the rocks in her hands and studying them. When her peers sort into more than 3 categories (metamorphic, igneous, sedimentary), _____ is provided with a T-chart and is given the actual rock to place in chart and never asked to write the rock name. _____'s class studies properties of rocks. Instead of coming up with her own properties, _____ is given a bank to choose from and match to 3 rocks |
| Materials / Supports: | assorted rocks t-charts (luster v. non-luster, cleavage v. non-cleavage) iphone to take photo of finished sort properties of rocks worksheets |
| Behavior 1: Describes property(ies) of a rock or material. | |

| | | | | |
|------------------------|--|---------------------|------------------|----------|
| Evaluator Role: | Place properties of rocks worksheets in front of ____ . Place magnetite, sulfur, pumice, a magnet and a bucket of water in front of ____, cut out properties of rocks paper strips put glue where ____ indicated read paper strips aloud | | | |
| Student Role: | manipulate the rocks listened to each paper strip read aloud indicated to teacher where the strip went (which rock it applied to) | | | |
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | heavy for its size | magnetite | sulfur | No |
| | light for its size | pumice | pumice | Yes |
| | has some luster | magnetite | magnetite | Yes |
| | bouyancy | pumice | pumice | Yes |
| | strong odor | sulfur | sulfur | Yes |
| | smooth | sulfur | sulfur | Yes |
| | attracts metal | magnetite | magnetite | Yes |
| | rough | magnetite or pumice | magnetite | Yes |

Behavior 2: Classifies (sorts into labeled groups) different rocks or materials by a variety of different properties.

| | |
|------------------------|--|
| Evaluator Role: | Placed rocks into a random pile on table Place t-chart in front of ____ and asked ____ to first sort by luster and then by cleavage Took picture of final result |
|------------------------|--|

| | |
|----------------------|-------------------------|
| Student Role: | placed rocks on t-chart |
|----------------------|-------------------------|

| | | | | |
|--------------------|-----------------|------------------|------------------|----------|
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | calcite | cleavage (C) | c | Yes |
| | spodumene | C | c | Yes |
| | gypsum | C | c | Yes |
| | barite | C | c | Yes |
| | mica | C | c | Yes |
| | shale | C | nc | No |
| | chalcopryite | NC | nc | Yes |
| | scoria | NC | nc | Yes |
| | granite | NC | nc | Yes |
| | monzonite | NC | nc | Yes |
| | calcite | luster (L) | L | Yes |
| | spodumene | L | L | Yes |
| | chalcopryite | L | N L | No |
| | gypsum | L | L | Yes |
| | barite | L | L | Yes |
| | mica | L | L | Yes |
| | granite | L | L | Yes |
| | scoria | NL | NL | Yes |
| | monzonite | NL | NL | Yes |
| | shale | NL | NL | Yes |

Strand Assessment Data Totals

| | |
|--------------------------|--|
| Requirements: | Between all the behaviors for this strand there must be a <i>minimum of 6 data chart items.</i> Between all the behaviors for this strand a total of <i>at least 10 is recommended.</i> Accuracy score must reflect student responses only and be less than or equal to (<=) 50% |
| Data Chart Items: | 28 |
| Correct Items: | 25 |
| Percent Correct: | 90% |

BEHAVIOR #1 : DESCRIBES PROPERTIES

5/3/13

VTAAP Grade 4

Endline

Earth and Space Science, SPK-4: 46 Earth properties, Entry Point A

Student demonstrates understanding that earth materials have distinct and identifiable properties by describing and comparing properties (e.g., color, texture, odor, hardness, buoyancy, or magnetism) of rocks or minerals.

Behavior: #1: Describes property(ies) of a rock or material.



Paste some of the properties of **pumice** below:

Has bouyancy
Very light for its size



Paste some of the properties of **sulfur** below:

Heavy for its size
smooth
Has a strong odor

BEHAVIOR #1: DESCRIBES PROPERTIES

Endline
5/3/13



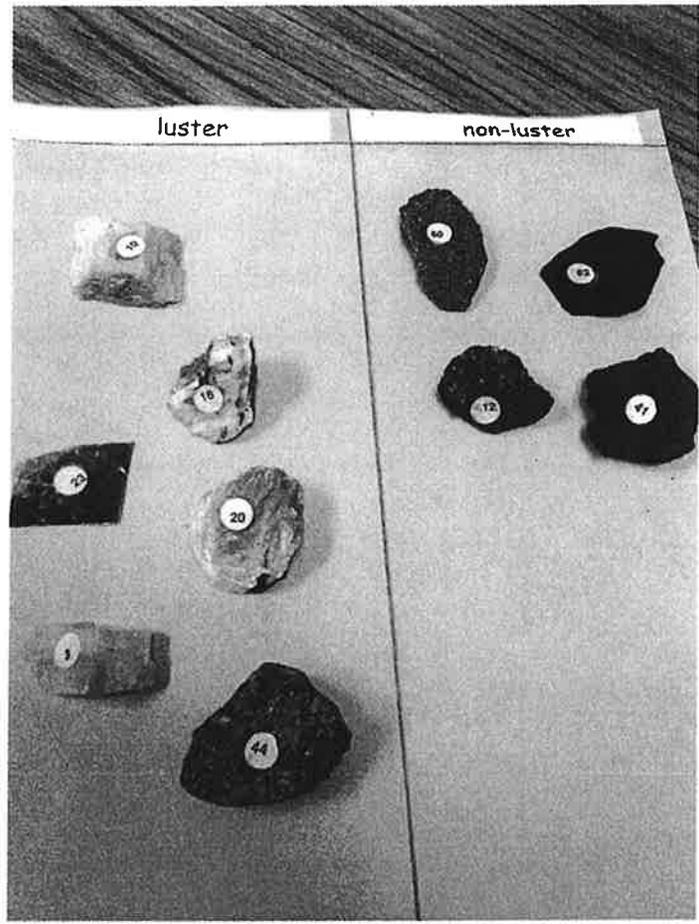
Paste some of the properties of **magnetite** below:

rough

Attracts metal

Has some luster

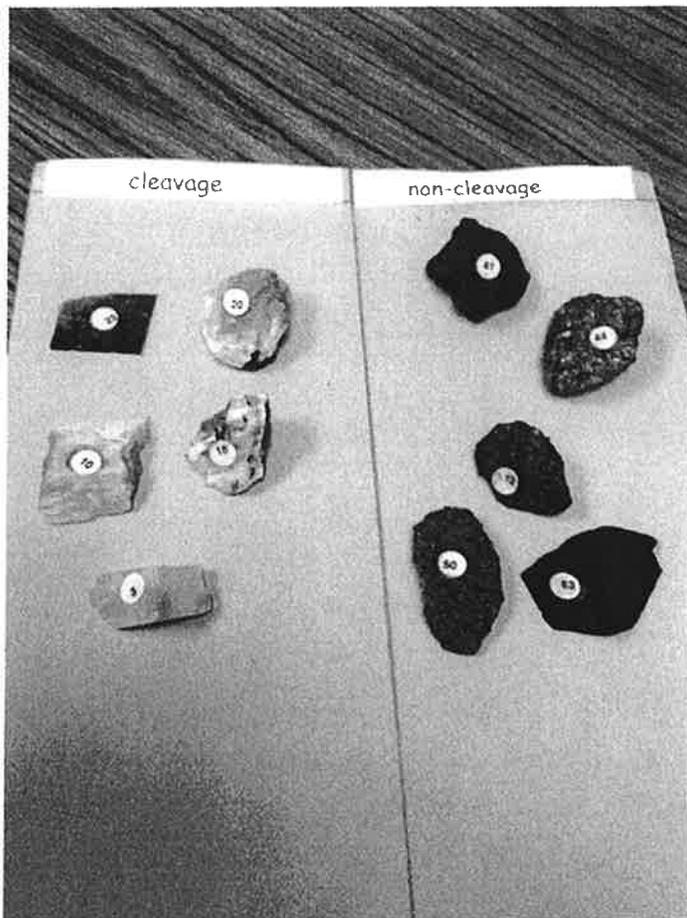
BEHAVIOR #2 :
CLASSIFIES
DIFFERENT
ROCKS OR
MATERIALS



ENDLINE
5/3/13

BEHAVIOR #2: CLASSIFIES DIFFERENT ROCKS OR MATERIALS

Endline
5/3/13



Rocks used
answer sheet

Cleavage

#3 Calcite
#10 Spodumene
#16 Gypsum
#20 Barite
#23 Mica
#63 Shale

Non cleavage

#12 Chalcopyrite
#41 Scoria
#44 Granite
#50 Monzonite

luster

#3 Calcite
#10 Spodumene
#12 Chalcopyrite
#16 Gypsum
#20 Barite
#23 Mica
#44 Granite

non-luster

#41 Scoria
#50 Monzonite
#63 Shale

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Earth/Space Science

- The information below should be detailed enough to allow the scorers to identify the Endline task at the Portfolio
- Endline tasks that do not match the Baseline information in this section will be considered invalid, and the strand
- A minimum of 30 calendar days is required between baseline and endline assessments.

Please note the following:

All VTAAP science entry points have a required minimum of test items. Please refer to the Science Student Performance Scoring Guide.

Section A: Product Identification

| | |
|---------------|----------------------------|
| Student Name: | |
| Grade: | 4 |
| Domain | Earth/Space Science |
| Date: | |

Section B: Product Format

| | | |
|-----------------|--|--|
| Product Format: | This VTAAP assessment task is documented in the format of: | |
| | Yes | Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record |
| | No | Option 2*: Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at baseline • Printed copy of VTAAP Form 3 Baseline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |

Section C: Assessment Administration

| | | |
|-------------------|---|--|
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | No | Planned assessment task(s) |
| | No | Administered assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? Check all that apply: | |
| | Yes | Reviewed general education curriculum prior to planning specific assessment task |
| | Yes | Planned assessment task(s) |
| | No | Supervised administration of assessment task(s) |

| | | |
|---------------------|--|---|
| | Yes | Administered assessment task(s) |
| | Yes | Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? Other learning environment | |
| GLGEC Activity: | <p>Please describe the grade-level general education curriculum (GLGEC) activity that was adapted or modified for this assessment task, including the GLGEC theme, topic or unit of study.</p> <p>The grade-level general education curriculum activity was adapted/modified from the Discover Works (Silver Burdett Ginn Science) textbooks used in the general education classroom. In Unit E- "Weather and Climate" of this textbook, the theme is Constancy and Change. Content from chapter 1- "The Air Around Us" (pages E12-E13, E21), chapter 2- "Observing Weather" (pages E46-E48), chapter 3- "Weather Patterns" (pages E52-E53, E21) and chapter 4- "Seasons and Climate" (pages E78-E79) were used and adapted for this assessment task.</p> <p><i>Note: This is not a restatement of the grade expectation standard, nor a statement of what is common for that grade. This information must be a direct reference to a specific activity that is part of this student's grade-level general education classroom curriculum.</i></p> | |

| | | | |
|---------------------------|--|------------|--|
| Materials / Supports: | <p>List all of the materials and teacher-free supports used in this assessment task.</p> <p>Weather Graph worksheets Colored pencils Recording Weather Data Collections sheets; Which month had the most (sunny, cloudy, partly cloudy, snowing, raining, windy) days?, Which season had more (sunny, snowing, windy) days?, Date/ Response/Weather Condition Color strips for each weather condition for the months of January, February, March, April, and June</p> <p><i>Be very specific about the tools, materials, and items that were present during the assessment.</i></p> | | |
| Section D: Process | | | |
| Process Awareness: | <p>Please read and indicate agreement with the following statements:</p> <ul style="list-style-type: none"> • The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio. • The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items, to demonstrate the student's learning of the skills, concepts and knowledge. • The final submission for this strand by May 15 must include: <ul style="list-style-type: none"> ▶ Original Baseline product CLEARLY labeled with student name and collection date ▶ Printed copy of VTAAP Form 3: Baseline Record (attached) ▶ Original Endline product labeled with student name and collection date ▶ Printed copy of VTAAP Form 5: Endline Record (product label for this strand) <table border="1" data-bbox="402 1014 672 1087" style="width: 100%;"> <tr> <td style="text-align: center;">Yes</td> <td>I have read and agree with the above statements.</td> </tr> </table> | Yes | I have read and agree with the above statements. |
| Yes | I have read and agree with the above statements. | | |

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|--|
| Student Name: | |
| Grade: | 4 |
| Domain | Earth/Space Science |
| Behavior #1: | Records weather data |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task. "What's the weather like today? (also signed this) Let's take a look." Guided student to window. "Is it sunny, cloudy, partly cloudy, snowing, raining or windy? (signed and pointed to picture of each weather condition)" Directed student to glue his choice into _____ Response column to the right of the corresponding date.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task. The student looked out window to observe weather conditions. The student picked up a picture of a weather condition to describe his observations (also signed or said weather condition- this matched his picture choice). The student glued picture into the _____ Response column next to the date indicated by the teacher.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|------------------------|--------------------------|-------------------------|----------------|
| Data Chart: | Date 1 weather | 1)sunny 2)sunny | sunny | Yes |
| | Date 2 weather | 1)sunny 2)sunny | sunny | Yes |
| | Date 3 weather | 1)cloudy 2)sunny | cloudy | No |
| | Date 4 weather | 1)raining 2)windy | windy | Yes |
| | Date 5 weather | 1)windy 2)raining | raining | Yes |
| | | | | **Select** |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|---|
| Student Name: | |
| Grade: | 4 |
| Domain | Earth/Space Science |
| Behavior #2: | Documents a variety of weather conditions over different seasons. |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The teacher instructed the student to help glue on the (pre-cut) colored strips that the student had recorded for each season (Winter-February, Spring-March) given the weather conditions sunny, snowing and windy. "Which season had more (sunny, snowing, windy) days? Circle Winter if there were more (sunny, snowing, windy) days in Winter, or circle Spring if there were more (sunny, snowing, windy) days in Spring." The teacher pointed to the pic for Winter and for Spring.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The student helped glue on the (pre-cut) colored strips recorded for each season. The student circled Winter or Spring for each weather condition presented.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|------------------------|-------------------------|-------------------------|-------------------|
| Data Chart: | Season- sunny | Spring | Spring | Yes |
| | Season- snowing | Winter | Winter | Yes |
| | Season- windy | Spring | Spring | Yes |
| | | | | **Select** |

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

| Product Identification | |
|--------------------------|---|
| Student Name: | |
| Grade: | 4 |
| Domain | Earth/Space Science |
| Behavior #3: | Compares/analyzes recorded weather data to identify patterns and trends |
| Behavior Assessment Data | |
| Evaluator Role: | <p>Please identify the actions of the <i>evaluator</i> in administering this portion of the assessment task: Use action words to describe exactly what the teacher read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The teacher instructed the student to help glue on the (pre-cut) colored strips that the student had recorded for each month (baseline-January, February, March; endline- February, March, April) given the weather conditions sunny, cloudy, partly cloudy, snowing, raining and windy. "Which month had the most (weather condition) days? Circle Jan./Feb. if there were more (weather condition) days in Jan./Feb., circle Feb./March if there were more (weather condition) days in Feb./March, or circle March/April if there were more (weather condition) days in March/April." The teacher pointed to the text indicating each month as it was spoken.</p> |
| Student Role: | <p>Please identify the actions of the <i>student</i> in administering this portion of the assessment task: Use action words to describe exactly what the student read, wrote, said or did as part of performing this portion of the assessment task.</p> <p>The student helped glue on the (pre-cut) colored strips recorded for each season. The student circled text indicating the month he thought showed the most for each weather condition presented.</p> |

| | Assessment Item | Correct Response | Student Response | Correct |
|-------------|--------------------------|--|-------------------------|-------------------|
| Data Chart: | Month- sunny | 1)Jan. / 2)March | March | Yes |
| | Month- cloudy | 3)March / 3)April | April | Yes |
| | Month- part cloud | 2)Feb. / 2)Feb. | March | No |
| | Month- snowing | 2)Feb. / 2)Feb. | February | Yes |
| | Month- raining | 3)March / 3)April | April | Yes |
| | Month- windy | 3)March / 2)+3)March, April | April | No |
| | | | | **Select** |

Student name: _____

January

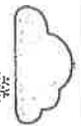
Weather Graph

| |  sunny |  cloudy |  partly cloudy |  snowing |  raining |  windy |
|----|--|---|--|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |

Student name: _____

February

Weather Graph

| |  sunny |  cloudy |  partly cloudy |  snowing |  raining |  windy |
|----|--|---|--|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |

Student name: _____

April

Weather Graph

| |  sunny |  cloudy |  partly cloudy |  snowing |  raining |  windy |
|----|--|---|--|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |

name:

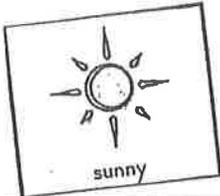
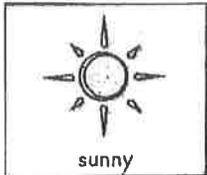
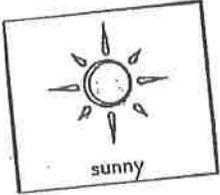
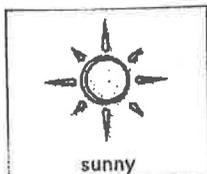
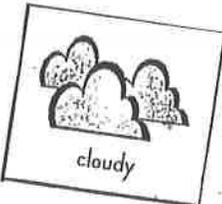
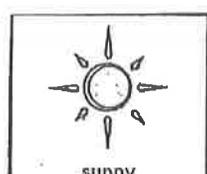
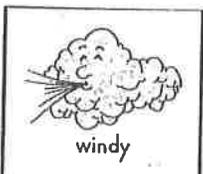
Endline

Collection Dates:

4/24/14, 4/25/14 & 4/28/14 - 4/30/14

Entry Point: PK-4:48

Recording Weather Data

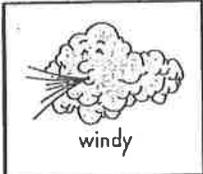
| Date | Ian's Response (2) | Weather Condition (2) |
|------------------------------------|--|--|
| 1 April 24 th , 2014 |  sunny |  sunny |
| 2 April 25 th , 2014 |  sunny |  sunny |
| 3 April 28 th , 2014 |  cloudy |  sunny |
| 4 April 29 th , 2014 |  windy |  windy |
| 5 April 30 th , 2014 |  raining |  raining |
| | | |

*Weather condition column indicates actual weather condition for that day. The actual weather condition will be the data used to complete the April Weather Graph.

Recording Weather Data

Endline
Collection Date: 5/1/14
Entry Point: PK-4:48

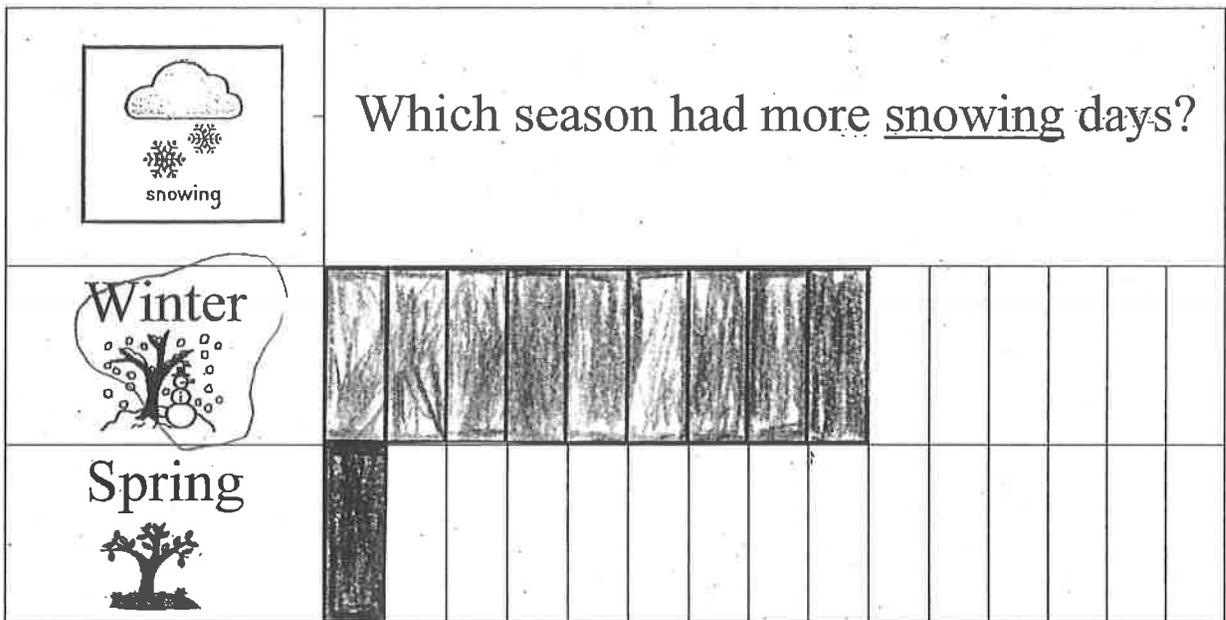
Name: _____

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|
|  <p>windy</p> | Which season had more <u>windy</u> days? | | | | | | | | | | | | | | |
| <p>Winter</p>  | | | | | | | | | | | | | | | |
| <p>Spring</p>  |  |  |  |  |  |  |  | | | | | | | | |

Recording Weather Data

Endline
Collection Date: 5/1/14
Entry Point: PK-4:48

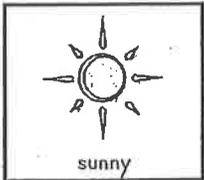
Name: _____



Endline
Collection Date: 5/1/14
Entry Point: PK-4:48

Recording Weather Data

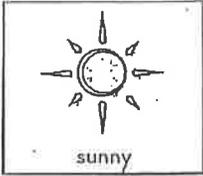
Name: _____

| | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | Which season had more <u>sunny</u> days? | | | | | | | | | | | | | | | |
| Winter  | | | | | | | | | | | | | | | | |
| Spring  |  | | | | | | | | | | | | | | | |

Recording Weather Data

Endline
Collection Date: 5-1-14
Entry Point: PK-4:48

Name: _____

| | | | | | | | | | | | | | | | | |
|--|---|----------|----------|----------|----------|----------|----------|--|--|--|--|--|--|--|--|--|
|  <p>sunny</p> | Which month had the most <u>sunny</u> days? | | | | | | | | | | | | | | | |
| February | | | | | | | | | | | | | | | | |
| March | [shaded] | [shaded] | [shaded] | [shaded] | [shaded] | [shaded] | [shaded] | | | | | | | | | |
| April | [shaded] | [shaded] | [shaded] | [shaded] | [shaded] | [shaded] | | | | | | | | | | |

Recording Weather Data

Endline
Collection Date: 5-1-14
Entry Point: PK-4:48

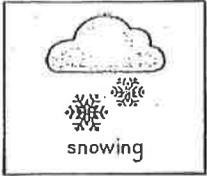
Name: _____

| | | | | | | | | | | | | | | | |
|--|---|------|------|------|--|--|--|--|--|--|--|--|--|--|--|
|  <p>partly cloudy</p> | Which month had the most <u>partly cloudy</u> days? | | | | | | | | | | | | | | |
| February | ████ | ████ | ████ | ████ | | | | | | | | | | | |
| March | ████ | ████ | ████ | | | | | | | | | | | | |
| April | ████ | | | | | | | | | | | | | | |

Recording Weather Data

Endline
Collection Date: 5-2-14
Entry Point: PK-4:48

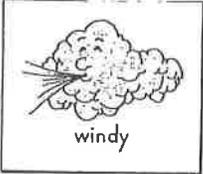
Name: _____

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|
|  | Which month had the most <u>snowing</u> days? | | | | | | | | | | | | | | |
| February | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | |
| March | ■ | | | | | | | | | | | | | | |
| April | | | | | | | | | | | | | | | |

Endline 5
Collection Date: 5-2-14
Entry Point: PK-4:48

Recording Weather Data

Name: _____

| | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | Which month had the most <u>windy</u> days? | | | | | | | | | | | | | | | |
| February | | | | | | | | | | | | | | | | |
| March | | | | | | | | | | | | | | | | |
| April | | | | | | | | | | | | | | | | |

VTAAP FORM 5: Endline Record - Science

Student:

Enrolled Grade: 04

Entry Point: A

| Earth and Space Science | |
|---|--|
| Entry Point Stem: | Earth and Space Science, Entry Point A Student demonstrates understanding that earth materials have distinct and identifiable properties by describing and comparing properties (e.g., color, texture, odor, hardness, buoyancy, or magnetism) of rocks or minerals. |
| Product Format: | Option 1: Original student work + printed copy of VTAAP Form 5 ⇒ Option 2* : Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • Task context - (what the student saw and interacted with during the assessment) • Materials • Results of the student's performance at endline • Printed copy of VTAAP Form 5 Endline Record *Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work. |
| General Educator: | How was the student's General Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task Planned assessment task(s) Administered assessment task(s) Supervised administration of assessment task(s) |
| Special Educator: | How was the student's Special Education teacher involved in the planning and administration of this VTAAP assessment? ⇒ Reviewed general education curriculum prior to planning assessment task ⇒ Planned assessment task(s) ⇒ Administered assessment task(s) Supervised administration of assessment task(s) |
| Location / Setting: | Where was this VTAAP assessment administered? ⇒ Other learning environment |
| GLGEC Activity: | _____ class learns about rocks as part of the geology unit. They study different properties of rocks such as: streak, luster and cleavage/fracture. _____ loves having the rocks in her hands and studying them. When her peers sort into more than 3 categories (metamorphic, igneous, sedimentary), _____ is provided with a T-chart and is given the actual rock to place in chart and never asked to write the rock name. _____'s class studies properties of rocks. Instead of coming up with her own properties, _____ is given a bank to choose from and match to 3 rocks |
| Materials / Supports: | assorted rocks t-charts (luster v. non-luster, cleavage v. non-cleavage) iphone to take photo of finished sort properties of rocks worksheets |
| Behavior 1: Describes property(ies) of a rock or material. | |

| | | | | |
|------------------------|--|---------------------|------------------|----------|
| Evaluator Role: | Place properties of rocks worksheets in front of ____ . Place magnetite, sulfur, pumice, a magnet and a bucket of water in front of ____, cut out properties of rocks paper strips put glue where ____ indicated read paper strips aloud | | | |
| Student Role: | manipulate the rocks listened to each paper strip read aloud indicated to teacher where the strip went (which rock it applied to) | | | |
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | heavy for its size | magnetite | sulfur | No |
| | light for its size | pumice | pumice | Yes |
| | has some luster | magnetite | magnetite | Yes |
| | bouyancy | pumice | pumice | Yes |
| | strong odor | sulfur | sulfur | Yes |
| | smooth | sulfur | sulfur | Yes |
| | attracts metal | magnetite | magnetite | Yes |
| | rough | magnetite or pumice | magnetite | Yes |

Behavior 2: Classifies (sorts into labeled groups) different rocks or materials by a variety of different properties.

| | |
|------------------------|--|
| Evaluator Role: | Placed rocks into a random pile on table Place t-chart in front of ____ and asked ____ to first sort by luster and then by cleavage Took picture of final result |
|------------------------|--|

| | |
|----------------------|-------------------------|
| Student Role: | placed rocks on t-chart |
|----------------------|-------------------------|

| | | | | |
|--------------------|-----------------|------------------|------------------|----------|
| Data Chart: | Assessment Item | Correct Response | Student Response | Correct? |
| | calcite | cleavage (C) | c | Yes |
| | spodumene | C | c | Yes |
| | gypsum | C | c | Yes |
| | barite | C | c | Yes |
| | mica | C | c | Yes |
| | shale | C | nc | No |
| | chalcopryite | NC | nc | Yes |
| | scoria | NC | nc | Yes |
| | granite | NC | nc | Yes |
| | monzonite | NC | nc | Yes |
| | calcite | luster (L) | L | Yes |
| | spodumene | L | L | Yes |
| | chalcopryite | L | N L | No |
| | gypsum | L | L | Yes |
| | barite | L | L | Yes |
| | mica | L | L | Yes |
| | granite | L | L | Yes |
| | scoria | NL | NL | Yes |
| | monzonite | NL | NL | Yes |
| | shale | NL | NL | Yes |

Strand Assessment Data Totals

| | |
|--------------------------|--|
| Requirements: | Between all the behaviors for this strand there must be a <i>minimum of 6 data chart items.</i> Between all the behaviors for this strand a total of <i>at least 10 is recommended.</i> Accuracy score must reflect student responses only and be less than or equal to (<=) 50% |
| Data Chart Items: | 28 |
| Correct Items: | 25 |
| Percent Correct: | 90% |

BEHAVIOR #1 : DESCRIBES PROPERTIES

5/3/13

VTAAP Grade 4

Endline

Earth and Space Science, SPK-4: 46 Earth properties, Entry Point A

Student demonstrates understanding that earth materials have distinct and identifiable properties by describing and comparing properties (e.g., color, texture, odor, hardness, buoyancy, or magnetism) of rocks or minerals.

Behavior: #1: Describes property(ies) of a rock or material.



Paste some of the properties of **pumice** below:

Has bouyancy
Very light for its size



Paste some of the properties of **sulfur** below:

Heavy for its size
smooth
Has a strong odor

BEHAVIOR #1: DESCRIBES PROPERTIES

Endline
5/3/13



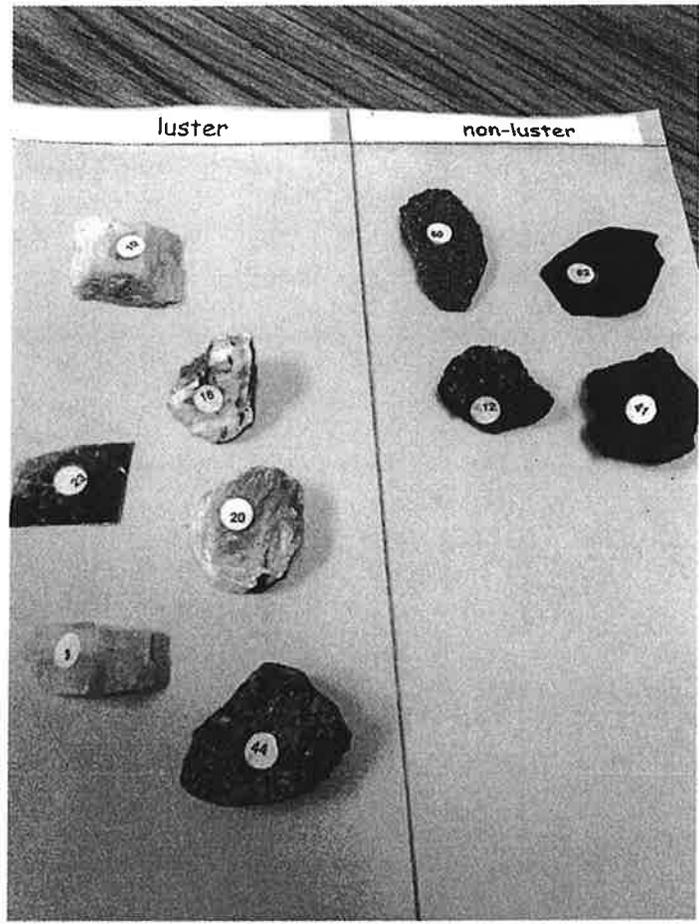
Paste some of the properties of **magnetite** below:

rough

Attracts metal

Has some luster

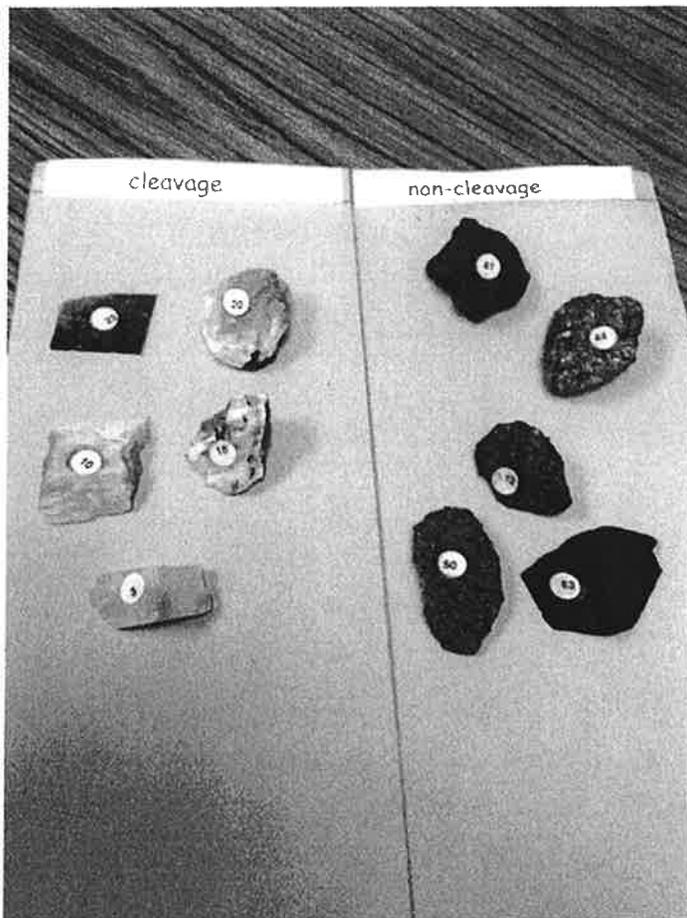
BEHAVIOR #2 :
CLASSIFIES
DIFFERENT
ROCKS OR
MATERIALS



ENDLINE
5/3/13

BEHAVIOR #2: CLASSIFIES DIFFERENT ROCKS OR MATERIALS

Endline
5/3/13



Rocks used
answer sheet

Cleavage

#3 Calcite
#10 Spodumene
#16 Gypsum
#20 Barite
#23 Mica
#63 Shale

Non cleavage

#12 Chalcopyrite
#41 Scoria
#44 Granite
#50 Monzonite

luster

#3 Calcite
#10 Spodumene
#12 Chalcopyrite
#16 Gypsum
#20 Barite
#23 Mica
#44 Granite

non-luster

#41 Scoria
#50 Monzonite
#63 Shale