



Nonstandardized Assessment Resource Guide

Alternative Assessment Program

To be used with the
Nonstandardized Assessment
Administrative Manual



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Nonstandardized HSGQE Portfolio Cover Sheet

(This page must appear on the front of each copied portfolio and master portfolio)

Student Name: _____

State-assigned student identification number:

Present grade: 10th grade 11th grade 12th grade

School attended by student: _____

School District: _____

Mailing address for portfolio's return:

Teacher submitting portfolio: _____

Teacher's e-mail address: _____

Teacher's fax and phone numbers:

Phone: --

Fax: --

Content area included in this portfolio:

Writing (master & 2 copies) Reading (master & 2 copies) Math (master & 2 copies)

Comments: _____

Portfolio Content Checklist

- Portfolio Cover Sheet (this form)
- Table of Contents (student generated)
- Evidence Cover Sheet for each sample of evidence (Resource Guide)
- Two Verification of Evidence Forms completed by two content-specific teachers. In some cases an administrator may be substituted for one content teacher. (Resource Guide)
- Student's transcript and current semester-course schedule

Reading Evidence Cover Sheet

(A completed Reading Evidence Cover Sheet must be attached to each sample of evidence submitted. Make copies as needed.)

Student Name: _____ Date of Completion _____

State-assigned student identification number:

- Each sample must include the following information:
 - student's name
 - date of completion
 - original assignment or student instructions for each piece of evidence
 - teacher evaluation of evidence (**rubric** and feedback)
 - (optional) codes or markings in the margins highlighting evidence of individual descriptors

Performance Standard addressed in this evidence: (check descriptor(s) to be evaluated; refer to pages 8-9 in the manual)

Reading

narrative expository Fiction technical Non-Fiction informational student choice _____

R4.1: Use of context clues

a

R4.2: Summarize information; make connections

a b c d e f g h

R4.3: Support idea; critique arguments

a b c d e f

R4.4: Read and apply multi-step directions

a b c d e

R4.7: Make and support assertions

a b

R4.8: Analyze and evaluate themes

a b c

Description of evidence (i.e., objective) _____

Percentage, type, and frequency of assistance _____

Content Teacher's Signature _____

Writing Evidence Cover Sheet

(A completed Writing Evidence Cover Sheet must be attached to each piece of evidence submitted. Make copies as needed.)

Student Name: _____ Date of Completion _____

State-assigned student identification number:

- Essays need:
 - multiple drafts of each work sample that indicate a progression of the student’s thinking in each successive draft. Each draft must be presented in chronological order; and
 - show independent edits by the student, with meaningful revisions incorporated into subsequent drafts.

- Each sample must include the following information:
 - student’s name
 - date of completion
 - original assignment or student instructions for each piece of evidence
 - teacher evaluation of evidence (**rubric** and feedback)
 - (optional) codes or markings in the margins highlighting evidence of individual descriptors

Performance Standard addressed in this evidence: (check descriptor(s) to be evaluated; refer to page 10 in the manual)

Writing

narrative informative persuasive descriptive student choice _____

W4.1 W4.2: Write Compositions; Demonstrate elements of discourse

a b c d e f g

W4.3: Conventional English

a b c d e f

W4.4: Revise writing

a b c d e

Description of evidence (i.e., objective) _____

Percentage, type, and frequency of assistance _____

Content Teacher’s Signature _____

Math Evidence Cover Sheet

(A completed Math Evidence Cover Sheet must be attached to each piece of evidence submitted. Make copies as needed.)

Student Name: _____ Date of Completion _____

State-assigned student identification number:

- Mathematical evidence needs to include:
 - student's thinking and problem solving (i.e., show all work, including steps that were used on a calculator); and
 - answer keys
- Each sample must include the following information:
 - student's name
 - date of completion
 - evaluation assigned by the teacher (i.e., all work is graded)
 - original assignment or student instructions for each piece of evidence
 - (optional) codes or markings in the margins highlighting evidence of individual descriptors

Performance Standard addressed in this evidence: (check descriptor(s) to be evaluated; refer to pages 11-12 in the manual).

Mathematics

M1: Numeration

a b c d e

M2: Measurement

a b c d e

M3: Estimation and Computation

a b c d e

M4: Functions and Relationships

a b c d

M5: Geometry

a b c d

M6: Statistics and Probability

a b c d

Description of evidence (i.e., objective) _____

Percentage, type, and frequency of assistance _____

Content Teacher's Signature _____

Verification of Evidence Form

(Two different content-specific teachers must complete Verification of Evidence Forms. In some cases an administrator may be substituted for a content teacher. Make the necessary copies.)

Student's Name _____

Reviewer's Name _____ Date of Review _____

I have reviewed the portfolio and assessment criteria for the _____
Reading Writing Math
portfolio. Based on my content knowledge and teacher generated scoring guides, this portfolio is a valid representation of the performance standards. I recommend this portfolio be sent to the Department of Education & Early Development for state-jury review. (Ultimately the portfolio is the student's responsibility; your review validates it as "jury ready")

Requirements (It is essential that the reviewer read and identify standards for each piece of evidence to verify its readiness)

- Yes No Each sample of evidence has an Evidence Cover Sheet identifying the standard and indicators addressed.
- Yes No Each sample is an accurate representation of the standard or indicator identified on the Evidence Cover Sheet (i.e., the assignment matches the indicator).
- Yes No Sufficient evidence is present showing the work represents the student (i.e., number of samples meets the requirement).

Comments (please be specific to student work only):

Reviewer's Signature: _____

The Traits of an Effective Reader Scoring Guide

Conventions	Comprehension	Context
<ul style="list-style-type: none"> Decodes the writing conventions of word recognition, punctuation, and grammar. Decodes the organization conventions of the text that have been introduced. Identifies introduced genre. Reads fluently and with expression. 	<ul style="list-style-type: none"> Uses pre-reading strategies to make predictions and set purpose for reading. Identifies plot, main idea, conflicts, turning points, and resolution. Identifies major and minor characters, significant and supporting details. Retells and summarizes the text. 	<ul style="list-style-type: none"> Identifies time, setting, mood, and tone. Reads between the lines for the social and cultural aspects of the text and the point of view of the text/author. Recognizes that the reader’s point of view affects how the text is understood. Recognizes the “bigger picture” or thematic context that encompasses concepts.
<p>5 Advanced—demonstrates a thorough and insightful understanding of text conventions</p> <ul style="list-style-type: none"> Thoroughly answers question indicating insightful understanding of conventions skills. Gives specific, well-chosen examples from the text to show in-depth understanding of conventions. Uses conventions language to indicate insightful understanding of trait skills. <p>3 Proficient—demonstrates an accurate and sufficient understanding of text conventions</p> <ul style="list-style-type: none"> Accurately answers question indicating sufficient understanding of conventions skills. Gives obvious or general examples to illustrate sufficient understanding of conventions. Uses some conventions language to indicate sufficient understanding of trait skills. <p>1 Emerging—demonstrates an inaccurate or insufficient understanding of conventions</p> <ul style="list-style-type: none"> Indicates insufficient or inaccurate understanding of conventions. Does not give examples or gives inappropriate examples. Does not use conventions terms or uses them inaccurately. 	<p>5 Advanced—demonstrates thorough and insightful comprehension; gets the full message, including subtleties</p> <ul style="list-style-type: none"> Thoroughly answers question indicating insightful comprehension of the text. Gives specific, well-chosen examples from the text to show in-depth comprehension. Uses comprehension language to indicate insightful understanding of trait skills. <p>3 Proficient—demonstrates accurate and sufficient comprehension; gets the main message, but may not understand the subtleties</p> <ul style="list-style-type: none"> Accurately answers question indicating sufficient comprehension of the text. Gives obvious or general examples to illustrate sufficient comprehension. Uses some comprehension language to indicate sufficient understanding of trait skills. <p>1 Emerging—demonstrates inaccurate or insufficient comprehension; gets bits of the message, but may not get a coherent message</p> <ul style="list-style-type: none"> Indicates insufficient or inaccurate understanding. Does not give examples or gives inappropriate examples. Does not use comprehension terms or uses them inaccurately. 	<p>5 Advanced—demonstrates a thorough and insightful understanding of the context</p> <ul style="list-style-type: none"> Thoroughly answers question indicating insightful understanding of context skills. Gives specific, well-chosen examples from the text to show in-depth understanding. Uses context language to indicate insightful understanding of context skills. <p>3 Proficient—demonstrates an accurate and sufficient understanding of the context</p> <ul style="list-style-type: none"> Accurately answers question indicating sufficient understanding of context skills. Gives obvious or general examples to illustrate sufficient understanding of context. Uses some context language to indicate sufficient understanding of trait skills. <p>1 Emerging—demonstrates an inaccurate and insufficient understanding of context</p> <ul style="list-style-type: none"> Indicates insufficient or inaccurate understanding of context. Does not give examples or gives inappropriate examples. Does not use context terms or uses them inaccurately.

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The Traits of an Effective Reader Scoring Guide

Interpretations	Synthesis	Evaluation
<ul style="list-style-type: none"> • Recognizes problems, gaps, and ambiguities in the text. • Analyzes the text for clues and evidence that address identified gaps and ambiguities. • Revises interpretations as more information is gained. • Connects analysis to a larger context. 	<ul style="list-style-type: none"> • Compares and contrasts, lists and sorts. • Integrates personal experiences and background knowledge. • Puts information in order to explain and analyze the text. • Seek and compare multiple sources to analyze the text. 	<ul style="list-style-type: none"> • Expresses opinions and makes judgments about the text. • Raises questions about the text. • Distinguishes between fact and opinion. • Bases judgments and opinions on evidence, not emotion.
<p>5 Advanced—reads between the lines to make an insightful interpretation supported by thorough evidence from the text</p> <ul style="list-style-type: none"> • Thoroughly answers question to show insightful understanding of interpretation skills. • Gives specific, well-chosen examples from the text to insightfully support the interpretation. • Uses interpretation language to indicate insightful understanding of trait skills. <p>3 Proficient—reads between the lines to make an accurate interpretation with sufficient evidence from the text</p> <ul style="list-style-type: none"> • Accurately answers question indicating sufficient understanding of interpretation skills. • Gives obvious or general examples to sufficiently support the interpretation. • Uses some interpretation language to indicate sufficient understanding of trait skills. <p>1 Emerging—does not read between the lines or makes an inconsistent or inaccurate interpretation with insufficient evidence from the text</p> <ul style="list-style-type: none"> • Indicates insufficient or inaccurate understanding of interpretation. • Does not give examples or gives inappropriate examples. • Does not use interpretation terms or uses them inaccurately. 	<p>5 Advanced—integrates in an insightful way and provides a thorough synthesis of that information</p> <ul style="list-style-type: none"> • Thoroughly answers question indicating insightful understanding of synthesis skills. • Gives specific, well-chosen examples from the text to show in-depth understanding of synthesis. • Uses synthesis language to indicate insightful understanding of trait skills. <p>3 Proficient—integrates in an accurate way and provides a sufficient synthesis of that information</p> <ul style="list-style-type: none"> • Accurately answers question indicating sufficient understanding of synthesis skills. • Gives obvious or general examples to show sufficient support for synthesis. • Uses some synthesis language to indicate sufficient understanding of trait skills. <p>1 Emerging—integrates inaccurately or not at all and provides an insufficient synthesis of that information</p> <ul style="list-style-type: none"> • Indicates insufficient or inaccurate understanding of synthesis skills. • Does not give examples or gives inappropriate examples. • Does not use synthesis terms or uses them inaccurately. 	<p>5 Advanced—makes a thorough and insightful judgment and provides in-depth support for that judgment</p> <ul style="list-style-type: none"> • Thoroughly answers question indicating insightful understanding of evaluation skills. • Gives specific, well-chosen examples from the text to insightfully support the evaluation. • Uses evaluation language to indicate insightful understanding of trait skills. <p>3 Proficient—makes an unbiased judgment and provides sufficient support for that judgment</p> <ul style="list-style-type: none"> • Accurately answers question indicating sufficient understanding of evaluation skills. • Gives obvious or general examples to sufficiently support the evaluation. • Uses some evaluation language to indicate sufficient understanding of trait skills. <p>1 Emerging—makes an incomplete or biased judgment and provides insufficient support for that judgment</p> <ul style="list-style-type: none"> • Indicates insufficient or inaccurate understanding of evaluation. • Does not give examples or gives inappropriate examples. • Does not use evaluation terms or uses them inaccurately.

ALASKA COMPREHENSIVE SYSTEM OF STUDENT WRITING ASSESSMENT

6-Point Holistic Rubric for Scoring the Extended-Constructed Response Essay on the Writing Subtests of the High School Graduation Qualifying Examination

6 Points

Ideas and Content

- ideas are fresh, original, and/or insightful
- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- content goes beyond the obvious or predictable
- topic makes a point or tells a story

Organization

- sequencing of ideas and details is logical and effective
- introduction is inviting--draws in the reader
- conclusion is satisfying--leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization flows smoothly, seems effortless

Voice

- language is highly individual
- reader senses the person behind the words; feels an interaction with the writer
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more

Word Choice

- words are specific, accurate, striking
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

Sentence Fluency

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- the writing has cadence; the writer has thought about sound as well as meaning
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

Conventions

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity & style
- punctuation is accurate (few, if any, errors) and guides the reader through the text
- spelling is generally correct, even on more difficult words
- the writer may manipulate conventions for stylistic effect

5 Points

Ideas and Content

- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- topic makes a point or tells a story
- some ideas are fresh and original

Organization

- sequencing of ideas and details is logical and effective
- introduction is inviting--draws in the reader
- conclusion is satisfying--leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization usually flows smoothly

Voice

- reader senses the person behind the words
- there are occasional moments that surprise, amuse, or move the reader
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic

Word Choice

- words are specific and accurate
- occasional use of lively verbs and picturesque words and phrases
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

Sentence Fluency

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

Conventions

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity & style
- punctuation is accurate (few, if any, errors)
- spelling is generally correct, even on more difficult words

4 Points

Ideas and Content

- topic and direction are evident, but more information is needed to “fill in the blanks”
- ideas draw on knowledge and/or experience but may not move beyond general observations to specifics
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line
- original ideas may be blended with ones that are more obvious or predictable

Organization

- sequencing is usually logical but may be predictable or distracting
- introduction is recognizable but it may not create a strong sense of anticipation
- conclusion is recognizable but it may not tie up all loose ends
- transitions often work well but some connections between ideas may be unclear
- pacing is fairly well controlled but there may be some lapses (e.g., moving ahead too quickly or spending too much time on less important details)
- organization mostly supports the main point or story line, with occasional lapses

Voice

- writing communicates in an earnest, pleasing manner
- voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language
- writing hides as much of the writer as it reveals
- writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities

Word Choice

- words are mostly correct and adequate but may lack flair and color
- familiar words and phrases communicate
- attempts at colorful language are made but some may be overdone
- clichés and jargon may be used occasionally in place of fresh language

Sentence Fluency

- sentences are grammatical and hang together
- some variation in sentence length and structure; sentence beginnings are not all alike
- some transitions between sentences are missing or hidden
- parts may be stiff, awkward, choppy or gangly
- dialogue, if used, sounds stiff at times

Conventions

- paragraphing is attempted but some paragraphs run together or begin in the wrong place
- problems with grammar or usage are not serious enough to impede or distort meaning
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect
- spelling is usually correct or reasonably plausible on common words

3 Points

Ideas and Content

- topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic
- ideas may not draw on knowledge and/or experience; may be general observations
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line; or may be irrelevant to it
- original ideas are rare or absent

Organization

- sequencing is usually logical but there may be lapses or digressions
- there may be an attempt to write an introduction or conclusion but they may not be clearly recognizable as such; a conclusion, in particular, may be absent
- transitions may be attempted but not work well; connections between ideas may be unclear
- there are frequent lapses in pacing
- there is an attempt at organization but it may depart from supporting the main point or story line

Voice

- writing communicates but without much style or interest
- writing hides the writer; the reader has little or no sense of the writer behind the words
- writer shows some awareness of audience and/or purpose but is inconsistent
- the writer speaks in a monotone

Word Choice

- words are mostly correct and adequate with some lapses
- familiar words and phrases communicate with some lapses
- attempts at colorful language are rare or absent
- clichés and jargon may be used as a crutch

Sentence Fluency

- sentences are usually grammatical and hang together with some lapses
- little variation in sentence length and structure; most sentence beginnings are alike
- many transitions between sentences are missing or hidden
- fragments may be present
- dialogue, if used, sounds stiff and unnatural

Conventions

- paragraphing is attempted but many paragraphs run together or begin in the wrong place
- problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and may impede or distort meaning in some instances
- spelling errors do not impede meaning overall

2 Points

Ideas and Content

- topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way
- information is very limited or unclear
- text may be repetitious or read like a collection of disconnected, random thoughts
- the writer does not distinguish the main ideas or critical points from the supporting details or less critical points

Organization

- sequencing needs work
- there is no real lead or introduction to set up what follows
- conclusion is missing or does not wrap things up
- transitions seldom work well, with many connections between ideas unclear
- pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa
- problems with organization make it hard for the reader to get a grip on the main point or story line

Voice

- it is hard to sense the writer behind the words
- the writer does not seem to reach out to an audience or to anticipate the reader's interests or questions
- writing may communicate on a functional level but does not move or involve the reader
- writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader

Word Choice

- language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.)
- persistent redundancy distracts the reader
- words are often used incorrectly, making the message hard to decipher
- clichés and jargon frequently serve as a crutch
- problems with language leave the reader wondering what the writer is trying to say

Sentence Fluency

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- phrasing does not sound natural; the reader must sometimes reread to get the meaning
- many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern
- transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost

Conventions

- paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text
- errors in grammar or usage are very noticeable and may affect meaning
- punctuation is often missing or incorrect
- spelling errors are frequent, even on common words
- the reader must read once to decode, then again for meaning

1 Point

Ideas and Content

- topic and direction are missing
- information is very limited or unclear
- text may be repetitious, or may read like a collection of disconnected, random thoughts

Organization

- sequencing is absent
- there is no introduction or conclusion
- transitions are absent
- organization is absent; writing may be a brief list

Voice

- the writer seems unaware of an audience or reader; writing seems “painful” to the writer
- writing may not communicate on a functional level
- writer seems uncomfortable with the topic

Word Choice

- language is so vague, inaccurate, and/or general that even the most general message does not come through
- words are frequently used incorrectly, making the message hard to decipher
- problems with language leave the reader unable to understand what the writer is trying to say most of the time

Sentence Fluency

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- the reader must frequently pause or reread
- sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern

Conventions

- paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text
- errors in grammar or usage are frequently and impede meaning
- punctuation is often missing or incorrect
- spelling errors are frequent and impede meaning
- the reader must may be unable to decode the writing

MATHEMATICS SCORING RUBRIC: A GUIDE TO SCORING EXTENDED-RESPONSE ITEMS

Score Level	MATHEMATICAL KNOWLEDGE	STRATEGIC KNOWLEDGE	EXPLANATION
4	<ul style="list-style-type: none"> • Knowledge of mathematical principles and concepts which result in a correct solution to a problem. 	Identification of important elements of the problem and the use of models, diagrams, symbols and /or algorithms to systematically represent and integrate concepts.	Written explanation and rationales that translate into words the steps of the solution process and provide justification for each step. Though important, the length of response, grammar and syntax are not the critical elements of this dimension.
3	<ul style="list-style-type: none"> • shows complete understanding of the problem’s mathematical concepts and principles • uses appropriate mathematical terminology & notations including labeling the answer if appropriate; that is, whether or not the unit is called for in the stem of the item • executes algorithms completely and correctly 	<ul style="list-style-type: none"> • identifies all the important elements of the problem and shows complete understanding of the relationships among elements • reflects an appropriate and systematic strategy for solving the problem • gives clear evidence of a complete and systematic solution process 	<ul style="list-style-type: none"> • gives a complete written explanation of the solution process employed; explanation addresses both <u>what</u> was done and <u>why</u> it was done • may include a diagram with a complete explanation of all its elements
2	<ul style="list-style-type: none"> • shows nearly complete understanding of the problem’s mathematical concepts and principles • uses nearly correct mathematical terminology and notations • executes algorithms completely; computations are generally correct but may contain minor errors 	<ul style="list-style-type: none"> • identifies most of the important elements of the problem and shows general understanding of the relationships among them • reflects an appropriate strategy for solving the problem • solution process is nearly complete 	<ul style="list-style-type: none"> • gives a nearly complete written explanation of the solution process employed; clearly explains <u>what</u> was done and begins to address <u>why</u> it was done • may include a diagram with most of the elements explained
1	<ul style="list-style-type: none"> • shows some understanding of the problem’s mathematical concepts and principles • may contain major computational errors 	<ul style="list-style-type: none"> • identifies some important elements of the problem but shows only limited understanding of the relationships among them • appears to reflect an appropriate strategy but the application of strategy is unclear, or a related strategy is applied logically and consistently • gives some evidence of a solution process 	<ul style="list-style-type: none"> • gives some written explanation of the solution process employed, either explains <u>what</u> was done or addresses <u>why</u> it was done; explanation is vague or difficult to interpret • may include a diagram with some of the elements explained
0	<ul style="list-style-type: none"> • shows limited-to-no understanding of the problem’s mathematical concepts and principles • may misuse or fail to use mathematical terms • may contain major computational errors 	<ul style="list-style-type: none"> • fails to identify important elements or places too much emphasis on unimportant elements • may reflect an inappropriate or inconsistent strategy for solving the problem • gives minimal evidence of a solution process; process may be difficult to identify • may attempt to use irrelevant outside information 	<ul style="list-style-type: none"> • gives minimal written explanation of the solution process; may fail to explain <u>what</u> was done and <u>why</u> it was done • explanation does not match the presented solution process • may include minimal discussion of the elements in a diagram; explanation of significant elements is unclear
0	<ul style="list-style-type: none"> • no answer attempted 	<ul style="list-style-type: none"> • no apparent strategy 	<ul style="list-style-type: none"> • no written explanation of the solution process is provided

SOURCE: From Illinois Standards Achievement Test: Sample Mathematics Materials 2000. ©2000, Illinois Department of Public Instruction. Adapted from Lane (1993)

Conceptual Understanding

- Reasonable clear ideas or solutions, but the reader needs to make some inferences as to what the student is attempting to communicate.
- Even though the general point or concept is made or addressed, the student has not fine-tuned the process.
- Some parts of the work or translation seem repetitive, but overall a connection is being made and understanding is apparent.
- Focus is sustained throughout the work, but the balance seems inconsistent between samples of work.
- Most key concepts are identified and addressed consistently between samples of work.
- Student work shows independent thought, but some seem to be based on retelling.

Reading (mark P for proficient and NP for not proficient in the correlating boxes for each standard.)

- R4.1: Use of context clues
- R4.2: Summarize information; make connections
- R4.3: Support idea; critique arguments
- R4.4: Read and apply multi-step directions
- R4.7: Make and support assertions
- R4.8: Analyze and evaluate themes

Comments:

All standards must be identified proficient for an overall proficient rating.

This portfolio of reading samples is: Proficient Not Proficient

Juror's name _____

Juror's signature _____

Writing Nonstandardized Holistic Scoring Guide (Used by jury)

Conceptual Understanding

- Reasonable clear ideas or solutions, but the reader needs to make some inferences as to what the student is attempting to communicate.
- Even though the general point or concept is made or addressed, the student has not fine-tuned the process.
- Some parts of the work or translation seem repetitive, but overall a connection is being made and understanding is apparent.
- Focus is sustained throughout the work, but the balance seems inconsistent between samples of work.
- Most key concepts are identified and addressed consistently between samples of work.
- Student work shows independent thought, but some seem to be based on retelling.

Writing (check off standard if you find proficient evidence throughout portfolio)

- W4.1, 4.2: Write Compositions; Demonstrate elements of discourse
- W4.3: Conventional English
- W4.4: Revise writing

Comments:

All standards must be identified proficient for an overall proficient rating.

This portfolio of writing samples is: Proficient Not Proficient

Juror's name _____

Juror's signature _____

Conceptual Understanding

- Reasonable clear ideas or solutions, but the reader needs to make some inferences as to what the student is attempting to communicate.
- Even though the general point or concept is made or addressed, the student has not fine-tuned the process to a sophisticated level.
- Some parts of the work or translation seem repetitive, but overall a connection is being made.
- Focus is sustained throughout the work, but the balance seems inconsistent between samples of work.
- Most key concepts are identified and addressed consistently between samples of work.
- Student work shows independent thought, but some seem to be based on retelling.

Math (check off standard if you find proficient evidence throughout portfolio)

- M1: Numeration
- M2: Measurement
- M3: Estimation and Computation
- M4: Functions and Relationships
- M5: Geometry
- M6: Statistics and Probability

Comments:

All standards must be identified proficient for an overall proficient rating.

This portfolio of math samples is: Proficient Not Proficient

Juror's name _____

Juror's signature _____

Testimony and Helpful Suggestions

Feedback from other teachers

If you were to do it over again, what is something(s) you might change?

As far as the actual process was concerned, I thought it was good.

Who were key contact people for you in the building?

Two para-educators who have also been certified teachers. Outside of the building I had a lot of support from the District Special Education coordinator and the Director of Student Services.

What is the best way to get started and stay organized?

I printed out the required information off the state website and broke the project up into pieces.

For starting the process I suggest a meeting with the student, parents/guardian and the teachers to explain the process, the deadlines, and the goal for the final outcome. Secondly I (personally) would get all the work samples that the student already has. I would then give them to the teacher responsible for that subject to double check that the student mastered that particular objective.

I used a checklist to mark off which objectives were covered. I arranged separate meetings with the individual teachers involved. We came up with samples for the student to do that were missing from the portfolio. This part is the most time consuming for the teacher (I found).

I set up a folder which I kept and supervised, giving out the assignments and the requirements for them (supervision was set up with the trained para-educators). As the assignments were done, they were given to the math teacher to be graded and add any comments.

How did you make a final decision regarding evidence and the standard?

I did this with the math teacher. She was the professional and was most qualified to make that judgment.

How did you make the child accountable for the process?

The student was completely aware of a deadline. We organized a planner and how many days it would take to complete the tasks needed. We knew this particular student needed to be given the big picture and then break the project down into pieces. The student was accountable for holding to the schedule and was supervised closely by the para-educator and myself through a weekly check-in. The student knew there were consequences if the deadline was not met.

What are helpful hints for new Nonstandardized HSGQE applicants?

Break up the portfolio pieces. Give each person an overview of the project and important dates that need to be complied with. Copy everything and keep it in case the student loses it.

Start with what you have already accumulated. My particular student actually had three years of math saved—this isn't the norm and it was a huge help because instead of having 18 samples to come up with, we only had (I can't remember exactly) maybe half that.

When you break down the project/portfolio it isn't nearly so overwhelming, and I didn't find it difficult at all.