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 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:	**8**
Domain	**Physical 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: • 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**	
	Please describe the grade-level general education curriculum (GLGEC) activity that was	

GLGEC Activity:	adapted or modified for this assessment task, including the GLGEC theme, topic or unit of study. **class is workin on a unit on magnetisim. The students are expected to know about magnetisim. What objects attract, what repel. The students are also expected to recognize the different levels of magnets by how big the item is that they are attracting.**
	*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.*

Materials / Supports:	List all of the materials and teacher-free supports used in this assessment task. **Assessment paper, pencil, 2 magnets, paper clips, coins, paper, foil, soda can, nail, earring, plastic spoon.** *Be very specific about the tools, materials, and items that were present during the assessment.*

Section D: Process

Process Awareness:	Please read and indicate agreement with the following statements: • 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: ▸ 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) **Yes** I have read and agree with the above statements.

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Grade:	8
Domain	Physical Science
Behavior #1:	**Predicts maximum distances at which magnets of different strengths will attract an object**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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 hands the students the assessment paper and the two magnets. She asks the student to make a prediction of how much distance can be between the object and the magnet. The evaluator reads the questions out loud to the student.**
Student Role:	Please identify the actions of the *student* 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 listen to the directions and will look over both magnets. He will make predictions about the mazimum distance between the magnets and the object it is trying to attract.**

	Assessment Item	Correct Response	Student Response	Correct
Data Chart:	Predict distance magnet 1 will attract paper clip.	Good prediction: 2 to 4 inches	3 inches	Yes
	Predict distance magnet 2 will attract paper clip.	Good Prediction: 1 to 2	1 inches	Yes
	Predict distance magnet 1 will attract coin.	Good Prediction: 0 doesn't attract.	0 inches	Yes
	Predict distance magnet 2 with attract coin.	Good Prediction: 0 doesn't attract.	0 inches	Yes
	Predict distance magnet 1 will attract foil.	Good Prediction: 0 doesn't attract.	0 inches	Yes
	Predict distance magnet 2 will attract foil.	Good Prediction: 0 doesn't attract.	0 inches	Yes
	Predict distance magnet 1 will attract paper with silver writing.	Good Prediction: 0 doesn't attract.	0 inches	Yes
	Predict distance magnet 2 will attract paper with silver writing.	Good Prediction: 0 doesn't attract.	0 inches	Yes
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Grade:	8
Domain	Physical Science
Behavior #2:	**Uses multiple trials with magnets of different strengths to test predictions for attraction**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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 hands the student the assessment paper and the two magnets. He will then choose the magnet that best answers each question. She will take each magnet to each item and answer each question after multiple tries. The evaluator will read each question to the student.**
Student Role:	Please identify the actions of the *student* 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. **Thes student will take the two magnets and several items. He will try to answer each question by testing each magnet with the items. He will write the answers on the lines provided.**

	Assessment Item	Correct Response	Student Response	Correct
Data Chart:	Which magnet attracts a paper clip the furtherst distance?	magnet 1	magnet 1	Yes
	Which magnet attracts a coin the furtherst distance?	neither	none	Yes
	Which magnet attracts a piece of foil the shortest distance?	neither	none	Yes
	Which magnet attracts a piece of paper the shortest distance?	neither	none	Yes
	Which magnet attracts a nail from the shortest distance?	magnet 2	magnet 2	Yes
	Which magnet attracts a plastic sppon from the shortest distance?	neither	none	Yes
	Which magnet attracts a soda can from the shortest distance?	neither	none	Yes
	Which magnet attracts an earring from the furthest distance?	magnet 1	magnet 1	Yes
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select

ENDline $\frac{16}{16} = 100\%$

Name:_____ Date: 4/14/14

Please examine the two magnets and objects in front of you. Please predict the maximum distance at which each magnet will attract the object.

1. Predict the distance magnet 1 will attract a paper clip. 3 inches
2. Predict the distance magnet 2 will attract a paper clip. 1 inches
3. Predict the distance magnet 1 will attract a coin. 0 inches
4. Predict the distance magnet 2 will attract a coin. 0 inches
5. Predict the distance magnet 1 will attract foil. 0 inches
6. Predict the distance magnet 2 will attract foil. 0 inches
7. Predict the distance magnet 1 will attract paper. 0 inches
8. Predict the distance magnet 2 will attract paper. 0 inches

Please test both magnets with the objects in front of you and answer the questions below.

1. Which magnet attracts a paperclip from the furthest distance? magnet 1
2. Which magnet attracts a coin from the furthest distance? none
3. Which magnet attracts a piece of foil from the shortest distance? none
4. Which magnet attracts a piece of paper from the furthest distance? none
5. Which magnet attracts a nail from the shortest distance? magnet 2
6. Which magnet attracts a plastic spoon from the shortest distance? none
7. Which magnet attracts a soda can from the shortest distance? none
8. Which magnet attracts a earring from the furthest distance? magnet 1

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:	**Grade8**
Domain	**Life 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: • 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)
	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

Special Educator:	Yes	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:	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. **Thfe 8th grade science classroomcovers the reproductive and endocrine systems of the human body. They cover organization of lliving things: cells, tissues, organs, systems. The teacher agreed that the digestive system was a good choice for .**	
	*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.*	

Materials / Supports:	List all of the materials and teacher-free supports used in this assessment task. **A book called Inside your Body was used for some of the instruction.** **was given a pencil and the assessment papers.** *Be very specific about the tools, materials, and items that were present during the assessment.*
Section D: Process	
Process Awareness:	Please read and indicate agreement with the following statements: • 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: ▸ 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) **Yes** — I have read and agree with the above statements.

Form 5: Endline Record - Science

Product Identification	
Student Name:	.
Grade:	**Grade8**
Domain	**Life Science**
Behavior #1:	**Names and identifies key components within a human body system**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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. **Teacher read the assessment questions to . and offered to scribe the answers for decided she would write the words herself for this page of the assessment. had as much time as she needed to complete the page. She was instructed to label the pictures of body parts.**
Student Role:	Please identify the actions of the *student* 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. **was given a pencil and instructed to write the name of each body part of the digestive system. She was given as much time as she needed to complete the page.**

Data Chart:

Assessment Item	Correct Response	Student Response	Correct
Drawing #1	esophogus	esaofgus	Yes
Drawing #2	small intestines	smill intasin	Yes
Drawing #3	stomach	stumik	Yes
Drawing #4	tongue	tunge	Yes
Drawing #5	large intestines	XL intasin	Yes
Drawing #6	nasal & mouth cavity	maoth	No
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

Product Identification	
Student Name:	.
Grade:	**Grade8**
Domain	**Life Science**
Behavior #2:	**Describes the function and interaction of components in human body system**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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. **was read the questions for Behavior 2. She was offered to have her answers scribed for her and she agreed to having them scribed. She was given as much time as she needed to form her responses.**
Student Role:	Please identify the actions of the *student* 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. **The questions for Behavior 2 were read to She chose to have her answers scribed for her. She was given as much time as she needed to formulate her answers. They were scribed as she reviewed each question.**

Data Chart:

Assessment Item	Correct Response	Student Response	Correct
Question #1	digestive system	digestion system	Yes
Question #2	so it can be carried by the blood to the cells	It can be carried by the blood to cells in your body.	Yes
Question #3	large intestines	large intestine. It in then	Yes
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select
			Select

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Grade:	**Grade8**
Domain	**Life Science**
Behavior #3:	**Describes how human body system(s) contribute(s) to survival**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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 teacher read the last question to and asked her if she would like her answer scribed for her. She gave as much time as she needed to formulate her answer. elected to have her answer scribed for her. She could have chosen to have her answer written on a white board and then she would copy it onto the assessment paper.**
Student Role:	Please identify the actions of the *student* 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. **listended as the question was read to her. She elected to have her answer scribed for her by the para. She was given as much time as she needed to formulate her answer.**

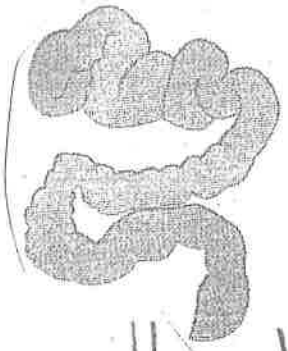
	Assessment Item	Correct Response	Student Response	Correct
	Question #4	**breaks down the food so it can be carried by the blood to the cells for energy.**	tears it down brings it to the blood cells.	**Yes**
				Select
				Select
				Select
				Select
				Select
				Select
Data Chart:				**Select**
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select

Name:

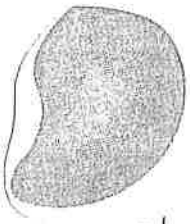
Date: 4-8-14

- Post - Life science Behavior 1

1. esaofgos

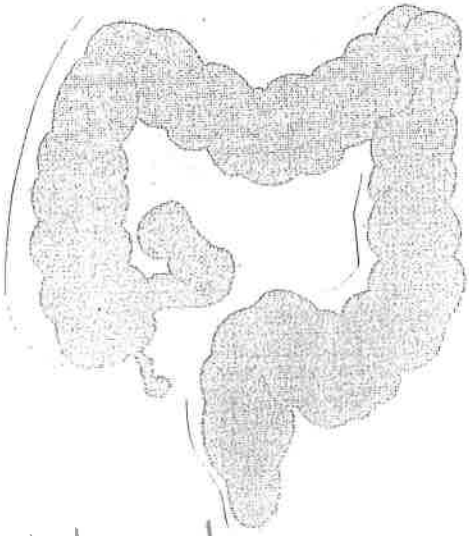


2. smill in tasin

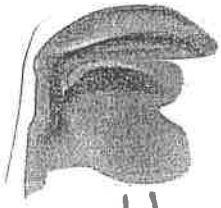


3. Stumik

4. tunge



5. XL intasin



6. maoth

- Post -
Life Science

Name:

Date: 4/8/14

Behavior 2

1. What system breaks down the food we eat?
Digestion System

2. Why must food be broken into very small particles? It can be carried by the blood to cells In you body.

3. Where does food that is not digested go? large intestine
It in then removed as waste

Behavior 3

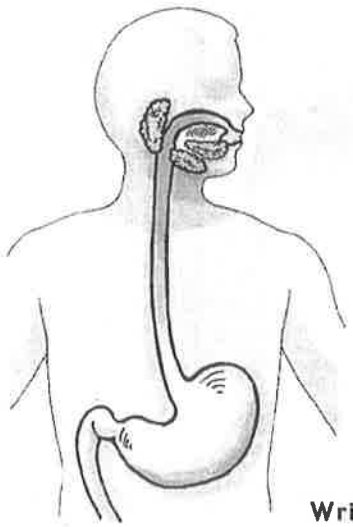
4. How does the digestive system contribute to our survival? Keep you alive and healthy by tears it down brings it to the blood cells

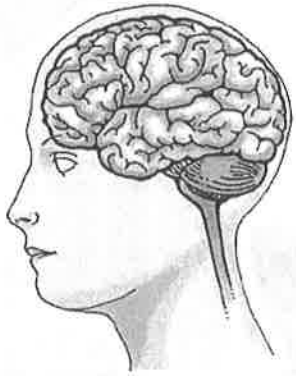
She told me the answer - I wrote on white board + she copied.

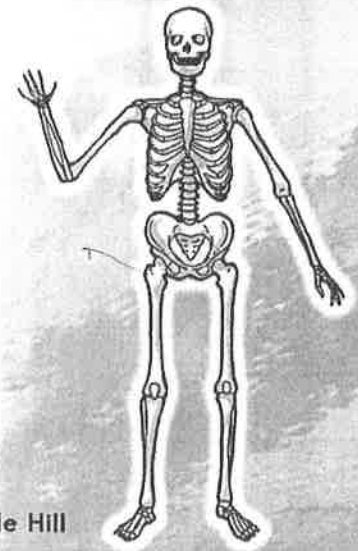
(behaviors 2 + 3)

LEVELED BOOK • M

Inside Your Body







Written by Kira Freed • Illustrated by Cende Hill

www.readinga-z.com

Introduction

The human body is an amazing machine. It has many parts that form systems. The systems work together to keep you alive and healthy. Let's look at some of your body's systems.

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:	**Grade8**
Domain	**Earth/Space Science**
Date:	**3/26/2014**

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: • 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)

	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:	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. **Space is not an included topic in 8th grade science, but the general education science teacher includes earth/space topics as the arise throughout the school year. Topics include but are not limited to: solstice, equinox, eclipse, seasons. So a general understanding of Earth, moon, and our solar system is necessary for understanding of these discussions.**	
	*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.*	

Materials / Supports:	List all of the materials and teacher-free supports used in this assessment task. **The assessment was a 2 page "test". was read each item individually and given as much time as she needed to complete it. She was asked if she wanted answers scribed for her and chose to write the answers herself. She used a pencil. No other materials were used during the assessment.** *Be very specific about the tools, materials, and items that were present during the assessment.*

Section D: Process

Process Awareness:	Please read and indicate agreement with the following statements: • 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: ▸ 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)	
	Yes	I have read and agree with the above statements.

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Grade:	**Grade8**
Domain	**Earth/Space Science**
Behavior #1:	**Diagrams/models with labels (text) the orbit of the earth and the orbit of the moon**
Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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. **Teacher read the directions to She was to draw and label a diagram that would include the following information: the Sun, the Moon, Earth, the orbit of the Earth, and the orbit of the Sun.**
Student Role:	Please identify the actions of the *student* 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. **was given the assessment page and a pencil and was given as much time as she needed to draw a diagram that included the Sun, the Moon, Earth, and the orbits of the moon and Earth.**

	Assessment Item	Correct Response	Student Response	Correct
	Draw Earth	Drew Earth	Drew Earth	Yes
	Label Earth	Labeled Earth	Labeled Earth	Yes
	Draw Sun	Drew Sun	Drew Sun	Yes
	Label Sun	Labeled Sun	Labeled Sun	Yes
	Draw Moon	Drew Moon	Drew Moon	Yes
	Label Moon	Labeled Moon	Labeled Moon	Yes
	Orbit of Earth	Orbit around Sun	Orbit of Earth around Sun	Yes
	Orbit of Moon	Around Earth	Orbit of Moon around Earth	Yes
	Label Earth Orbit	Earth Orbit	Labeled Earth Orbit	Yes
Data Chart:	Label Moon Orbit	Moon Orbit	Labeled Moon Orbit	Yes
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Grade:	**Grade8**
Domain	**Earth/Space Science**
Behavior #2:	**Identifies the number of days for the earth to orbit the sun**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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. **Teacher read the question and offered to scribe for chose to write for herself.**
Student Role:	Please identify the actions of the *student* 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. **was given the assessment paper and a pencil. She was read the question and was offered to have response scribed for her. She chose to write for herself and wrote her response on the line next to the question.**

	Assessment Item	Correct Response	Student Response	Correct
	# days Earth orbit	365 Days	365 Days	Yes
Data Chart:				**Select**
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select
				Select

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Grade:	**Grade8**
Domain	**Earth/Space Science**
Behavior #3:	**Identifies the number of days for the moon to orbit the earth**
Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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. **Teacher gave the assessment paper. Teacher read the question and offered to scribe the response for . chose to write her own answer so was given a pencil.**
Student Role:	Please identify the actions of the *student* 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. **chose to write her own answer to the assessment question. She was given a pencil and wrote her answer in the correct space. She was given as much time as she needed to respond.**

	Assessment Item	Correct Response	Student Response	Correct
	Days for Moon to orbit the Earth	**28 days**	28 days	**Yes**
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
Data Chart:				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Endline Record - Science

Product Identification	
Student Name:	
Domain	**Earth/Space Science**
Grade:	**Grade8**
Behavior #4:	**Compares the length of time for the orbits of the earth and the moon**

Behavior Assessment Data	
Evaluator Role:	Please identify the actions of the *evaluator* 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 teacher read the assessment question and showed the space for her to draw her diagram. was given a pencil and told she had as much time as she needed to complete her answer.**
Student Role:	Please identify the actions of the *student* 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. **was read the assessment question and shown where to draw her diagram. She was given a pencil and as much time as she needed to draw her diagram.**

	Assessment Item	Correct Response	Student Response	Correct
	Draw the Sun	**Drew the Sun**	Drew Sun	**Yes**
	Label the Sun	**Labeled the Sun**	Labeled Sun (S)	**Yes**
	Drew Earth/Orbit around Sun	**Drew Earth/Orbit around Sun**	Drew Earth/Orbit around Sun	**Yes**
	Draw Moon Orbit around Earth	**Drew Moon Orbit around Earth**	Drew Moon Orbit around Earth	**Yes**
	Label length of Earth Orbit	**365 Days**	365 Days	**Yes**
	Label length of Moon Orbit	**28 Days**	28 Days	**Yes**
				****Select****
				****Select****
Data Chart:				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****
				****Select****

Strand Assessment Data Totals

Please do not fill in these boxes, the totals are automatically calculated.
The numbers are calculated from the data chart here plus the data charts on for the other behaviors for this strand.
Refer to the Science Student Performance Scoring Guide for recommended number of assessment items for each entry point.

Total number of items: **18** (Blank data chart rows will not count in the totals.)

Correct independent test items: **18**

Percent correct: **100%**

Accuracy score must reflect independent student responses to items aligned to entry point target behaviors.

Please mail to Agency of Education by May 15 and send form to:

Cindy Moran & Greg Wylde
Alternate Assessment Program
Vermont Agency of Education
120 State Street
Montpelier, VT 05620-2501

Post

Name: _____

Date: 3/26/14

Behavior 2

1. How many days does it take for the earth to orbit the Sun?

It takes 365 days for Earth to orbit the Sun.

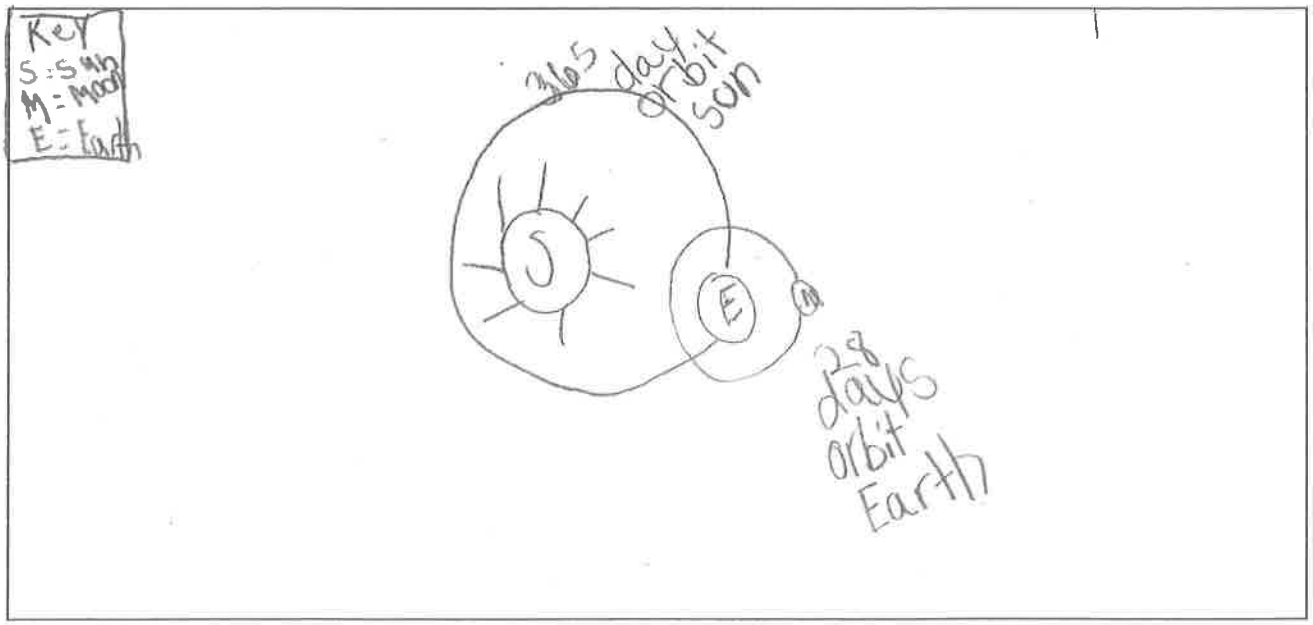
Behavior 3

2. How many days does it take for the moon to orbit the Earth?

The moon takes 28 days to orbit Earth.

Behavior 4

3. Draw a diagram to compare the lengths of time it takes for the earth and the moon to complete their orbits?



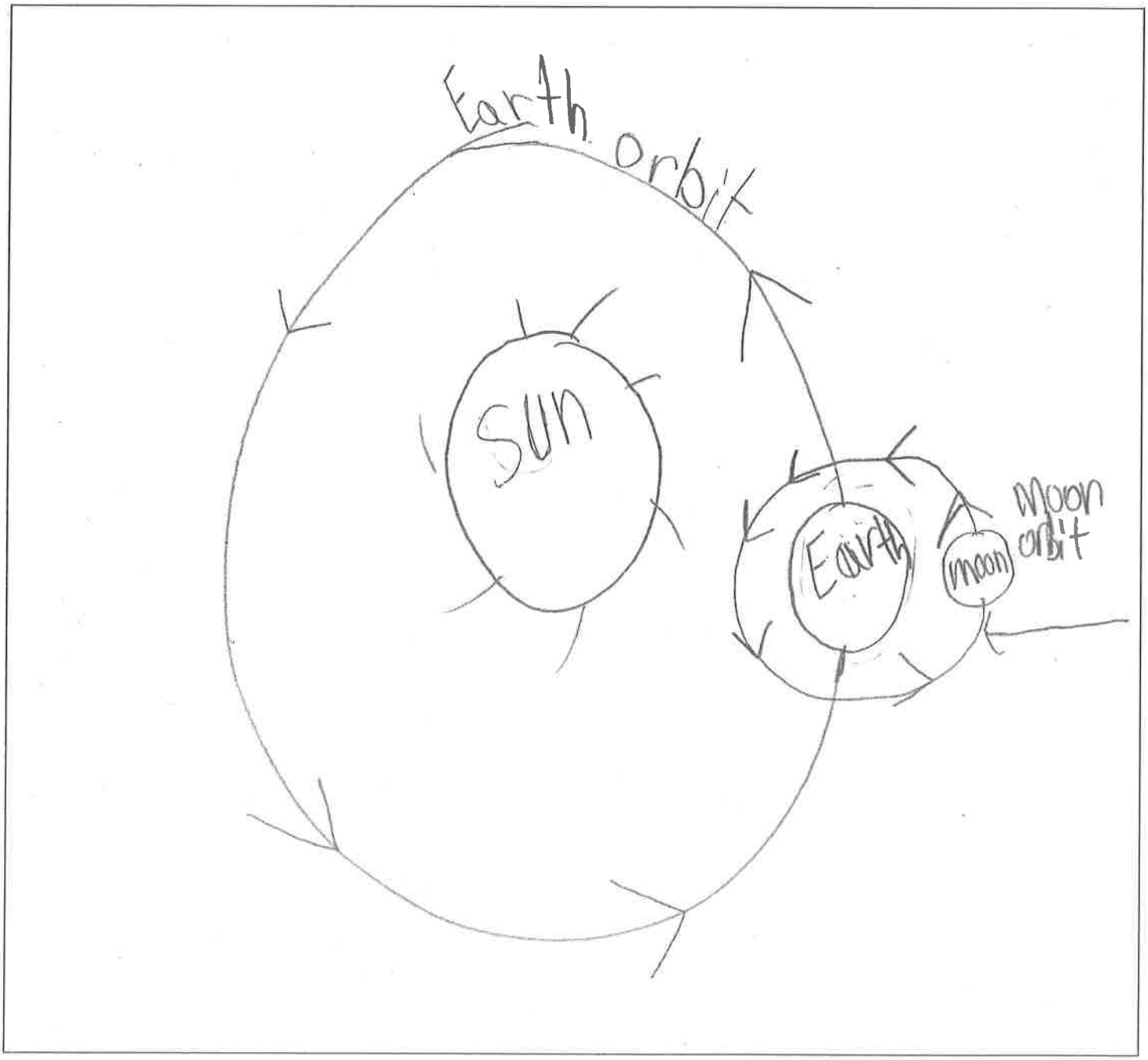
Behavior 1

Name: _____

Date: 3/26/14

1. Draw and label a diagram that includes the following:

- Sun
- Moon
- Earth
- Orbit of the Earth
- Orbit of the Moon



VTAAP FORM 5: Endline Record - Science

Student:

Enrolled Grade: 08

Entry Point: A

Earth and Space Science	
Entry Point Stem:	Earth and Space Science, Entry Point A Student will demonstrate understanding of the processes of the water cycle by explaining the processes of the water cycle on earth.
Product Format:	⇒ **Option 1:** Original student work + printed copy of VTAAP Form 5 Option 2*: Graphic representation (photos, video) of all of the following: • 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:	8th graders will be creating projects after studying the water cycle to demonstrate their understanding of the different components and processes of the water cycle. One of the learning activities they will complete is a diagram of the water cycle. The assessment task is a modified version of that diagram. It includes simpler visuals and fewer processes and components of the water cycle.
Materials / Supports:	Students will be given: Water Cycle Diagram Water Cycle Diagram Labels glue stick pencil Assessment Task Sheets
Behavior 1: Explains the major processes of the water cycle on earth (precipitation, evaporation, condensation)	
Evaluator Role:	

	The evaluator will distribute the assessment task sheets and terms to be glued on to the water cycle diagram. The evaluator will read the test directions and items aloud.
Student Role:	The student will follow along with the test directions and items read aloud. The student will write the terms in the blanks.

Data Chart:

Assessment Item	Correct Response	Student Response	Correct?
1. The __ is the source of energy for the water cycle.	sun	sun	Yes
2. The sun heats up __ on land and in the oceans, lakes and seas.	water	water	Yes
3. The water changes from liquid to vapor in a process called __.	evaporation	evaporation	Yes
4. The water vapor cools and in a process called __ forms droplets in the atmosphere.	condensation	condensation	Yes
5. The droplets gather and then fall from the sky in a process called __.	precipitation	precipitation	Yes
6. This __ gathers in streams and rivers and flows to become __, flowing back down to the oceans ...	precipitation, runoff	runoff, precipitation	No

Behavior 2: Illustrates with labels (text) the sequence of the water cycle from precipitation to evaporation to condensation, and back to precipitation

Evaluator Role:	The evaluator will distribute the assessment task sheets and terms to be glued on to the water cycle diagram. The evaluator will read the test directions and items aloud.
Student Role:	The student will follow along with the test directions and items read aloud. The student will paste the terms onto the Water Cycle diagram.

Data Chart:

Assessment Item	Correct Response	Student Response	Correct?
1.	The Water Cycle	The Water Cycle	Yes
2.	ice crystals	ice crystals	Yes
3.	water droplets	water droplets	Yes
4.	precipitation	precipitation	Yes
5.	runoff	runoff	Yes
6.	oceans, seas and lakes	oceans, seas and lakes	Yes
7.	evaporation	evaporation	Yes
8.	water vapor	water vapor	Yes
9.	condensation	condensation	Yes

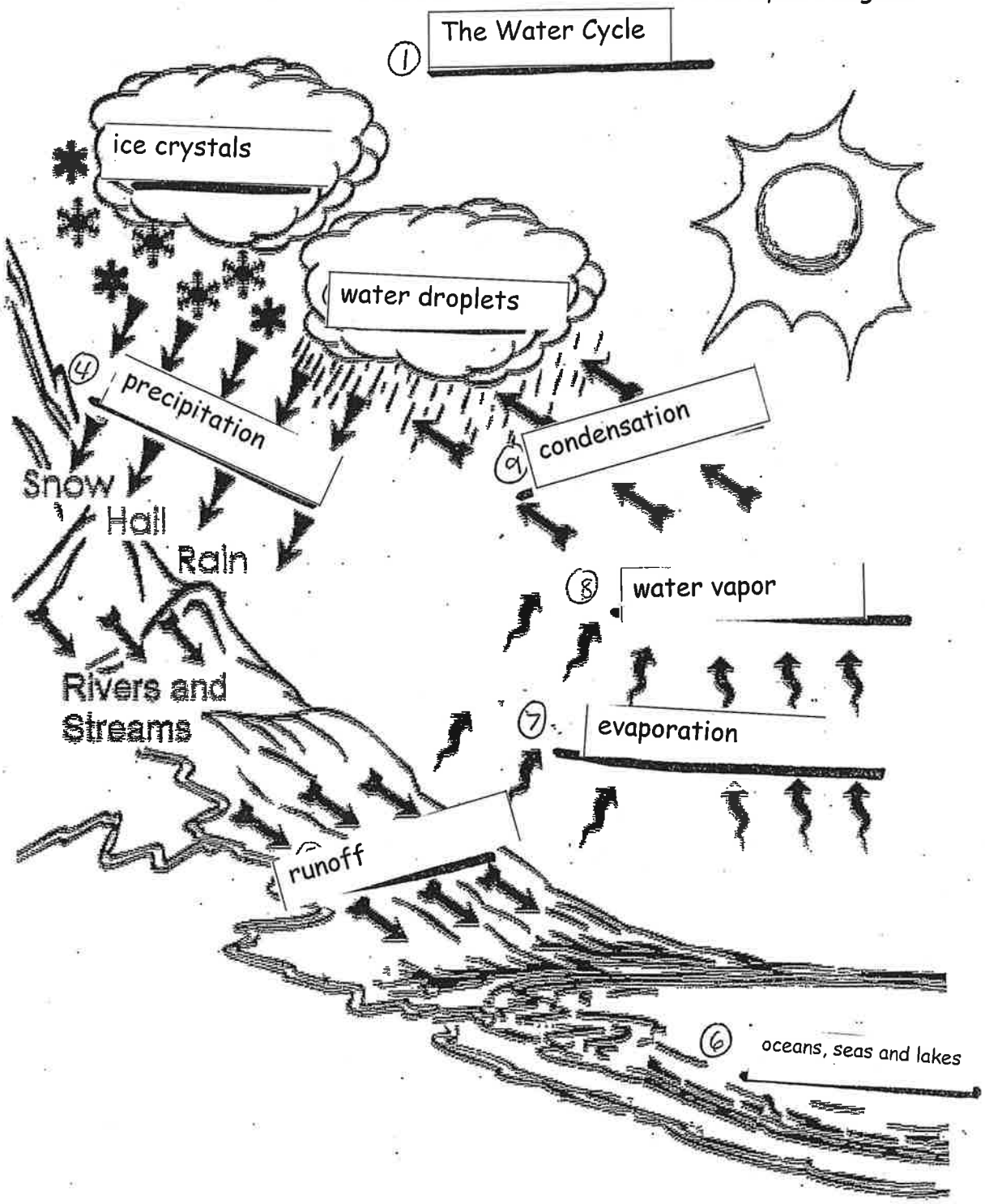
Strand Assessment Data Totals

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 10 is recommended.*** Accuracy score must reflect student responses only and be **less than or equal to (<=) 50%**
Data Chart Items:	15
Correct Items:	14
Percent Correct:	94%

Name: _____ Date: 2/4/13

Paste the terms in the correct location on the Water Cycle Diagram.



© 2007 Lanternfish ESL

Name: _____ Date: 2/4/13

The Water Cycle

Use the words from the word bank to complete the sentences.

~~evaporation~~	~~sun~~	~~precipitation (will be used twice)~~
~~runoff~~	~~condensation~~	~~water~~

1. The sun is the source of energy for the water cycle.
2. The sun heats up water on land and in the oceans, lakes and seas.
3. The water changes from liquid to vapor in a process called evaporation.
4. The water vapor cools and in a process called condensation and forms droplets in the atmosphere.
5. The droplets (or ice crystals if it's cold enough) gather and then fall from the sky in a process called precipitation.
6. This runoff gathers in streams and rivers and flows to become precipitation, flowing back down to the oceans, seas and lakes.

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Science Inquiry - Stage I (1 of 3)

General Directions: This worksheet is used to document the student's participation in the inquiry process for science. It replaces the standard VTAAP Form 5 used for science content knowledge domains. **This form is required, and all sections must be completed in their entirety for the inquiry submission to the eligible for scoring. Please print and attach directly to the student product evidence for inquiry. 3 distinct products are required (1 product for each inquiry stage). Student products submitted without the worksheet or with an incomplete worksheet will not be scored.**

Identification	
The information in this section applies to all three stages.	
Student Name:	Grade: **08**
Communication Level:	**A**
Date Collected:	**5/5/2014**
Unit/Topic Area:	**Force and Motion**

Description of General Education Curriculum	
Content Focus:	Identify the content knowledge domain and GE connected to this inquiry.
	Domain: **Physical Science**
	GE Entry Point: **GE: S5-8: 21**
GLGEC:	How does this inquiry task reflect a theme, topic or unit of study from the Grade-Level General Education Curriculum? **In the student's classroom, classmates designed balloon powered cars and raced them to explore force and motion. This inquiry is adapted from that activity and uses some of the same materials.**

Stage I: Develop Question and Plan Investigation

Directions: Students receive instruction and participate in all elements of the multi-step inquiry process, but they are **formally assessed on only one skill element in each stage**. These skills targeted for formal assessment are determined by the Student Evaluation Team (SET) and should represent **independent student behaviors**. Inquiry steps in each stage that are not assessed may be completed cooperatively or even be directly provided by the teacher. Regardless, **all of the inquiry steps must be completed,** and the level of student participation documented as either Directed or Cooperative or Independent (see Science Administration Guidelines for more information.) **The information in the skill area specified for assessment must be accompanied by a student product** representing independent performance that matches the label information in State I Product Description.

Stage I - Skill Area	Target Behaviors
Identify a Question:	Document student participation by answering the following questions: • What personal experience or interest did the student use to generate a question? • What specific experimental or close observational question was identified? **How many blocks can be added to the car before the balloon can't move it?**
	Directed

Make a Prediction:	Document student participation by answering the following questions: • What did the student think might happen in this investigation? • What logical reasoning did the student use to support his/her prediction? **Student completed the prompt: "I think it will take (3 blocks). Why? (More) blocks will make the car (harder) to move." **text in parentheses was written/circled indendently by the student.** **Independent**
Develop a Procedure:	Document student participation by answering the following questions: • What procedure(s) did the student develop/identify to gather evidence to answer the question posed? • What was the logical sequence of steps for the procedure? The student selected from provided procedure options. The procedure chosen was: 1. test with no blocks; 2. add a block and test again; 3. repeat with one more block until the car won't move Steps crossed out were: weigh the car; measure the distance the car moves **Independent**
Stage I - Product Description	
Assessment Product Options:	**Make a Prediction**
Product Format:	This VTAAP assessment task is documented in the *format* of: Please check one option. ☑ Option 1: Original student work + Printed copy of Form 5 - Science Inquiry Worksheet ☐ Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5 - Science Inquiry Worksheet. Include all of the following: • Task context • Materials • Results of the student's performance *Actual student work is the perferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.
Evaluator Role:	VTAAP products must represent independent student performance. Briefly describe the role of the evaluator for development of the Stage I Product. **The evaluator read the prompts to the student as written and pointed to areas to record responses. The evaluator told student how to spell words requested.**
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage I Product. **The student verbally expressed a prediction then wrote on the line indicated.**
Supports Used:	VTAAP products must represent independent student performance. Briefly describe the use of teacher free supports for development of the Stage I Product. **A recording sheet was provided with blanks and choices to minimize writing required and scaffold the inquiry process.**

name: _____

5-5-14 ~~Endlin~~ Inquiry

Stage 1

QUESTION: How many BLOCKS can be added to the car before the CAR can't move it?

PREDICTION: I think it will take 3 BLOCKS.

Why? more/less blocks will make the car easier/harder to move

PROCEDURE: Mark the steps you will use to answer the question. Cross out the steps you don't need for this investigation.

- [ ] Weigh the car.
- [ ] Test with no blocks added.
- [ ] Add a block and test again.
- [ ] Repeat with one more block until the car won't move.
- [ ] Measure the distance the car moves.

Number your steps in order.

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Science Inquiry - Stage II (2 of 3)

Stage II: Conduct Investigations	
Directions: Students receive instruction and participate in all elements of the multi-step inquiry process, but they are **formally assessed on only one skills element in each stage**. These skills targeted for formal assessment are determined by the Student Evaluation Team (SET) and should represent **independent student behaviors**. Inquiry steps in each stage that are not assessed may be completed cooperatively or even be directly provided by the teacher. Regardless, **all of the inquiry steps must be completed,** and the level of student participation documented as either Directed or Cooperative or Independent (see Science Administration Guidelines for more information.) **The information in the skill area specified for assessment must be accompanied by a student product** representing independent performance that matches the label information in State II Product Description.	
Stage II- Skill Area	**Target Behaviors**
Perform the Procedure:	Document student participation by answering the following questions: • What steps identified in the planned procedure did the student complete? • How many trials were conducted using the procedure? The investigation was completed within a group. Due to motor challenges, the student observed the set up of the car and balloon and recorded the data. 10 trials were conducted. **Cooperative**
Collect and Organize the Data:	Document student participation by answering the following questions: • What relevant data did the student collect? • How did the student organize the data into related categories? • How did the student use appropriate representation to display the data (e.g., graph, table, chart, scientific drawing, etc.)? **The student independently recorded data on a pre-designed chart format. Each number of blocks was written and yes or no was circled to indicate movement observed.** **Independent**
Stage II - Product Description	
Assessment Product Options:	** **Please make a selection** **
Product Format:	This VTAAP assessment task is documented in the *format* of: Please check one option. ☑ Option 1: Original student work + Printed copy of Form 5 - Science Inquiry Worksheet ☐ Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5 - Science Inquiry Worksheet. Include all of the following: • Task context • Materials • Results of the student's performance *Actual student work is the perferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.

Evaluator Role:	VTAAP products must represent independent student performance. Briefly describe the role of the evaluator for development of the Stage II Product. **The evaluator read the data chart sections to the student and pointed to help with tracking/placement. Lines were drawn to assist with placement.**
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage II Product. **The student recorded the number of blocks for each trial by writing the number and then recorded the result by circling yes or no next to the number for that trial.**
Supports Used:	VTAAP products must represent independent student performance. Briefly describe the use of teacher free supports for development of the Stage II Product. **A data chart was provided that required minimal writing.**

name: _____

5-5-14

Stage 2

Inquiry

Number of blocks	Did it move?	
3	YES	NO 3
4	YES	NO
5	YES	NO
6	YES	NO
7	YES	NO
8	YES	NO
9	YES	NO
10	YES	NO
11	YES	NO
12	YES	NO

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Science Inquiry - State III (3 of 3)

Stage III: Develop Question and Plan Investigation

Directions: Students receive instruction and participate in all elements of the multi-step inquiry process, but they are **formally assessed on only one skills element in each stage.** These skills targeted for formal assessment are determined by the Student Evaluation Team (SET) and should represent **independent student behaviors**. Inquiry steps in each stage that are not assessed may be completed cooperatively or even be directly provided by the teacher. Regardless, **all of the inquiry steps must be completed,** and the level of student participation documented as either Directed or Cooperative or Independent (see Science Administration Guidelines for more information.) **The information in the skill area specified for assessment must be accompanied by a student product** representing independent performance that matches the label information in State III Product Description.

Stage III: Develop and Communicate Conclusions

Stage III - Skill Area	Target Behaviors
Analyze the Data and Construct a Conclusion:	Document student participation by answering the following questions: • How did the student relate the data to the original question? • What reasonable explanation did the student provide that accurately reflected the data? • What patterns/trends did the student discover when the data was examined? **The student responded to provided prompts indicating the result, the prediction, and if the prediction was correct or close.** **Independent**
Evaluate the Prediction:	Document student participation by answering the following questions: • How did the student compare the prediction in Stage I to the actual data? • Was the student prediction in Stage I supported or not supported by the data? **The student indicated the prediction and the result and responded as to accuracy and how close the prediction was. The student's prediction was not supported by the data.** **Independent**
Communicate the Results:	Document student participation by answering the following questions: • How did the student restate the original question to peers or adults other than the instructing teacher? • How did the student share findings related to the question with peers or adults other than the instructing teacher? • How did the student share conclusion(s) with peers or adults other than the instructing teacher? **The student completed blanks on the worksheet. "My balloon could move a car with (11) blocks bu (12) blocks were too many." The student read the result statement to the class.** **Directed**

Stage III - Product Description	
Assessment Product Options:	**Evaluate the Prediction**
Product Format:	This VTAAP assessment is documented in the *format* of: Please check one option. ☑ Option 1: Original student work + Printed copy of Form 5 - Science Inquiry Worksheet ☐ Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5 • Task context • Materials • Results of the student's performance *Actual student work is the perferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.
Evaluator Role:	VTAAP products must represent independent student performance. Briefly describe the role of the evaluator for development of the Stage III Product. **The evaluator read the prompts and pointed to indicate placement for student written responses.**
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage III Product. **The student wrote answers independently.**
Supports Used:	VTAAP products must represent independent student performance. Briefly describe the use of teacher free supports for development of the Stage III Product. **A scaffolded response sheet with limited writing requirements was provided.**

PRINT

Please mail to Agency of Education by May 15 and send form to:

Cindy Moran & Greg Wylde
Alternate Assessment Program
Vermont Agency of Education
120 State Street
Montpelier, VT 05620-2501

Name: _____

5-5-14

Stage 3 Inquiry

CONCLUSION:

It took 10 blocks to keep the balloon from moving the car.

I predicted it would take 3 blocks.

Was your prediction correct? YES NO

If no, was your prediction close? YES NO

SHARE:

My ballon could move a car with 11 blocks but 10 blocks were too many.

name: _____

5-5-14

Stage 3 Inquiry

CONCLUSION:

It took 10 blocks to keep the balloon from moving the car.

I predicted it would take 3 blocks.

Was your prediction correct? YES NO

If no, was your prediction close? YES NO

SHARE:

My ballon could move a car with 11 blocks but 10 blocks were too many.

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Science Inquiry - Stage I (1 of 3)

Please start by reading through the form completely. Before you begin entering, make sure you have all necessary information ready. You will need up to 15 minutes of uninterrupted time.

General Directions: This worksheet is used to document the student's participation in the inquiry process for science. It replaces the standard VTAAP Form 5 used for reading, math, and the science content knowledge domains. **This form is required, and all sections must be completed in their entirety for the inquiry submission to be eligible for scoring. Please print and attach directly to the student product evidence for inquiry. 3 distinct products are required (1 product for each inquiry stage). Student products submitted without the worksheet or with an incomplete worksheet will not be scored.**

Product Identification	
Student Name:	
Communication Level:	A
Date Collected:	5/9/2013
Unit/Topic Area:	Water Cycle and Evaporation - Salt Water versus Freshwater

Description of General Education Curriculum Activity	
Content Focus:	Identify the content knowledge domain and GE connected to this inquiry. Prefix: Earth and Space Science GE or Entry Point: S 5-8:48
GLGEC:	The students in the 8th grade classroom studied the water cycle earlier in the school year, completing diagrams and outlining the processes of the water cycle processes, including evaporation.

Stage I: Develop Question and Plan Investigation

Directions: Students receive instruction and participate in all elements of the multi-step inquiry process, but they are **formally assessed on only one skill element in each stage.** These skills targeted for formal assessment are determined by the Student Evaluation Team (SET) and should represent **independent student behaviors.** Inquiry steps in each stage that are not assessed may be completed cooperatively or even be directly provided by the teacher. Regardless, **all of the inquiry steps must be completed,** and the level of student participation documented as either Directed or Cooperative or Independent (see Science Administration Guidelines for more information). **The information in the skill area specified for assessment must be accompanied by a student product** representing independent performance that matches the label information in Stage I Product Description.

Stage I Inquiry Skill (Target Behavior)	
Identify a Question:	Document student participation by answering the following questions: • What personal experience or interest did the student use to generate a question? • What specific experimental or close observational question was identified by the student? Throughout _____ study of the water cycle, he regularly wondered about salt water. He enjoys swimming, and remembered the salty taste of the ocean. He wondered what happens to the salt in salt water when it evaporates. ____ was asked to record what he already knew about this topic, which he listed in his Inquiry Packet: - oceans have salt water - ocean water evaporates - rain his not salty, it's freshwater - I learned this from

	reading about the water cycle. Cooperative
Make a Prediction:	Document student participation by answering the following questions: • What did the student think might happen in this investigation? • What logical reasoning did the student use to support his/her prediction? ____independently stated and recorded in his Inquiry Packet that he thought "the water will evaporate but the salt will stay behind." He was asked to record why he thought this would happen, and he stated and recorded in his Inquiry Packet that he thought this would happen because "the salt is a solid and the water is a liquid. So the salt will stay behind and the water will evaporate. When the water evaporates it will become a gas, but the salt will stay a solid." Independent
Develop a Procedure:	Document student participation by answering the following questions: • What procedure(s) did the student develop/identify to gather evidence to answer the question posed? • What was the logical sequence of steps for the procedure? _____ science teacher and special educator collaborated to design a lab that would address independently chosen question. The lab was described to ____ and he created the list of materials he would need to complete the lab. He worked with the special educator to sequentially list the steps involved in the procedure, which he listed in his Inquiry Packet. 1)Put hot water in the beaker. 2)Put salt in the hot water which is in the beaker. 3)Stir the hot salt water with the stirring stick. 4)Then pour the hot salt water into 2 petri dishes. 5)Rinse out the beaker. 6)Fill the beaker with cold water. 7)Pour that into 2 petri dishes. 8)Put one fresh water and one salt water on one windowsill. 9)Put the other 2 on the other window sill. 10)Label the petri dishes "salt water" and "fresh water." Cooperative
Stage I Product Description	
Assessment Product Options:	Make a Prediction
Product Format:	This VTAAP assessment task is documented in the *format* of: • Option 1: Original student work + Printed copy of Form 5- Science Inquiry Worksheet Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5- Science Inquiry Worksheet. Include all of the following: • Task context • Materials • Results of the student's performance *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.
Evaluator Role:	VTAAP products must represent independent student performance. Briefly describe the role of the evaluator for development of the Stage I Product. ____ was provided with the Inquiry Packet. The evaluator restated his chosen question. The evaluator read the questions aloud and asked_____ to record his answers in his Inquiry Packet.
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage I Product. ____ listened to his question read aloud. He listened to the questions in this section aloud and followed along in his Inquiry Packet.
Supports Used:	VTAAP products must represent independent student performance. Briefly describe the use of teacher free supports for development of the Stage I Product. _____was given a copy of the Inquiry Packet so that he would be able to see the questions presented verbally.

Submit Cancel

Name: _____ Date: 5/9/13

VTAAP Science Inquiry

1) Identify a Question

What do you want to find out?

What happens to the salt in salt water when it evaporates?

What do you already know about this topic?

- oceans have salt water
- ocean water evaporates
- rain is not salty. It's fresh water.
- I learned this from reading about the water cycle.

2) Make a Prediction

What do you think will happen?

I think that the water will evaporate but the salt will stay behind.

Why do you think this will happen?

I think this will happen because the salt is a solid and the water is a liquid. So the salt will stay behind and the water will evaporate when the water evaporates it will become a gas but the salt will stay a solid.

3) Develop a Procedure

What materials will you need for this lab?

- stirring stick
- 4 petri dishes
- beaker
- salt
- water
- labels
- 2 window sills
- sunlight (but we can't control it)
- center meter rule

What steps will you need to follow to complete this lab?

1. Put hot water in the beaker
2. Put salt in the hot water which is in the beaker
3. Stir the Hot salt water with the stirring stick
4. then pour the hot salt water into 2 petri dishes.
5. Rinse out the beaker
6. fill the beaker with cold water
7. Pour that into 2 petri dishes
8. Put one fresh water and one salt water on the windowsill.
9. Put the other on the other windowsill.
10. label the petri dishes salt water and fresh water.

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Science Inquiry - Stage II (2 of 3)

Please start by reading through the form completely. Before you begin entering, make sure you have all necessary information ready. You will need up to 15 minutes of uninterrupted time.

General Directions: This worksheet is used to document the student's participation in the inquiry process for science. It replaces the standard VTAAP Form 5 used for reading, math, and the science content knowledge domains. **This form is required, and all sections must be completed in their entirety for the inquiry submission to be eligible for scoring. Please print and attach directly to the student product evidence for inquiry. 3 distinct products are required (1 product for each inquiry stage). Student products submitted without the worksheet or with an incomplete worksheet will not be scored.**

Product Identification	
Student Name:	
Communication Level:	A
Date Collected:	5/9/2013
Unit/Topic Area:	Water Cycle and Evaporation - Salt Water versus Freshwater

Description of General Education Curriculum Activity	
Content Focus:	Identify the content knowledge domain and GE connected to this inquiry. Prefix: Earth and Space Science GE or Entry Point: S 5-8:48
GLGEC:	How does this inquiry task reflect a theme, topic, or unit of study from the Grade-Level General Education Curriculum? The students in 8th grade science studied the water cycle earlier in the school year. They completed diagrams outlining the components and processes of the water cycle.

Stage II: Conduct Investigations

Directions: Students receive instruction and participate in all elements of the multi-step inquiry process, but they are **formally assessed on only one skill element in each stage.** These skills targeted for formal assessment are determined by the Student Evaluation Team (SET) and should represent **independent student behaviors.** Inquiry steps in each stage that are not assessed may be completed cooperatively or even be directly provided by the teacher. Regardless, **all of the inquiry steps must be completed,** and the level of student participation documented as either Directed or Cooperative or Independent (see Science Administration Guidelines for more information). **The information in the skill area specified for assessment must be accompanied by a student product** representing independent performance that matches the label information in Stage II Product Description.

Stage II Inquiry Skill (Target Behavior)	
Perform the Procedure:	Document student participation by answering the following questions: • What steps identified in the planned procedure did the student complete? • How many trials were conducted using the procedure? ____ completed each of the steps identified in his procedure independently. He completed 2 trials in 2 different locations of the building. Independent

Collect and Organize the Data:	Document student participation by answering the following questions: • What relevant data did the student collect? • How did the student organize the data into related categories? • How did the student use appropriate representation to display the data (e.g., graph, table, chart, scientific drawing, etc.)? ____ observed the petri dishes in both locations twice a day. He independently recorded his observations directly into a date table that he helped to design. He chose to display his results with two drawings of what he observed at the end of the lab. Independent
Stage II Product Description	
Assessment Product Options:	Collect and Organize the Data
Product Format:	This VTAAP assessment task is documented in the *format* of: ° Option 1: Original student work + Printed copy of Form 5- Science Inquiry Worksheet Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5- Science Inquiry Worksheet. Include all of the following: • Task context • Materials • Results of the student's performance *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.
Evaluator Role:	VTAAP products must represent independent student performance. Briefly describe the role of the evaluator for development of the Stage II Product. The evaluator provided ____with his materials (Inquiry Packet, pencil and ruler). He was prompted to observe his petri dishes, and to record his observations in his data table. Following completion of his data table, _____was asked how he wanted to display his data. He chose to sketch what he saw in the petri dishes at the end of the inquiry.
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage II Product. The student independently observed the petri dishes in the two locations. He recorded his observations in the data table. ____ chose to display his data through sketches, which he independently drew.
Supports Used:	VTAAP products must represent independent student performance. Briefly describe the use of teacher free supports for development of the Stage II Product. ____ was given access to the Inquiry Packet so that he would be able to see the questions presented verbally. ____ was also given a blank copy of the data table he created with the evaluator.

Submit Cancel

After saving please proceed to Stage III Documentation

Name: _____ Date: 5/9/13

4) Perform the Procedure

How will you collect your data?

Trial # 1 Miss

	Thursday	Friday	Monday	Tuesday
Freshwater				
Morning	full dish water ½ cm		empty dis	
Afternoon	full dis water little bubbles 1cm	full dis water 1cm	empty dis	empty dis
Saltwater				
Morning	full dish water ↓ cm.		little water salt square	
Afternoon	full dish water 1cm	full dis water 1cm.	Litte water salt square salt floating in the water	dry big salt square some salt chunks.

Trial # 2 MY. _____ _____

	Thursday	Friday	Monday	Tuesday
Freshwater				
Morning	full dish water 1cm		empty dish	
Afternoon	full dish water Little 1cm	full dish water Little bubbles 1cm	empty dish	empty dish
Saltwater				
Morning	full dish water 1cm		Little water salt squares salt around the dish	
Afternoon	full dish water 1cm	full dish water 1cm	Little water salt square salt floating in water	Little water big salt square Little salt chunks

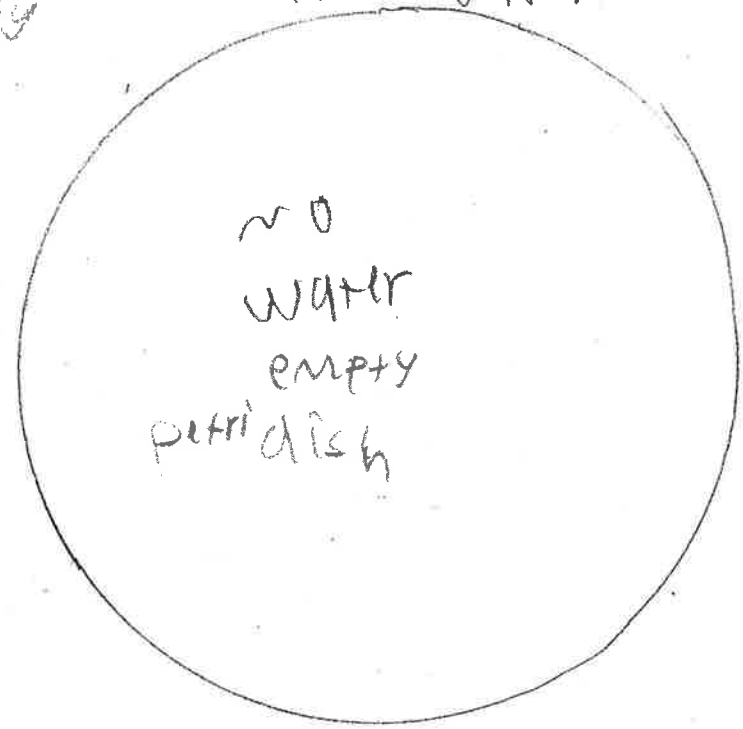
Name: _____ Date: 5/9/13

5) Collect and Organize the Data

miss _____

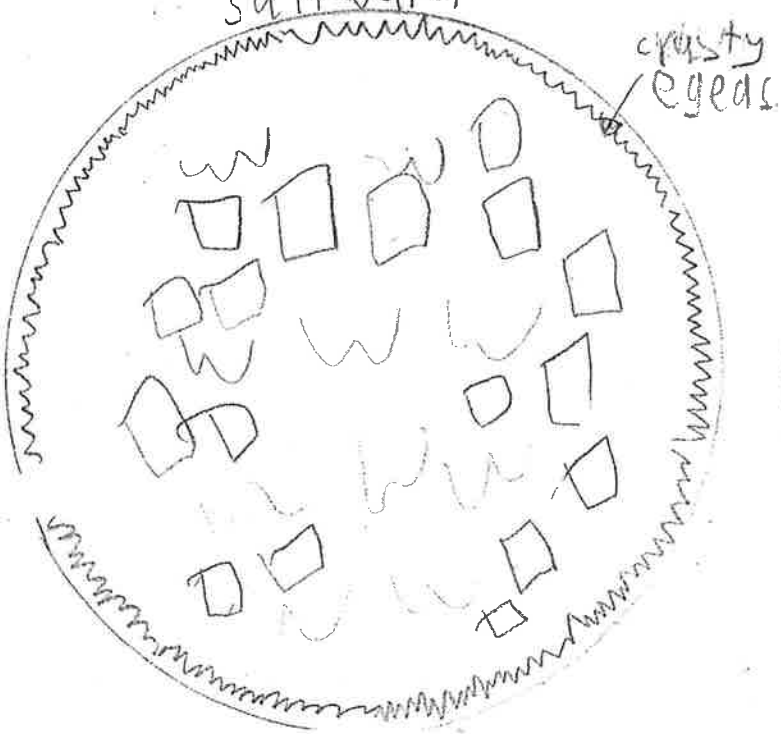
saltwater

freshwater

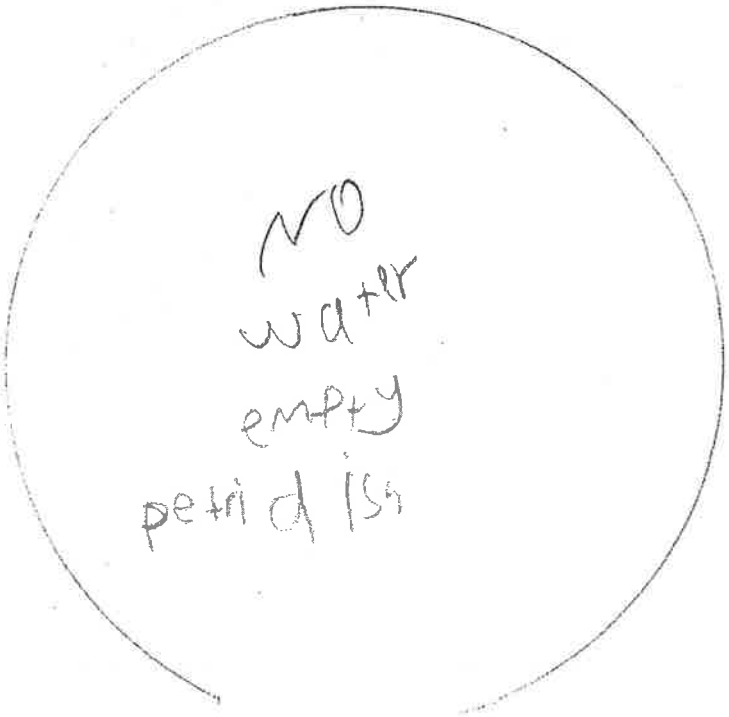


Mr. _____

saltwater



freshwater



Name: _____ Date: 5/19/13

6) Analyze the Data and Construct a Conclusion

How does your data relate to your original question?

I was wondering if salt water would evaporate. my data shows it evaporated in a little of days and salt was left behind.

What patterns did you notice in your data?

on both window sills the salt water and freshwater both evaporated even though one was sunnier then the other. if I did this experiment again I would use all the same petri dish. Then I think they both would have evaporated all the way.

How does your data support what you know about the water cycle?

I know when seawater evaporates the salt is left behind my data shows the same thing.

7) Evaluate the Prediction

How does your data compare to your prediction? Does your data support your prediction?

my data supports my prediction because at the end the freshwater dish was empty and the salt water had salt and a little water this what I thought was going to happen.

How has your thinking changed as a result of conducting this experiment?

This experiment did not change my thinking but now I have new questions. Like why is the salt in the shape of squares?

I also wonder that would the sun and shade affic the experiment.

Vermont Alternate Assessment Portfolio (VTAAP)

Form 5: Science Inquiry - Stage III (3 of 3)

Please start by reading through the form completely. Before you begin entering, make sure you have all necessary information ready. You will need up to 15 minutes of uninterrupted time.

General Directions: This worksheet is used to document the student's participation in the inquiry process for science. It replaces the standard VTAAP Form 5 used for reading, math, and the science content knowledge domains. **This form is required, and all sections must be completed in their entirety for the inquiry submission to be eligible for scoring. Please print and attach directly to the student product evidence for inquiry. 3 distinct products are required (1 product for each inquiry stage). Student products submitted without the worksheet or with an incomplete worksheet will not be scored.**

Product Identification ⓘ	
Student Name:	Grade 08
Communication Level:	A
Date Collected:	5/9/2013
ⓘ Unit/Topic Area:	Water Cycle and Evaporation - Salt Water versus Freshwater

Description of General Education Curriculum Activity	
Content Focus:	Identify the content knowledge domain and GE connected to this inquiry. Prefix: Earth and Space Science GE or Entry Point: S 5-8:48
GLGEC:	How does this inquiry task reflect a theme, topic, or unit of study from the Grade-Level General Education Curriculum? The students in 8th grade science studied the water cycle earlier in the school year. They completed diagrams outlining the components and processes of the water cycle.

Stage III: Develop and Communicate Conclusions

Directions: Students receive instruction and participate in all elements of the multi-step inquiry process, but they are **formally assessed on only one skill element in each stage.** These skills targeted for formal assessment are determined by the Student Evaluation Team (SET) and should represent **independent student behaviors.** Inquiry steps in each stage that are not assessed may be completed cooperatively or even be directly provided by the teacher. Regardless, **all of the inquiry steps must be completed,** and the level of student participation documented as either Directed or Cooperative or Independent (see Science Administration Guidelines for more information). **The information in the skill area specified for assessment must be accompanied by a student product** representing independent performance that matches the label information in Stage III Product Description.

Stage III Inquiry Skill (Target Behavior)	
Analyze the Data and Construct a Conclusion:	Document student participation by answering the following questions: • How did the student relate the data to the original question? • What reasonable explanation did the student provide that accurately reflected the data? • What patterns/trends did the student discover when the data was examined? The evaluator reminded ___ of his original question and asked him how his data related to his original question. In his Inquiry Packet, ___ stated, "I was wondering if

	salt water would evaporate. My data shows it evaporated in a couple of days and salt was left behind." He was asked what patterns he noticed. ___ stated, "On both window sills, the salt water and fresh water both evaporated even though one was sunnier than the other. If I did this experiment again, I would use all the same petri dishes. Then I think they both would have evaporated all the way." Cooperative
Evaluate the Prediction:	Document student participation by answering the following questions: • How did the student compare the prediction in Stage I to the actual data? • Was the student prediction in stage I supported or not supported by the data? In his Inquiry Packet, ___ compared his prediction to his actual data with the following statement, "My data supports my prediction because at the end the freshwater dish was empty and the salt water had salt and a little water. This is what I thought was going to happen."___was asked if this changed his thinking about the water cycle. He independently stated, "This experiment did not change my thinking but now I have new questions. Like why is the salt in the shape of squares? I also wonder how the sun and shade affect the experiment." Independent
Communicate the Results:	Document student participation by answering the following questions: • How did the student restate the original question to peers or adults other than the instructing teacher? • How did the student share findings related to the question with peers or adults other than the instructing teacher? • How did the student share conclusion(s) with peers or adults other than the instructing teacher? ___ decided on his own that his science teacher should see his results and hear about his lab. He brought his materials and Inquiry Packet to her and discussed his findings. Cooperative
Stage III Product Description	
Assessment Product Options:	Evaluate the Prediction
Product Format:	This VTAAP assessment task is documented in the *format* of: • Option 1: Original student work + Printed copy of Form 5- Science Inquiry Worksheet Option 2*: Graphic representation (photos, videos) + Printed copy of Form 5- Science Inquiry Worksheet. Include all of the following: • Task context • Materials • Results of the student's performance *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.
Evaluator Role:	VTAAP products must represent independent student performance. Briefly describe the role of the evaluator for development of the Stage III Product. The evaluator read the questions presented in this section of the Inquiry Packet aloud to the student, one at a time.
Student Role:	VTAAP products must represent independent student performance. Briefly describe the role of the student for development of the Stage III Product. ___ responded in writing to the questions the evaluator read aloud.
Supports Used:	VTAAP products must represent independent student performance. Briefly describe the use of teacher free supports for development of the Stage III Product. ___ was provided with a written copy of the questions read aloud in his Inquiry

Name: _____ Date: 5/9/13

8) Communicate the Results

Who would you like to share your findings with?

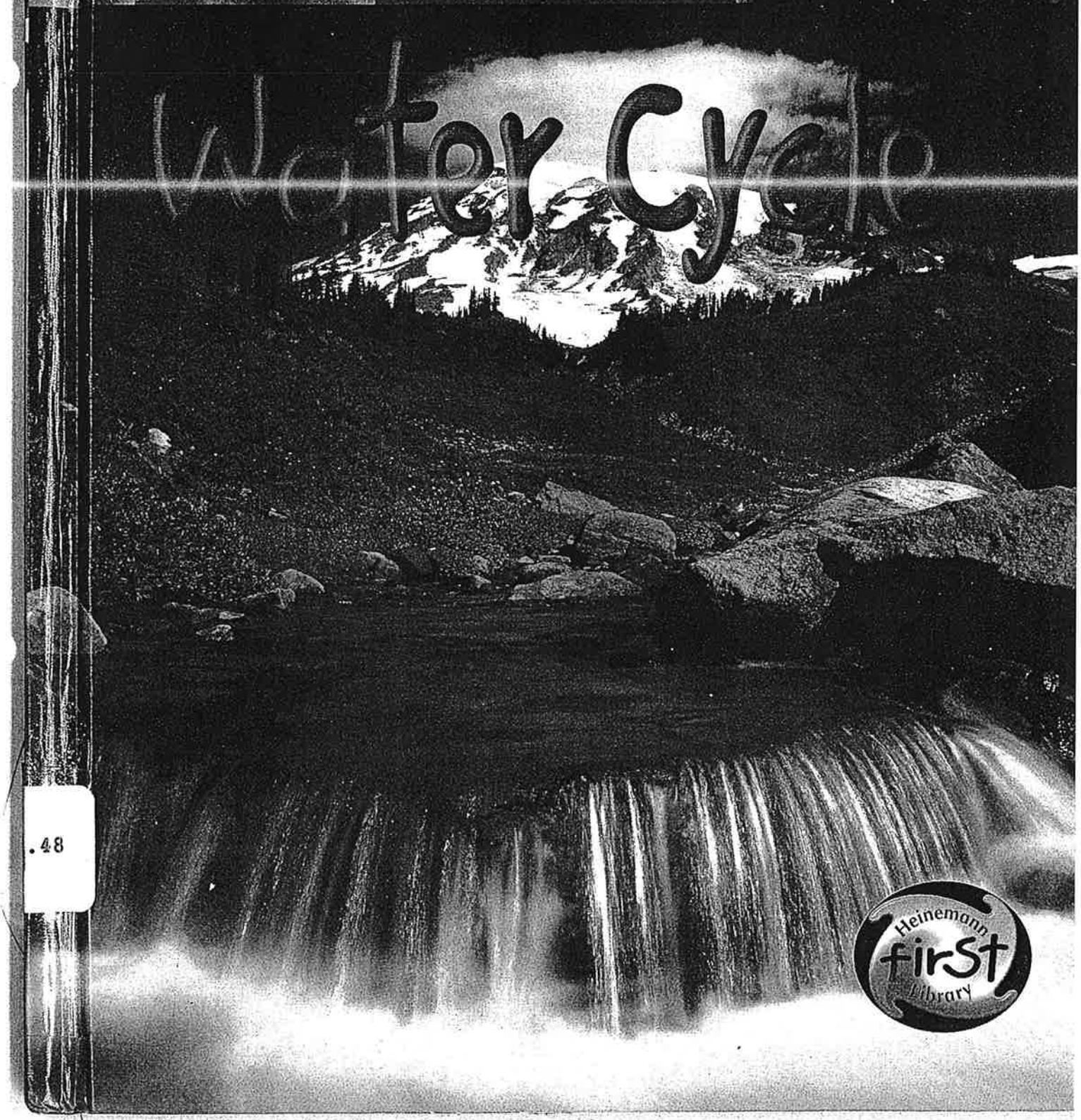
Miss _ my science teacher

How would you like to share your findings?

I will show her my petridishes and my table.

Nature's Patterns

Water Cycle



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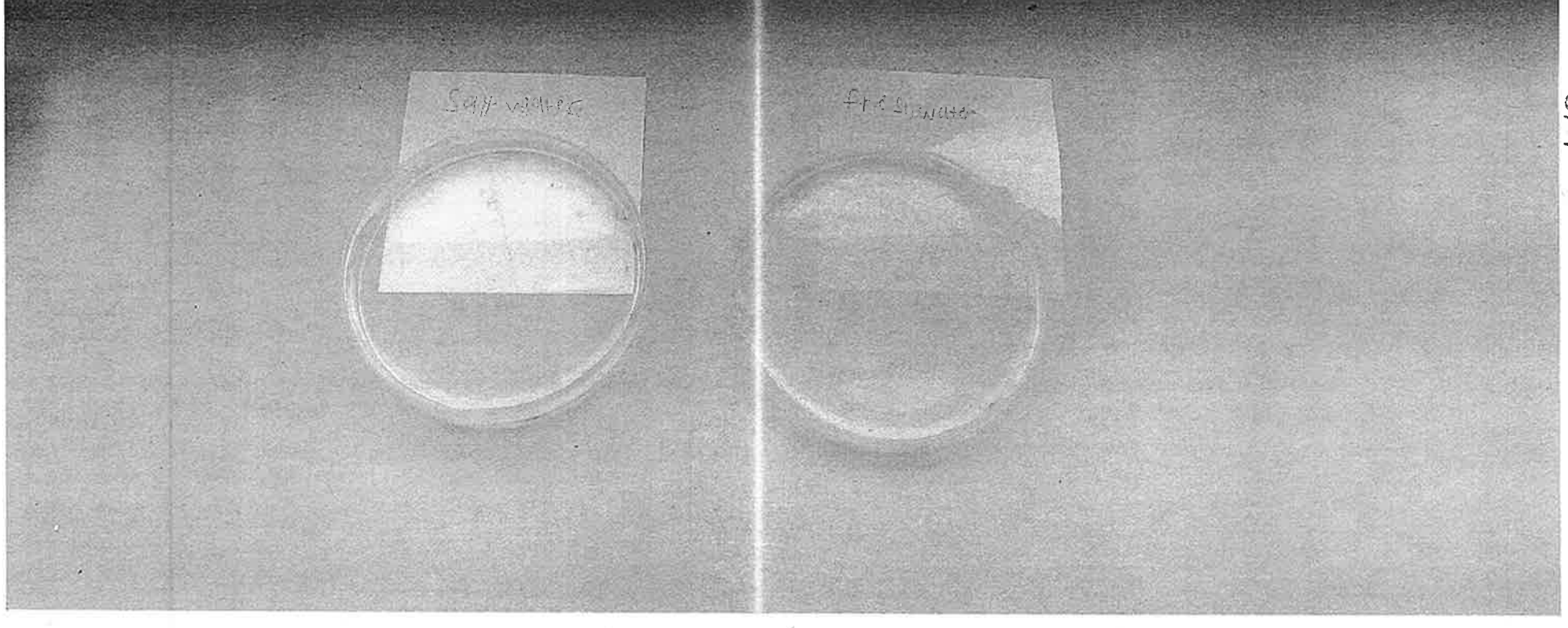
Heinemann First Library

5/9/13

This is the text

5/9/13



both dishes filled with water

Nature's Patterns

Water Cycle

Monica Hughes

Heinemann Library
Chicago, Illinois

5/9/13

5/9/13