

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:	<b>11</b>
Domain:	<b>Life Science</b>
Date:	<b>3/20/2014</b>

**Section B: Product Format**

Product Format:	This VTAAP assessment task is documented in the format of:	
	<b>Yes</b>	Option 1: Original student work + printed copy of VTAAP Form 3 Baseline Record
	<b>No</b>	Option 2*: Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> <li>• Task context - (what the student saw and interacted with during the assessment)</li> <li>• Materials</li> <li>• Results of the student's performance at baseline</li> <li>• Printed copy of VTAAP Form 3 Baseline Record</li> </ul> <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>

**Section C: Assessment Administration**

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

Special Educator:	<b>Yes</b>	Planned assessment task(s)
	<b>Yes</b>	Administered assessment task(s)
	<b>Yes</b>	Supervised administration of assessment task(s)
Location / Setting:	Where was this VTAAP assessment administered? <b>Other learning environment</b>	
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><b>The class discussed the relationship between the systems of the body and how they were impacted by various situations (exercise, hunger, stress, injury, etc). As this student has a job at the local hospital that requires her to move in a manner to elevate her breathing and heart rate, these systems seemed most obvious and relevant to her. The teacher provided examples of how these systems worked together. Others provided examples of other systems working together for survival.</b></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.  <b>study guides, word bank, simplified/illustrated human body books</b></p> <p><i>Be very specific about the tools, materials, and items that were present during the assessment.</i></p>		
<b>Section D: Process</b>			
Process Awareness:	<p>Please read and indicate agreement with the following statements:</p> <ul style="list-style-type: none"> <li>• The completed Baseline assessment product for this strand has been collected and stored in the student's VTAAP portfolio.</li> <li>• 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.</li> <li>• The final submission for this strand by May 15 must include:             <ul style="list-style-type: none"> <li>▶ Original Baseline product CLEARLY labeled with student name and collection date</li> <li>▶ Printed copy of VTAAP Form 3: Baseline Record (attached)</li> <li>▶ Original Endline product labeled with student name and collection date</li> <li>▶ Printed copy of VTAAP Form 5: Endline Record (product label for this strand)</li> </ul> </li> </ul> <table border="1" data-bbox="435 1018 695 1081" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Yes</b></td> <td>I have read and agree with the above statements.</td> </tr> </table>	<b>Yes</b>	I have read and agree with the above statements.
<b>Yes</b>	I have read and agree with the above statements.		

**Form 5: Endline Record - Science**

Product Identification	
Student Name:	
Grade:	<b>11</b>
Domain	<b>Life Science</b>
Behavior #1:	<b>Identifies and labels different internal body systems that interact to ensure survival</b>
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><b>The student was presented with the worksheets and the teacher read them with her to make sure she understood the directions. She was encouraged to do the best she could to complete these tasks.</b></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><b>The student began to work on the worksheets with no questions. At times, she needed encouragement to keep working, an indication that she is overwhelmed by tasks. This work was difficult for her, she completed it as best she could.</b></p> <p><b>For the endline task, she was given access to a study guide, word bank and human body reference books.</b></p>

	Assessment Item	Correct Response	Student Response	Correct
Data Chart:	fill in blank	nasal cavity	nasal cavity	Yes
	fill in blank	mouth cavity	mouth cavity	Yes
	fill in blank	larynx	trachea	No
	fill in blank	trachea	bronchial tube	No
	fill in blank	lung	lung	Yes
	fill in blank	pharynx	pharynx	Yes
	fill in blank	bronchial tube	diaphragm	No
	fill in blank	diaphragm	larynx	No
	fill in blank	pulmonary artery	aorta	No
	fill in blank	right atrium	left ventricle	No
	fill in blank	right ventricle	left atrium	No
	fill in blank	pulmonary vein	pulmonary artery	Yes
	fill in blank	aorta	pulmonary vein	No
	fill in blank	left atrium	right ventricle	No
	fill in blank	left ventricle	right atrium	No
	Fill in blank	Respiratory	Respiratory	Yes *
	Fill in blank	Circulatory	Circulatory	Yes *
				**Select**
				**Select**

Vermont Alternate Assessment Portfolio (VTAAP)

**Form 5: Endline Record - Science**

Product Identification	
Student Name:	
Grade:	<b>11</b>
Domain	<b>Life Science</b>
Behavior #2:	<b>Identifies essential components of connected internal body systems that interact to ensure survival</b>
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><b>The student was presented with the worksheets and the teacher read them with her to make sure she understood the directions. She was encouraged to do the best she could to complete these tasks.</b></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><b>The student began to work on the worksheets with no questions. At times, she needed encouragement to keep working, an indication that she is overwhelmed by tasks. This work was difficult for her, she completed it as best she could.</b></p> <p><b>For the endline task, she was given access to a study guide, word bank and human body reference books.</b></p>

	Assessment Item	Correct Response	Student Response	Correct
Data Chart:	fill in blank	heart	heart	Yes
	fill in blank	blood	blood	Yes
	fill in blank	lungs	lungs	Yes
	fill in blank	nose	mouth/nose	Yes
	fill in blank	air/oxygen	air	Yes
				**Select**
			**Select**	

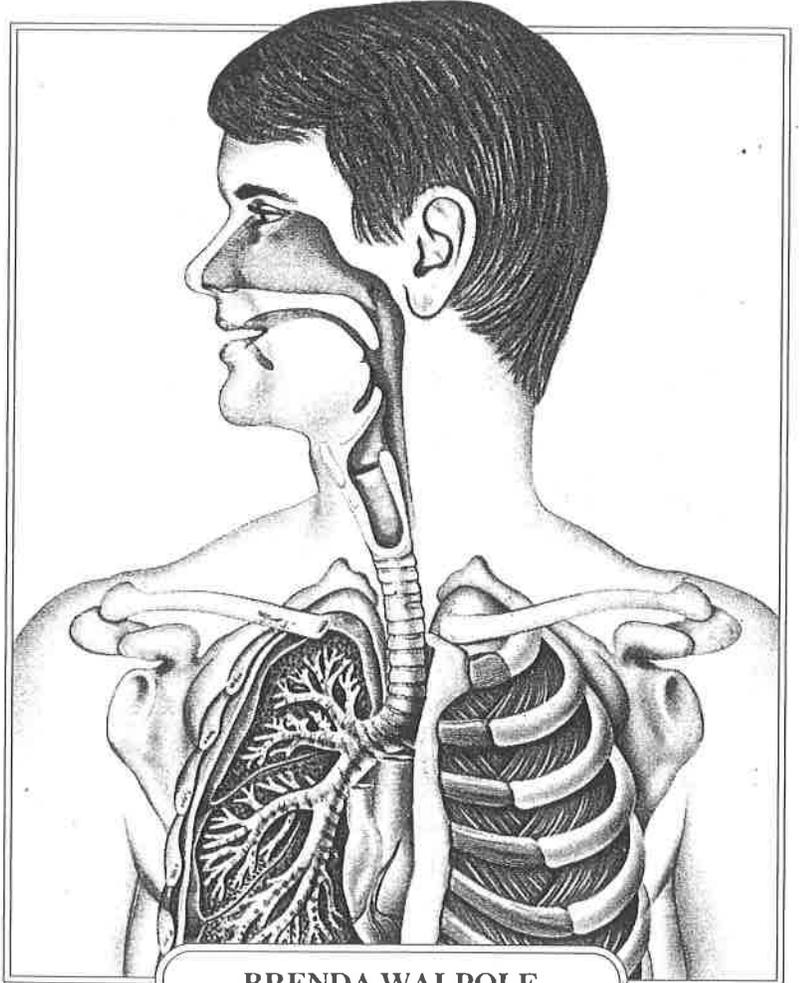
Vermont Alternate Assessment Portfolio (VTAAP)

**Form 5: Endline Record - Science**

Product Identification	
Student Name:	
Grade:	<b>11</b>
Domain:	<b>Life Science</b>
Behavior #3:	<b>Explains or demonstrates how different internal body systems interact to contribute to survival in response to an external stimulus</b>
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><b>The student was presented with the worksheets and the teacher read them with her to make sure she understood the directions. She was encouraged to do the best she could to complete these tasks.</b></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><b>The student began to work on the worksheets with no questions. At times, she needed encouragement to keep working, an indication that she is overwhelmed by tasks. This work was difficult for her, she completed it as best she could.</b></p> <p><b>For the endline task, she was given access to a study guide, word bank and human body reference books.</b></p>

*The Simon & Schuster*

**POCKET BOOK OF  
THE HUMAN BODY**



**BRENDA WALPOLE**

A MANDERER BOOK / PUBLISHED BY SIMON & SCHUSTER, INC. / 02973 5 / \$6.95

Word Bank for Life Science - Grade 9 - 12

~~The Respiratory System~~

~~Mouth cavity~~

~~Trachea~~

~~Larynx~~

~~Diaphragm~~

~~Nasal cavity~~

~~Lung~~

~~Bronchial tube~~

~~Pharynx~~

~~The Circulatory System~~

~~Pulmonary artery~~

~~Pulmonary vein~~

~~Right atrium~~

~~Left atrium~~

~~Aorta~~

~~Left ventricle~~

~~Right ventricle~~

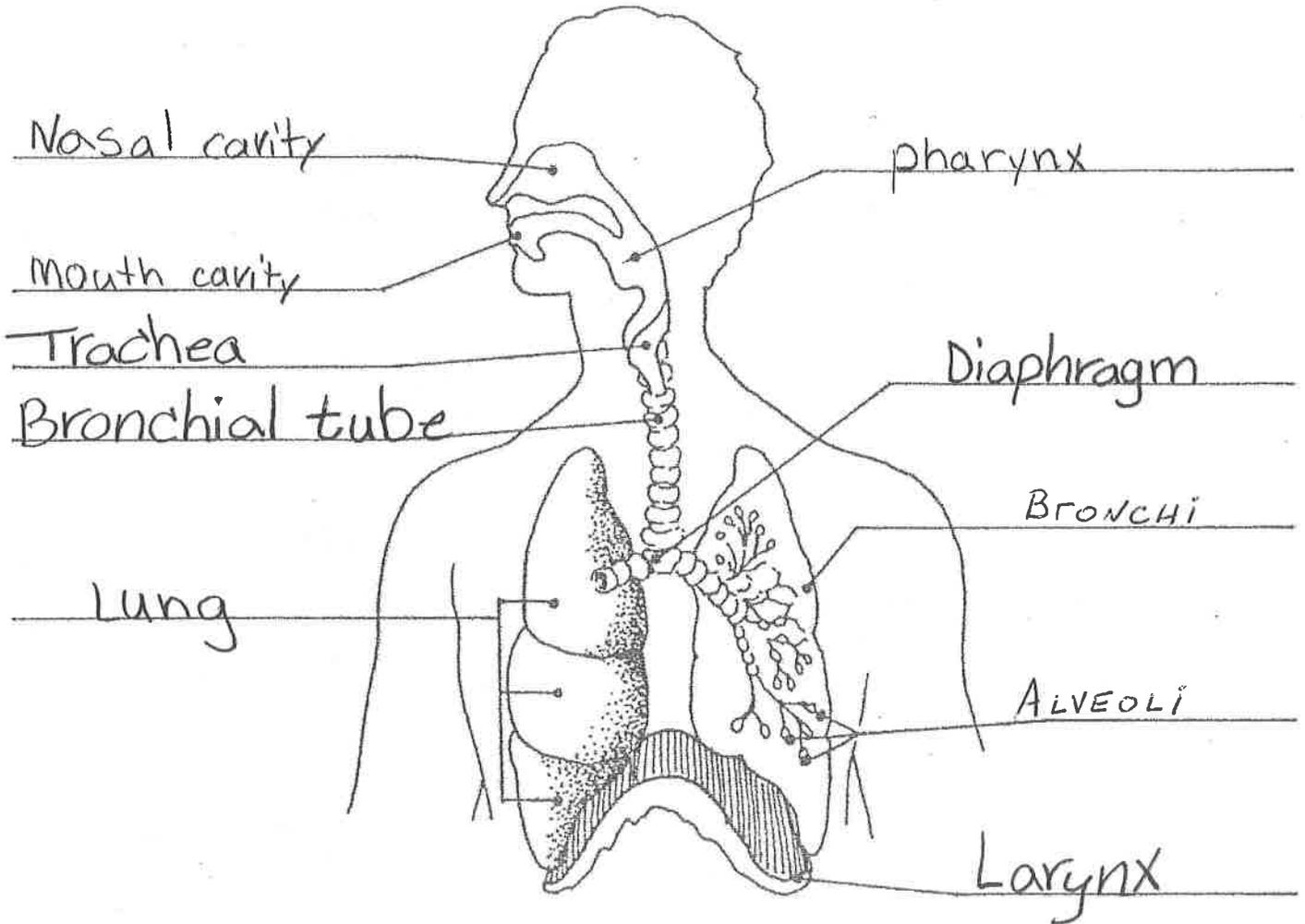
Name \_\_\_\_\_  
Life Science 9 - 12: 41

Level A

Date 3-20-19

Behavior - Identifies and label (text) different internal body systems that interact to ensure survival

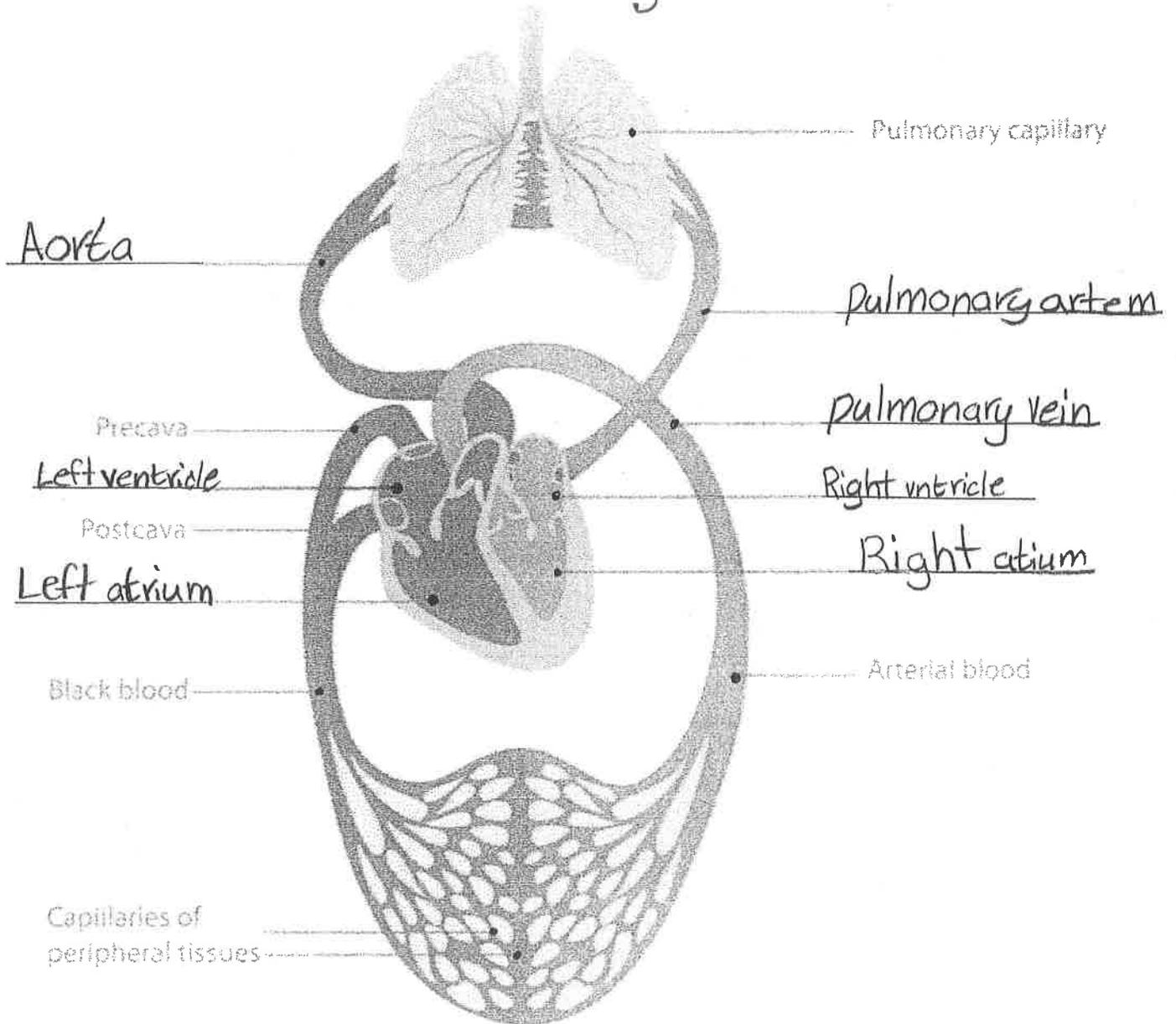
# Respiratory



Name \_\_\_\_\_ Date 3-20-14  
Life Science 90 12: 41 Level A

Behavior - Identifies and label (text) different internal body systems that interact to ensure survival

# Circulatory



Name \_\_\_\_\_ Date 3/20/14  
Life Science 9-12: 41 Level A

Behavior - Identifies the essential components in connected internal body systems that interact to ensure survival

List the 2 essential components of the Circulatory System

1. Heart

2. blood

List the 3 essential components of the Respiratory System

3. Lungs

4. Air

5. mouth / Nose

Name \_\_\_\_\_

Date 3/20/14

Life Science 9/12: 41

Level A

Behavior - Explains or demonstrates how different internal body systems interact to contribute to survival in response to an external stimulus

1. You are at the bottom of the stairs and need to get to the second floor. Explain how the Circulatory System and the Respiratory System interact together to get you where you need to go.

The mouth and nose bring in air it goes to the lungs, and the heart pumps blood it goes to the lungs and all over the body.

	<b>Assessment Item</b>	<b>Correct Response</b>	<b>Student Response</b>	<b>Correct</b>
Data Chart:	<b>explain heart</b>	<b>pump faster</b>	heart pumps blood, goes to	<b>Yes</b>
	<b>explain lungs</b>	<b>take in more air</b>	air goes to the lungs, blood goes	<b>Yes</b>
				<b>**Select**</b>

**GRADE 11 TASK—EARTH’S CRUSTAL PLATE BOUNDARIES**

<b>Entry Point GE S9-12:47 Level A</b>	<i>Student demonstrates understanding of the processes that change earth’s land surface by analyzing how the locations of earth’s earthquakes and volcanoes correlate with crustal plate boundaries.</i>
<b>Entry Point Behaviors</b>	<ul style="list-style-type: none"> <li>• Identifies location of major crustal plate boundary(ies) on the Earth’s surface.</li> <li>• Locates sites of major volcano(s) and earthquake(s) on the earth’s surface.</li> <li>• Explains or shows the connection between earthquakes/volcanoes and plate boundaries.</li> </ul>
<b>GLGEC Connection</b>	<p>Sarah’s 11<sup>th</sup> grade class studies how the solid crustal sections of the earth’s continents and ocean basins move—resulting in plate collisions. Students identify the “Ring of Fire” through various classroom activities.</p> <p>Through this assessment Sarah demonstrates understanding of the location of crustal plates and the corresponding geologic activity and makes connections between plate boundaries and the kinds of geologic activity that occur. Sarah identifies the location of the “Ring of Fire.” This is a modification of the class activity for Sarah.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Global Plate Puzzle pieces</li> <li>• Background sheet for assembled puzzle</li> <li>• Tape/glue</li> <li>• Highlighter/colored markers</li> <li>• Small sticky dots</li> <li>• Globe or world map</li> <li>• Internet /library access</li> </ul>
<b>Quantity</b>	<ul style="list-style-type: none"> <li>• 15 responses (minimum of ≥10)</li> </ul>

<b>Behavior #1:</b> Establish the location of major crustal plate boundary(ies) on a global map.				
<b>Evaluator Role</b>		<b>Student Role</b>		
<ol style="list-style-type: none"> <li>1. Present puzzle pieces and background sheet to student.</li> <li>2. Say, “Let’s put together this Global Map of the Earth and glue the pieces onto the background paper. Each piece of the puzzle represents one of Earth’s crustal plates.”</li> <li>3. After the puzzle is assembled, say,” Find the Pacific Plate on this map and use a highlighter (or light colored marker) to color in the Pacific Plate area.”</li> <li>4. Say, “Now, color the plates that border on the Pacific Plate with a different colored marker (or highlighter).”</li> <li>5. Document the process through photographs of the activity.</li> </ol>		<ol style="list-style-type: none"> <li>1. Student will assemble the Global Map and attach the pieces to background paper (with support as necessary).</li> <li>2. Student will color in the Pacific Plate area on this map.</li> <li>3. Student will color the plates that border on the Pacific Plate in another color.</li> </ol>		
<b>Assessment Item</b>	<b>Correct Response</b>	<b>Student’s Response</b>	<b>Correct</b>	<b>Incorrect</b>
1. Pacific Plate is correctly colored	Pacific Plate colored	Pacific Plate is colored	X	
2. Crustal plates that border on the Pacific Plate are colored in another color.	Plates surrounding the Pacific Plate are colored	Surrounding plates are colored.	X	

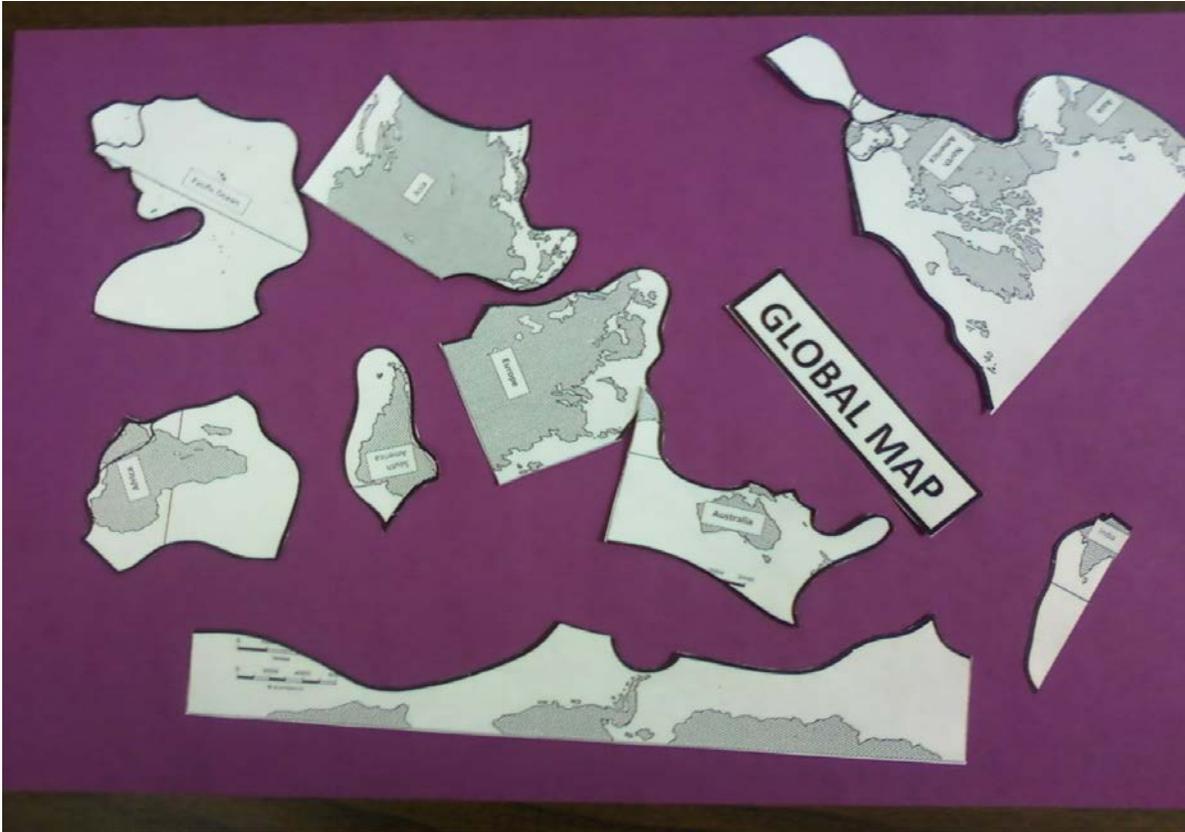
**Behavior #1 Products**

Materials for Assessment (providing context for this task) – Gr 11 ESS9-12:

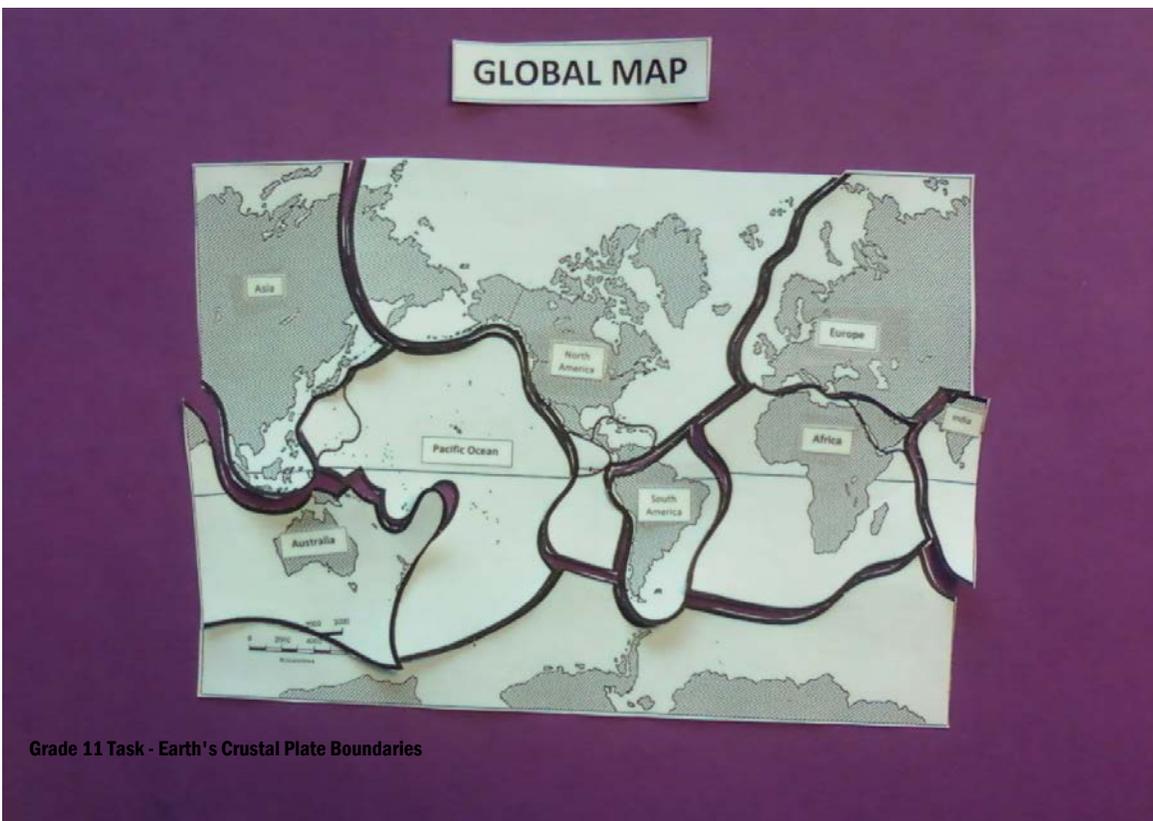


**Behavior #1 Products**

**Materials for Assessment – Puzzle pieces**



**Gr 11—Puzzle Assembled**



**Behavior #1 Products**

**Coloring the Pacific Ocean Region**



# World Map



**Behavior #2 Geologic Events List**

**Grade 11 VTAAP Science Assessment Task GE ESS9-12: 47**

<b>Geologic Event</b>	<b>Location</b>
3. Mt. St. Helens volcano	state of Washington
4. Mt. Hood volcano	state of Oregon
5. San Andreas Fault	southern California
6 .Mt Fuji	Japan
7. Mt. Mayon	the Philippines
8. Mt. Cleveland	the Aleutian Islands of Alaska
9. San Francisco earthquake	San Francisco (CA)
10 Rabaul Volcanoes	New Guinea
11. Krakatoa volcano	Indonesia
12. Tres Virgenes volcano	island off w. Mexico
13. New Zealand earthquake	New Zealand

<b>Behavior #2: Locates sites of major volcano(s) and earthquake(s) on the Global Map.</b>				
<b>Evaluator Role</b>		<b>Student Role</b>		
<ol style="list-style-type: none"> <li>1. Evaluator may aid student in googling the location of each site from the Geologic Events List.on a world map.</li> <li>2. Evaluator provides student with small red sticky dots for volcanoes.</li> <li>3. Evaluator provides student with small green (or any color other than red) sticky dots for earthquakes.</li> <li>4. Student locates each volcano or earthquake site by placing the correctly colored dot on the Global Map.</li> </ol>		<ol style="list-style-type: none"> <li>1. Student determines the location of each earthquake and volcano.</li> <li>2. Student places red sticky dot on Global Map at location of each volcano.</li> <li>3. Student places green (or other color) sticky dot on Global Map at the location of each earthquake.</li> </ol>		
<b>Assessment Item</b>	<b>Correct Response</b>	<b>Student's Response</b>	<b>Correct</b>	<b>Incorrect</b>
3. Mt. St. Helens volcano	Dot placed on state of Washington	Dot placed on Washington	X	
4. Mt. Hood volcano	Dot placed on state of Oregon	Dot placed on Oregon	X	
5. San Andreas Fault	Dot placed on southern California	Dot placed on southern California	X	
6. Mt Fuji	Dot placed on Japan	Dot placed on Japan	X	
7. Mt. Mayon	Dot placed on the Philippines	Dot placed on the Philippines	X	
8. Mt. Cleveland	Dot placed on the Aleutian Islands of Alaska	Dot placed on the Aleutian Islands	X	
9. San Francisco earthquake	Dot placed on San Francisco (CA)	Dot placed on San Francisco	X	
10. Rabaul Volcanoes	Dot placed on New Guinea	Dot placed on New Guinea	X	
11. Krakatoa volcano	Dot placed on Indonesia	Dot placed on Indonesia	X	
12. Tres Virgenes volcano	Dot placed on island off w. Mexico	Dot placed on island off w. Mexico	X	
13. New Zealand earthquake	Dot placed on New Zealand	Dot placed on New Zealand	X	

**Behavior #2 Products**

**Applying Dots to Locate Volcanoes and Earthquakes**



<b>Behavior #3:</b> Explains or shows the connection between earthquakes/volcanoes and plate boundaries.				
<b>Evaluator Role</b>		<b>Student Role</b>		
<p>1. Evaluator provides student with dark/bright colored marker. Says, "Use this marker to draw (outline) the 'Ring of Fire' on the Global Map.</p> <p>2. (This item is given to student <b>ONLY</b> after Behavior #1 and Behavior #2 items are completed. Student is <b>NOT able to change</b> any previous answers for Questions #1-14.)</p> <p>Evaluator points to colored plates and points to dots and asks "What connection can you identify between the location of earthquakes and volcanoes and the plate boundaries on the Earth's surface?"</p>		<p>1. Student draws in the "Ring of Fire" on the Global Puzzle.</p> <p>2. Student provides answer to question on the worksheet—"What connection can you identify between the location of earthquakes and volcanoes and the plate boundaries on the Earth's surface?"</p>		
<b>Assessment Item</b>	<b>Correct Response</b>	<b>Student's Response</b>	<b>Correct</b>	<b>Incorrect</b>
14. Outline the 'Ring of Fire' on the Global Puzzle	'Ring of Fire' correctly outlined	'Ring of Fire' correctly outlined	X	
15. (This item is given to student <b>ONLY</b> after Behavior #1 and Behavior #2 items are completed. Student is <b>NOT able to change</b> any previous answers for Questions #1-14.)	Most earthquakes and volcanoes are located on crustal plate boundaries	Most earthquakes and volcanoes are located on or near plate boundaries.	X	
What connection can you identify between the location of volcanoes and earthquakes and the plate boundaries on the Earth's surface?				

**Behavior #3 Products**

**Outlining Region of Volcanoes and Earthquakes**

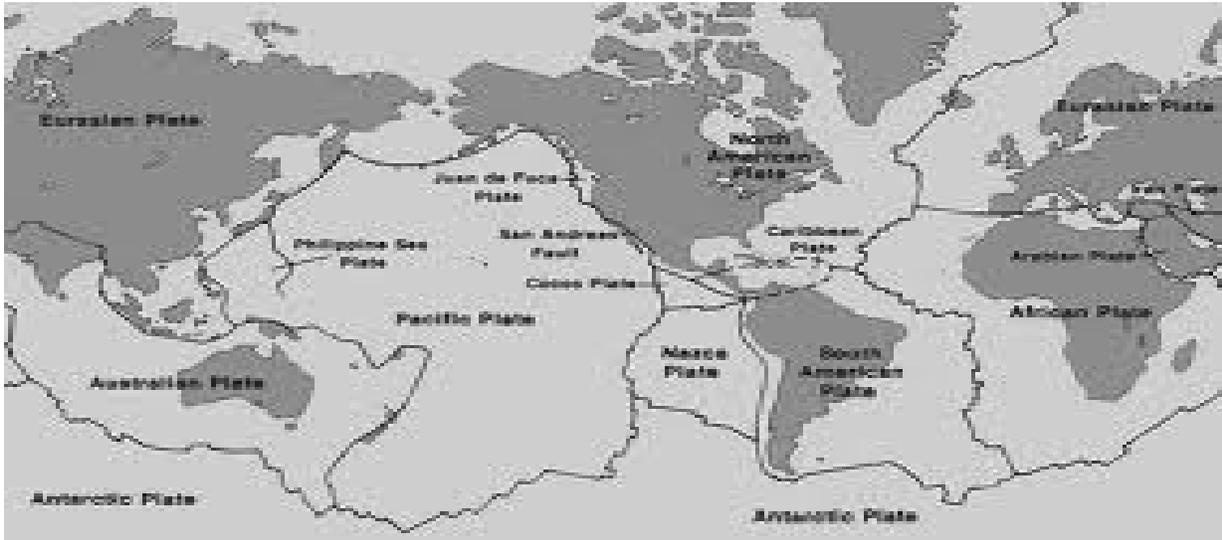


**Behavior #3 Products**

**Do Not Distribute this item until student has completed all other Questions #1-14.**

Grade 11 VTAAP Science Assessment Task GE ESS9-12: 47

**Item #15.**



Global Map

What connection can you identify between the location of earthquakes and volcanoes and the plate boundaries on the Earth's surface?

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Behavior #3 Products

**Do Not Distribute this item until student has completed all other Questions #1-14.**

Grade 11 VTAAP Science Assessment Task GE ESS9-12: 47

Item #15.



Global Map

What connection can you identify between the location of earthquakes and volcanoes and the plate boundaries on the earth's surface?

*Earthquakes and volcanoes are found on or near plate boundaries.*

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