

Developing Student Growth Measures (SGM's) and Student Learning Objectives (SLO's) for Students With Significant Cognitive Disabilities



S. Benson, OCALICON 11/14

Essential Questions

- What resources are available to assist in the design of teacher team created SGMs?
- What formats might be used to provide active engagement and participation in SGM data gathering?
- Are there any vendor-approved assessments that are accessible to the wide range of students who take the AA?

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Guidance from ODE

Types of Student Growth Measures

1. Value-Added

If available, teachers must include Value-Added data in the student growth measure. If allowed by law, the local education agency may also use local student growth measures.

2. Approved Vendor Assessments

If Value-Added data is not available, districts or schools can use other assessments provided by national testing vendors and approved for use in Ohio.

3. Locally Determined Measures

For subjects where traditional assessments are not an option (such as art or music) districts or schools should establish a process to create locally determined measures, including student learning objectives, to measure student progress.

Types of locally determined measures include:

- » Student Learning Objectives
- » Shared Attribution
- » Approved Vendor Assessments (for Category A teachers only)

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Assessment	Vendor	Grade	Subject
Quality Core	ACT	9-12	End of Course Exams: English, Algebra I, II, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U S History
The Act	ACT	11-12	ELA, Math, Science
Dibels AD	Amplify	K-3	ELA
Terra Nova 3	CTB	2-12 2-3	Science, Social Studies Math, ELA
iReady Diagnostic	Curriculum Associates	K-3	ELA, Math
MAP Primary	NWEA	K-2	Math, Reading
MAP	NWEA	2-3	Language Usage Math, Reading
Career Tech	OSU CETE	9-12	Vocational Technical
AIMSweb	Pearson	K-3, 9-12	ELA, Math
PRO-Core	ProCore	2-11	Science, Social Studies
PRO-Core	ProCore	2-3, 9-11	Reading, Math
STAR Early Literacy	Renaissance	K-3	ELA
STAR Math Enterprise	Renaissance	1-3, 9-12	Math
STAR Reading Enterprise	Renaissance	1-3, 9-12	Reading
Iowa Assessments	Riverside	K-12 K-3, 9-12	Science, Social Studies ELA, Math
Riverside Interim Assessments	Riverside	2-3, 9-11	ELA, Math

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Approved-List-of-Assessments>

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Are there any vendor-approved SGM assessments that are accessible to the wide range of students who take the AA?

The short answer is, no.

But...

Some districts are using curriculum based and teacher created quarterly assessments.

As most of the assessment questions are designed by the companies, many of these assessments, while standards-based, they are not accessible to a wide range of students taking the AA

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So, what resources are available to assist in the design of teacher-team created SGMs?

- One of the best resources we have is the current AA.

But we can also use:

- Curriculum Materials
- Co-planning materials from content specialists
- Online sample assessment items

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What specific formatting details might be used to provide active engagement and participation in SGM data gathering?

- AA formatted questions and answers
- Citation of standards on each question
- Levels of complexity within each standard (tiered questions per standard)
- Based on coverage of a years units of study

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SGM's Always Based Standards



Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

ONLS and ONLS-E

(the foundation of each question)

Geography (GEO) Ohio Social Studies Standards		Grades 6 - 8
Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C. to the First Millennium A.D.	Grade 8 Theme: U.S. Studies from 1492 - 1877: Exploration and Reconstruction
Spatial Thinking and Skills <ul style="list-style-type: none"> Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. Latitude and longitude can be used to identify absolute location. 	Spatial Thinking and Skills <ul style="list-style-type: none"> Maps and other geographic representations can be used to report information about development of human time. Geographic information can be used to impede the movement of people and ideas. Trade routes connect and Asia fostered and major world improvements in communication facilitated cultural exchange around the world. 	
Places and Regions <ul style="list-style-type: none"> Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic). 	Human Systems <ul style="list-style-type: none"> Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. Political, environmental, social and economic factors have caused people to move and settle in different areas. 	

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Standards Linkage

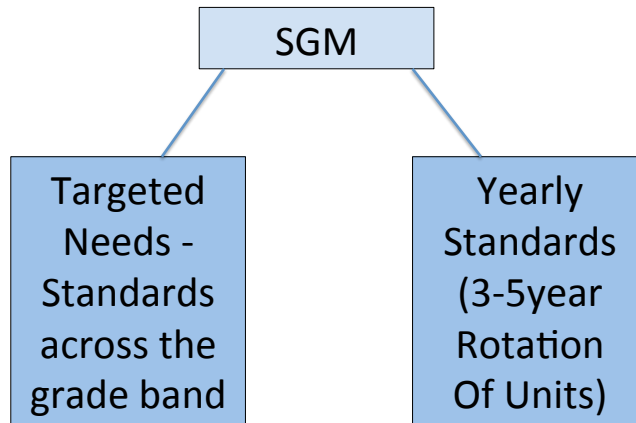
Standards Addressed in Assessment:

Reading Standards for Literature: (RL)

Grade 3	Grade 4	Grade 5	Grade 6
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine the theme of story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.35.2a Summarize text and identify theme. RL.35.2b Retell a story including theme and key details. RL.35.2c Identify the central message or theme in a story.

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Two Paths to SGM Development



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SGM Based on Targeted Needs

TBT Protocol

Date: January 8, 2013		Team/School: 7-8 Grade Language Arts				
Facilitator: Ms. B		Timekeeper: _____				
Recorder: Ms. J		_____				
Participants: Ms. B, Ms. B, Ms. J, _____		_____				
Group: _____		<ul style="list-style-type: none"> Data Driven Assume positive intent 				
Reading - Informational Text						
RI.7.1 and 8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text						
Standard: ONLS-E RI.68.1a Cite evidence in text to support answers to literal or inferential questions. RI.68.1b Cite details from text to support the answers to literal questions. RI.68.1c Identify details that support answers to literal questions.						
Learning Target: I can cite evidence and make references from a text.						
Sub Learning Targets <ul style="list-style-type: none"> Cites explicit textual evidence to support position <ul style="list-style-type: none"> Identify details/evidence related to the topic/position Cites inferential textual evidence to support position <ul style="list-style-type: none"> Identify details/evidence related to the topic/position Identify the position/topic of a text <ul style="list-style-type: none"> Identify evidence related to the topic/position Identify literal information from a text Identify inferential information from a text 						
Step 1: Collect and chart pre-assessment data aligned to the standards If STAR data is used, the SCREENING REPORT results are recorded below.						
Time	Student Group	# of students who took the assessment	% of total students scheduled to take the test	# and % of students who are AT OR ABOVE BENCHMARK	# and % of students who are ON WATCH	Number of students are INTERVENTION or URGENT INTERVENTION
5	All students	212		46 22%	89 42%	74 35%

Based district selected high priority standards

Or on whole group needs data

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

SGM Based on Standards Selected Yearly Units of Study

Step 1 Unit Theme: Animal Ecosystems			
Science Standards			
General Standard	Most	Complexity	Least
LS.3.3 Plants and animals have life cycles that are shaped by their adaptations to survive in their environments.	LS.3.3a Recognize how a stage in the life cycle supports the survival of a plant or animal.	LS.3.3b Sequence the stages of an animal or plant life cycle from egg to adult.	LS.3.3c Identify a stage in the life cycle of an animal or plant.
LS.4.1 Changes in an organism's environment are beneficial to its survival and growth.	LS.4.1a Compare two different animals and their migratory patterns.	LS.4.1b Determine reasons for migration of animals.	LS.4.1c Identify season changes that affect migration.
LS.S.1.2 Organisms perform a variety of roles in an ecosystem. All of the processes that take place within an ecosystem require energy.	LS.S.1a Identify producers, consumers or decomposers in a food web. LS.S.1b Trace energy flow in a food web.	LS.S.1b Identify predator/prey relationships in a food chain. LS.S.1b Recognize that plants use the sun's energy.	LS.S.1c Match a food source for a given animal. LS.S.1b Recognize that animals use energy.
Social Studies Standards			
General Standard	Most	Complexity	Least
7.HI.5.5 Multiple star timelines can be used to show overlapping events and dates.	HI.5.1a Create a timeline of local, state or national events within a given time period.	HI.5.1b Sequence a series of events in Ohio history showing years.	HI.5.1c Identify an event before or after another given event.
8.GD.3.3 Evidence of human modification of the environment can be observed in the local community.	8.GD.3a Describe the positive and negative consequences of modifying the environment.	8.GD.3b Identify the positive and negative consequences of modifying the environment (e.g., building, parking lots, water pipes, outdoor, trails).	8.GD.3c Identify tools that can be used to modify the environment (e.g., shovel, dump trucks, bulldozer).

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SGM Items Should Stretch Complexity

Social Studies Standards			
General Standard	Most	Complexity	Least
<p>TOPIC: Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions. Reading financial reports (bank statements, stock market reports and mutual fund statements) enables individuals to make and analyze decisions about personal finances. 	<p>EFL.912.1a Evaluate positive and negative consequences of a financial decision based on current financial reports or information.</p>	<p>EFL.912.1b Compare the price of several items and determine which are affordable within a personal budget.</p>	<p>EFL.912.1c Make a purchase decision based on a set amount of money available.</p>

What is tested should be taught.

Include full standard statements or abbreviations below - Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)

Grade Level Standard	ONLS-E Most Complex	ONLS-E Mid Complex	ONLS-E Least Complex
Grade Level: Standard (Subject): Strand/Domain: Standard/Content Statement #:			
Task Analysis/Learning Progressions/Unpacking the Standard			
Steps to the Lesson: <u>UDL</u> (instruction that the whole group receives)			
1.			
The items below can be students specific or level specific	Least Support	(you can also add student initials or i.d. #'s here) Conditions for Success	Most Support
Pre/Post-Assessment <input type="checkbox"/> Work sample-with ✓ list, rubric or notes <input type="checkbox"/> Captioned photo(s) <input type="checkbox"/> Video tape – with data sheet <input type="checkbox"/> Audio recording – with data sheet <input type="checkbox"/> Test/Quiz <input type="checkbox"/> ✓ list <input type="checkbox"/> Rubric <input type="checkbox"/> Other			
Differentiated Materials/Technology (AT)			
IEP Goals <u>use students first name or initials</u>			

Let's Focus on Locally Determined Measures

3. Locally Determined Measures

For subjects where traditional assessments are not an option (such as art or music) districts or schools should establish a process to create locally determined measures, including student learning objectives, to measure student progress.

District Developed Format

Student Growth Measure English Language Arts

Elyria City Schools
for students who qualify for participation in the Alternate Assessment and
participate in the Ohio Academic Content Standards-Extended

Grade Band 3-5

Assessment given by:
Pre-Assessment: September 5, 2014
Post-Assessment: January 30, 2015

Directions:

1. Check students' IEP for accommodations
2. Present the assessment 1:1 in a quiet / distraction free environment
3. Present the assessment with a familiar intervention specialist
4. Follow the highlighted script as close as possible
5. Repeat question if needed and allow for wait time
6. Complete the data collection page as you give each question
7. Allow for reasonable breaks

Along with the results from the assessment include:

Submit 3 pieces of writing in a portfolio with the attached rubric.

- 1 piece- personal narrative
- 1 piece- creative writing or poetry
- 1 piece- research report

Standards Addressed in Assessment:

Reading Standards for Literature:

Grade 3	Grade 4	Grade 5
RL.3.2 Record details, including names, places, and events from across a text to describe important aspects of the text (e.g., how characters change or how a plot unfolds) through key details in the text.	RL.4.2 Determine the theme of a story, drama, or poem from details in the text, summarize the text.	RL.5.2 Determine the theme of a story, drama, or poem from details in the text, analyze how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3 Compare and contrast two or more characters, events, or settings in a story or drama, drawing on specific details in the text (e.g., how characters change).

Reading Standards for Informational Text:

Grade 3	Grade 4	Grade 5
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., when, where, why, and how key events occur).	RI.4.7 Draw on information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flow charts, tables, or illustrations) to analyze a text and explain how the information contributes to an understanding of the text in which it appears.	RI.5.7 Draw on information from multiple print or digital sources, assessing the ability to locate an answer to a question quickly and solve a problem efficiently.

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AA formatted questions and answers

ELA 1: Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?



Playing video games is the best!



Playing soccer is the best!



Relaxing at the beach is the best!

The Beach
Jessica rubbed sunscreen on her arms. The hot summer sun beat down on her skin. The sand felt warm under her toes. Jessica loved the summer. It felt great to be outside.
She leaned back in her beach chair. The blue ocean stretched out in front of her. It seemed to go on and on forever. The waves made a soothing sound as they lapped against the shore. Jessica opened her cooler bag. She took out a peanut butter sandwich and a bottle of water. As soon as she unwrapped the sandwich, a seagull flew in. It stared at her sandwich. Jessica laughed. "Sorry, it's all mine," she said. A cool breeze floated off of the ocean. Jessica closed her eyes. She felt so peaceful, like she could fall asleep any minute.
Then she felt a tap on her shoulder. "Hey Jess." It was her cousin Brandon. "Let's go the arcade." "Okay," Jessica said. She pulled on shorts and a t-shirt over her bathing suit. She followed Brandon across the sand. The arcade sat on the boardwalk above the beach.
A blast of ice-cold air conditioning hit her face as they walked inside. It was very dark in the arcade. The only light came from the flashing video screens. The loud noise from the machines made Jessica's ears hurt. "Sorry, Brandon," Jessica said. "I'm going back to the beach."
Adapted from www.readworks.org

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Standards Linkage

Standards Addressed in Assessment:

Reading Standards for Literature: (RL)

<p>Grade 3 RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Grade 4 RL.4.2. Determine the theme of story, drama, or poem from details in the text; summarize the text.</p> <p>Grade 5 RL.5.2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	RL.35.2a Summarize text and identify theme.	RL.35.2b Retell a story including theme and key details.	RL.35.2c Identify the central message or theme in a story.
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Standard Citation for Each Question

ELA 1: Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?



Playing video games is the best!



Playing soccer is the best!



Relaxing at the beach is the best!

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Flexible Response Choice Cards

ELA 1:Reading Standards for Literature (RL.35.2c)

What is the theme of this reading passage?



Playing video games is the best!



Playing soccer is the best!



Relaxing at the beach is the best!

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Video



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Progress Monitoring Questions

Mathematics Standards: Grades K – 2
Domain: Numbers and Operations in Base Ten

Grade K	Grade 1	Grade 2
<p>Work with numbers 11–19 to gain foundations for place value.</p> <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>Extend the counting sequence.</p> <p>1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>Understand place value.</p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
<p>Extended Standards: Most Complex</p> <p>NBT.K2.1a Compose (put together) and decompose (break apart) a three-digit number (e.g., $328 = 3$ hundreds, 2 tens and 8 ones).</p>	<p>NBT.K2.1B Compose (put together) and/or decompose (break apart) a two-digit number</p>	<p>Least Complex</p> <p>NBT.K2.1c Identify a model or object representation for a two-digit number up to 20.</p>

3

4

2

1

E

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Engagement Questions

Mathematics Standard Domain: Counting and Cardinality Standard 1

Extended Standards

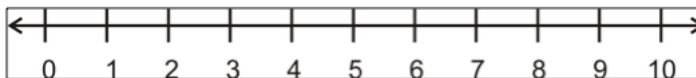
MD.K2.6a Add or subtract using a number line.	MD.K2.6b Demonstrate that moving forward is addition and moving backwards is subtraction on a number line.	MD.K2.6c Identify numbers on a number line
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Test Question 1: MD.K2.6c

Script: Hold up a number line. Say: “This is a number line.” Say: “We are going to be using a number line to count and solve problems.”

“Would you like to look at or touch the number line?” Offer number line to student.

1. This item is worth **1** point.
2. If the student shows engagement with the number line score of **1**.
3. Score of **0** if student shows no response.



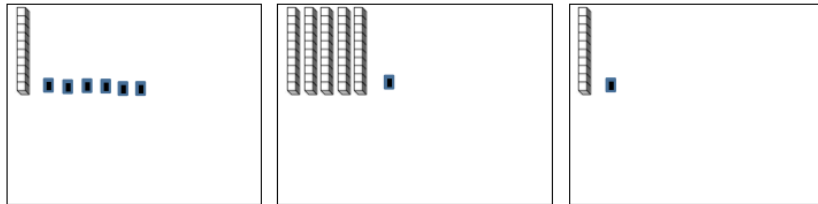
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NBT.K2.1c Identify a model or object representation for a two-digit number

Test Question 13: NBT.K2.1c

Script: Point to the model. Say: "This number is 16. What number model represents 16?" Point to each answer box. Say: "Does this one show 16 (box 1), or does this one represent 16(box 2), or does this one represent 16 (box 3)."

16



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NBT.K2.1b Compose (put together) and/or decompose (break apart) a two-digit number

Test Question 14: NBT.K2.1b

Script: Point to the number in the box. Say: "This is the number sixty-four. Show me how many tens and how many one's are in the number forty six?"

Point to the each box. Say: "8 tens and 2 ones, or 4 tens and 6 ones, or 6 tens and 4 ones?"

64

8 tens
2 ones

4 tens
6 ones

6 tens
4 ones

NBT.K2.1a Compose (put together) and decompose (break apart) a three-digit number (e.g., $328 = 3$ hundreds, 2 tens and 8 ones).



Test Question 15: NBT.K2.1a

Script: Point to question. Say: "If we put 3 hundred, two tens, and 8 ones together, what number would it make?" Point to each answer box. Say: "Would it make 238, or 845, or 328?"

3 hundred

2 tens

8 ones

238

845

328

Data used for TBT, SLO and Grades



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Expanding TBT's

TBT Protocol

Date: January 8, 2013		Team/School: 7-8 Grade Language Arts						
Facilitator: Ms. B		Time Keeper: Ms. B						
Recorder: Ms. J		Process Monitor: Mr. P						
Participants: Ms. B, Ms. B, Ms. J, Mr. P								
Ground Rules <ul style="list-style-type: none"> Everyone has a voice Data Driven Assume positive intent 								
Topic/Focus:		Reading - Informational Text						
Standard:		RI.7.1 and 8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text ONLS-E RI.68.1a Cite evidence in text to support answers to literal or inferential questions. RI.68.1b Cite details from text to support the answers to literal questions RI.68.1c Identify details that support answers to literal questions.						
Learning Target:		I can cite evidence and make references from a text.						
Sub Learning Targets		<ul style="list-style-type: none"> Cites explicit textual evidence to support position <ul style="list-style-type: none"> Identify details/evidence related to the topic/position Cites inferential textual evidence to support position <ul style="list-style-type: none"> Identify details/evidence related to the topic/position Identify the position/topic of a text <ul style="list-style-type: none"> Identify evidence related to the topic/position Identify literal information from a text Identify inferential information from a text 						
Step 1: Collect and chart pre-assessment data aligned to the standards if STAR data is used, the SCREENING REPORT results are recorded below.								
Time	Student Group	# of students who took the assessment	% of total students scheduled to take the text	# and % of students who are AT OR ABOVE BENCHMARK # %	# and % of students who are ON WATCH # %	Number of students who are INTERVENTION or URGENT INTERVENTION # %		
5	All students	212	46	22%	89	42%	74	35%

Revised from Differentiated Planning for Diverse Learners S. Benson, 2014

Developing SLO's

Targeted Student Learning Objective Template

This template should be completed while referring to the Student Learning Objective Template Checklist.

Teacher Name: _____
 Content Area and Course(s): English Language Arts (Reading, Informational and Writing) Grade Level(s) 6-8 Academic Year: 2014-2015

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Key:
 Ohio's New Learning Standards = Grade-Level Standard
 Ohio's New Learning Standards Extended = Extended Standards
 RI = Reading Informational
 W = Writing

LP = Learning Progressions (task analyses). The teacher analyzes a standard to develop learning progressions, which are steps or tasks students can take to acquire the knowledge or skills expressed in the grade-level learning standard. A student with a disability may first work toward mastery of an extended standard and then progress to the corresponding grade-level standard.

The table below represents the stretch of the standards from the most complex (grade level) to least complex (learning progressions).

Most complex ←	←	←	←	Least Complex
Ohio's New Learning Standards Grade Level Standard ←	← Extended Standards (a←b←c←)	← Learning Progressions (task analyses) (1←2←3←4←)		

Baseline and Trend Data

What information is the educator using to inform the creation of the student learning objective and establish the amount of growth that should take place?

There are eight students in my classroom with a variety of disabilities including significant cognitive, autism and other low incidence disabilities within a grade band ranging from sixth through eighth grade.

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Sample Student Learning Objectives

These sample Student Learning Objectives indicate what makes a high-quality SLO and provide a template for writing your own SLO.

- » Arts
- » Gifted and Talented
- » Science
- » District-Level
- » Math
- » Social Studies
- » English Language Arts
- » Music
- » Special Education
- » English Language Learners
- » Physical Education
- » Technology
- » Financial Literacy
- » Psychology
- » World Languages

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Student Learning Objectives - Special Education

Sample Student Learning Objectives

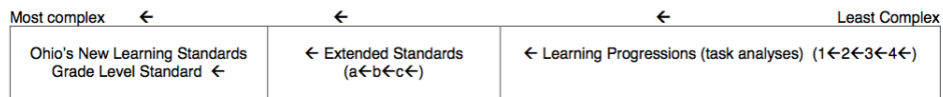
- » [Mathematics Grades K-2 Low Incidence Students](#)
- » [Literacy Grades K-2 Low Incidence Students](#)
- » [English Language Arts 6-8 Low Incidence Students](#)

We will post more examples as they are reviewed.

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Using SGM Data in SLO's

- Full ONLS/ONLS-E Range



- Inclusion of AA Data

Ohio's Alternate Assessment was given for the first time last spring, and in the future will reveal some helpful trend data.

Grade	Basic	Proficient	Accelerated	Advanced
6-8	377	400	422	449

This table, provided in the document: [AASCD Performance Standards June2013](#), shows the cut scores for English language arts. The reference grade band (6-8) for my class is highlighted.

Table 1: AASCD Scale Score Standards in English Language Arts

Grade	Basic	Proficient	Accelerated	Advanced
3-5	363	382	411	430
6-8	377	400	422	449
OGT	393	413	437	456

• Data tables

This table provides an overview of the data described above. To see the full chart, please reference Appendix A.

	Highest marker of baseline understanding	Total Pts. Earned (RI) (16 Pts. Possible)	Total Pts. Earned (W) (16 Pts. Possible)	32 Pts. Total (RI+W)	Spring 2014 Alternate Assessment score (ELA)	Alternate Assessment Designation
Sixth Grade						
Student A	RI.68.10c, WLP3	9	4	13	415	Proficient
Student B	RILP1, WLP4	8	2	10	380	Basic
Student C	RI.68.4b, RI.68.10b,	12	11	23	455	Accelerated

	Pre-assessment	Pre-assessment	Growth Target	Growth Target
Sixth Grade				
Student A	RI.68.10c, WLP3	21	RI.68.4c, RI.68.10c, WLP2	26
Student B	RILP1, WLP4	14	RI.68.4c, WLP3	17
Student C	RI.68.4b, RI.68.10b, W.68.2a	54	RI.68.4a, RI.68.10a, W.68.2a	64
Seventh Grade				
*Student D	RILP3, WLP4	4	RILP3, WLP4	5
Student E	RILP2, WLP3	10	RILP1, WLP2	14
Eighth Grade				
Student F	RI.68.10c, W.68.2c	37	RI.68.4b, RI.68.10b, W.68.9b	43
Student G	RILP2, WLP4	8	RILP2, WLP3	10
Student H	RI.68.10c, *WLP3	18	RI.68.4b, RI.68.10b, *WLP3	21

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Standards Based Grade Card

Social Studies - Economics

Production and Consumption

ECON 3.3	A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	
ECON.35.3a	Explain decisions producers and consumers must make (e.g., how much to produce, how to price goods, how much a consumer can spend).	
ECON.35.3b	Identify traits of producers and consumers (e.g., producers make goods/provide services, consumers buy goods).	▲
ECON.35.3c	Identify examples of producers and consumers (e.g., farmer, shopper).	▲
	Sort pictures of consumers and producers	▲
	Wear the producer sign when growing a garden	▲
	Pick out a snack from the "SNACK shack" and put on the consumer button	▲

Key

▲	This indicates where the student started out before the unit began based on pre-assessments
▲	This indicates where the student scored at the end of the unit based on post-assessments
●	This symbol represents a no-response from the child unable to test
▲	The highlighted area is the projected growth target for this standard

S. Benson, OCALICON 11/14 This sample provided by Kathy Pero

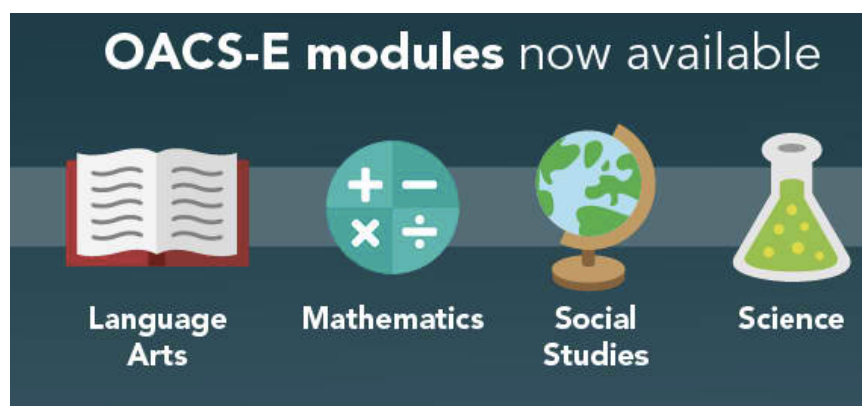
Let's Review The Formula

Your local process could include:

- AA like template
- Standard citation on each item
- Engagement items
- Increased complexity per standard – to provide stretch
- Use of SGM data

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For More Information



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Please feel free to contact me:



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