MAP-A 2009-2010
Entry and Activity
Samples

Department of Elementary and Secondary Education
Assessment Resource Center
Measured Progress
Topics

- Review
  - MAP-A Entry
  - MAP-A Activity
- Sample Entries
  - Mathematics
  - Communication Arts
  - Science
- Sample Activities
  - Flaws & Fixes
MAP-A Entry

- Building block of the MAP-A assessment
- Demonstration of what a student knows and can do
- MAP-A Activity
  - Basic component
  - Description of assessment activity
  - Evaluation of student participation
  - Documented on Student Work Record
MAP-A Entry

- 2 Student Work Records
  - Actual student work may be attached
- 1 Entry Data Summary Sheet
- Includes
  - 1 API in Mathematics
  - 1 API in Communication Arts
  - 2 APIs in Science
MAP-A Entry

Entry/Data Summary Sheet
Mathematics/Communication Arts

Student Name: John  
Grade: 10

Content Area: Mathematics  
Strand: 1

API/NOE 5  
API Description: Identify a 2-digit number.

Has this student been assessed on this API in previous years? Yes: No X

Collection Period 1  
January 14 – February 8

Date  
1/25  
1/29  
2/11

Data Type  
Student Work  
Data Point

Accuracy %  
100  
75  
80

Independence %  
100  
100  
100

Average % for Collection Period  
Accuracy: 85  
Independence: 90

Collection Period 2  
February 11 – March 7

Date  
2/21  
2/25  
2/29

Data Type  
Student Work  
Data Point

Accuracy %  
100  
81  
85

Independence %  
100  
100  
100

Evaluation of Student’s Performance:

Level of Accuracy: 85  
Level of Independence: 90

Student Work Record  
Actual student product is attached

Student Name: John  
Grade: 10  
Date: 1/26

Content Area: Mathematics  
Strand: 1

API/NOE 5  
Description: Identify a 2-digit number.

Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

While working at the community center, John had a customer ask if he could tell the customer the carbohydrate content of some of the products the customer wanted to buy. The customer had two different items that he asked John to read the carbohydrates for. The carbohydrates are generally listed as 2-digit numbers on the menu’s box so John will have to identify.

Evaluation of Student’s Performance:

Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.

John had ten opportunities to read 2-digit numbers. John was able to read all of the 2-digit numbers accurately.

Level of Accuracy: 100%

Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence.

John had ten opportunities to read 2-digit numbers. John read 7 of the 2-digit numbers independently and 3 of the numbers required content assistance from the paraprofessional. For the 3 with assistance, each number was read to John separately. Once this was done he could get the 2-digit number himself.

Level of Independence: 70%
MAP-A Entry Requirements

- How many entries in a MAP-A?
  - 2 Science (SCI)—4 APIs
  - 4 Mathematics (MA)—4 APIs
  - 4 Communication Arts (CA)—4 APIs
MAP-A Activity

- Appropriate for the individual student
- Considers IEP
- Planned in advance
- May integrate day-to-day activities
- May combine subjects
- Begins with appropriate API selection
Ask for help!

Use resources in closest proximity first!

- YOU ➔ Building and district resources
  - Teachers
  - Do you know the science teachers in your district?
  - Process Coordinators
  - Curriculum Coaches
  - Texts
  - Activity Libraries
Ask for help!

Use resources in closest proximity first!

- YOU → RPDCs
  - Improvement Consultants
  - Regional Instructional Facilitators
    - Mathematics
    - Communication Arts
    - Science
  - Resource Banks
    - Texts
    - Activity Libraries
Ask for help!

Use resources in closest proximity first!

- YOU ➔ ➔ ➔ DESE
- Curriculum Consultants
Samples
### Entry/Data Summary Sheet
**Mathematics/Communication Arts**

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Mathematics - AR</td>
<td>Big Idea: Analyze change in various contexts</td>
</tr>
</tbody>
</table>

**API: AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).**

**Has this student been assessed on this API in previous years?**
- Yes X
- No □

<table>
<thead>
<tr>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28/2008</td>
<td>2/15/2008</td>
</tr>
<tr>
<td>1/18/2008</td>
<td>2/22/2008</td>
</tr>
<tr>
<td>2/1/2008</td>
<td>2/29/2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Student Work Record</th>
<th>Data Point</th>
<th>Data Point</th>
<th>Student Work Record</th>
<th>Data Point</th>
<th>Data Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy %</td>
<td>100</td>
<td>67</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Independence %</td>
<td>83</td>
<td>83</td>
<td>83</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Average % for Collection Period**
- Accuracy: 89
- Independence: 83
- Accuracy: 100
- Independence: 100

<table>
<thead>
<tr>
<th>API Entry Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Accuracy</td>
</tr>
<tr>
<td>Level of Independence</td>
</tr>
</tbody>
</table>
## API Duplication Justification Form
### Mathematics/Communication Arts

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Mathematics - AR</td>
<td><strong>Big Idea:</strong> Analyze change in various context</td>
</tr>
<tr>
<td><strong>API:</strong> AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).</td>
<td></td>
</tr>
</tbody>
</table>

You indicated that this student has been assessed on this API in previous years.

The instructional decision to duplicate an API from a prior year’s MAP-A assessment must be justified on this form. The justification must be included with the MAP-A submission.

### Justification/Rationale: (Supply specific justification for duplicate use of the API.)
Andi began working last year with this API concept. She acquired some of the foundational skills of measurement; however, Andi was unable to utilize her acquired data to analyze and make decisions about the concept of change over time.

### Plan of Student Progress: (Supply specific plans in place to assure student growth across API’s content.)
This year Andi has demonstrated she can apply the skill in the API. Next year she will move on and no plans exist to assess this API with the MAP-A next year.
# Student Work Record

**Mathematics/Communication Arts**

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
<th>Date: 1/28/2009</th>
</tr>
</thead>
</table>

**Strand:** Mathematics - AR  
**Big Idea:** Analyze change in various contexts  
**Concept:** Analyze change

**API:** AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

While completing a long-term science assignment, Andi recorded the length of the class’ pet baby gerbils, indicating how much they had grown each week. Andi measured three baby gerbils each day. At the end of the week, she indicated what change in length occurred for each gerbil, if any, during the week. 18 points were possible, 15 for the measuring, (3 gerbils x 5 days) and 3 for analysis (change in 3 gerbils at the end of the week).

---

**Evaluation of Student’s Performance:**

<table>
<thead>
<tr>
<th>Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy. Andi accurately measured the gerbils each day for a total of 15 points, and indicated that all three were “bigger” at the end of the week. She scored 18 out of 18.</th>
<th>Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence. Andi needed assistance to accurately track the measurements of all three gerbils during the first day. Out of 18 tasks, she performed 15 independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Accuracy</strong> 100%</td>
<td><strong>Level of Independence</strong> 83%</td>
</tr>
</tbody>
</table>
**Student Work Record**  
**Mathematics/Communication Arts**  
Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
<th>Date: 2/15/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Mathematics - AR</td>
<td>Big Idea: Analyze change in various contexts</td>
<td>Concept: Analyze change</td>
</tr>
</tbody>
</table>

API: AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)
While completing a long-term science assignment, Andi recorded the length of the class’ pet baby gerbils, indicating how much they had grown each week. Andi measured three baby gerbils each day. At the end of the week, she indicated what change in length occurred for each gerbil, if any, during the week. 18 points were possible, 15 for the measuring, (3 gerbils x 5 days) and 3 for analysis (change in 3 gerbils at the end of the week).

---

**Evaluation of Student’s Performance:**

<table>
<thead>
<tr>
<th>Describe and evaluate the student’s actual accuracy performance.</th>
<th>Describe and evaluate the student’s actual independence performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the percentages were determined for Level of Accuracy.</td>
<td>Describe how the percentages were determined for Level of Independence.</td>
</tr>
<tr>
<td>Andi accurately measured the gerbils each day for a total of 15 points, and indicated that all three were “bigger” at the end of the week. She scored 18 out of 18.</td>
<td>Andi performed all 18 tasks independently.</td>
</tr>
</tbody>
</table>

| Level of Accuracy 100% | Level of Independence 100% |
### Entry/Data Summary Sheet

**Mathematics/Communication Arts**

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Communication Arts - RP</td>
<td><strong>Big Idea:</strong> Develop and apply skills and strategies to the reading process</td>
</tr>
<tr>
<td><strong>API:</strong> RP4.3 Identify similarities and differences between fiction and nonfiction (real vs. make-believe).</td>
<td></td>
</tr>
</tbody>
</table>

| Has this student been assessed on this API in previous years? | Yes X | No □ |

<table>
<thead>
<tr>
<th></th>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 12 – February 6</td>
<td>February 9 – March 6</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>Dates below do not need to be in chronological order.</td>
<td>Dates below do not need to be in chronological order.</td>
</tr>
<tr>
<td><strong>Data Type</strong></td>
<td>Student Work Record</td>
<td>Data Point</td>
</tr>
<tr>
<td><strong>Accuracy %</strong></td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td><strong>Independence %</strong></td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Average % for Collection Period</strong></td>
<td>Accuracy: 83</td>
<td>Accuracy: 83</td>
</tr>
<tr>
<td></td>
<td>Independence: 100</td>
<td>Independence: 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>API Entry Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Accuracy</strong></td>
</tr>
<tr>
<td><strong>Level of Independence</strong></td>
</tr>
</tbody>
</table>
# Student Work Record
**Mathematics/Communication Arts**
Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
<th>Date: 2/04/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Communication Arts - RP</td>
<td><strong>Big Idea:</strong> Develop and apply skills and strategies to the reading process</td>
<td><strong>Concept:</strong> Post-Reading</td>
</tr>
</tbody>
</table>

**API:** RP4.3 Identify similarities and differences between fiction and nonfiction (real vs. make-believe).

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

The students read a story about a gerbil named Henry, a pet cat, and a red scooter that he rode to school. They also read a non-fiction article about the growth and maturation of gerbils. Students were asked to describe two similarities and two differences between the story and the article. Andi used picture and symbol cards to illustrate the similarities and differences on a bulletin board display.

## Evaluation of Student’s Performance:

Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.

Andi accurately described two similarities and one difference. She incorrectly described one difference. 3/4

Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence.

Andi independently completed all four sections of her display piece.

| Level of Accuracy: 75% | Level of Independence: 100% |
### Student Work Record
#### Mathematics/Communication Arts
Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
<th>Date: 3/03/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Communication Arts - RP</td>
<td>Big Idea: Develop and apply skills and strategies to the reading process</td>
<td>Concept: Post-Reading</td>
</tr>
<tr>
<td><strong>API:</strong> RP4.3 Identify similarities and differences between fiction and nonfiction (real vs. make-believe).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task/Activity:</strong> (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)</td>
<td>The students read a story about hamsters and gerbils who need reading glasses for school. They also read a non-fiction article about the age at which the eyes of dogs, cats, gerbils, rabbits, and guinea pigs remain open. Students were asked to describe two similarities and two differences between the story and the article. Andi used picture and symbol cards to illustrate the similarities and differences on a bulletin board display.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Student's Performance:</strong></td>
<td>Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy. Andi accurately described two similarities and two differences.</td>
<td>Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence. Andi independently completed all four sections of her display piece.</td>
</tr>
</tbody>
</table>

| Level of Accuracy | 100% | Level of Independence | 100% |
**Entry/Data Summary Sheet**  
**Science**

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
</tr>
</thead>
</table>

**Process Strand: Science - IN**  
**Big Idea:** Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.  
**Concept:** Scientific inquiry includes evaluation of explanations (hypotheses, laws, theories) in light of scientific principles (understandings).

**Process API: IN5.1** Communicate observations and/or events.

**Content Strand: Science - LO**  
**Big Idea:** There is a fundamental unity underlying the diversity of all living organisms.  
**Concept:** organisms progress through life cycles unique to different types of organisms.

**Content API: LO2.1** Identify the life cycle that animals go through.

<table>
<thead>
<tr>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12 – February 6</td>
<td>February 9 – March 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Data Type</th>
<th>Accuracy %</th>
<th>Independence %</th>
<th>Average % for Collection Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/01/2008</td>
<td>Student Work Record</td>
<td>60</td>
<td>100</td>
<td>Accuracy: 67</td>
</tr>
<tr>
<td>1/25/2008</td>
<td>Data Point</td>
<td>80</td>
<td>100</td>
<td>Independence: 100</td>
</tr>
<tr>
<td>2/8/2008</td>
<td>Data Point</td>
<td>60</td>
<td>100</td>
<td>Avg: 67</td>
</tr>
<tr>
<td>2/22/2008</td>
<td>Student Work Record</td>
<td>80</td>
<td>100</td>
<td>Avg: 80</td>
</tr>
<tr>
<td>2/15/2008</td>
<td>Data Point</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2/29/2008</td>
<td>Data Point</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**API Entry Average**

<table>
<thead>
<tr>
<th>Level of Accuracy</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Independence</td>
<td>100</td>
</tr>
</tbody>
</table>
# Student Work Record

**Science**

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
<th>Date: 2/01/2009</th>
</tr>
</thead>
</table>

### Process Strand: Science - IN
- **Big Idea:** Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.
- **Concept:** Scientific inquiry includes evaluation of explanations (hypotheses, laws, theories) in light of scientific principles (understandings).

### Process API: IN5.1 Communicate observations and/or events.

### Content Strand: Science - LO
- **Big Idea:** There is a fundamental unity underlying the diversity of all living organisms.
- **Concept:** Organisms progress through orderly cycles unique to different types of organisms.

### Content API: LO2.1 Identify the life cycle that animals go through.

**Task/Activity:** (Write a brief description of the task/activity, its connection to both APIs, and how it demonstrates application.)

The class pet gerbils had babies. The students observed the baby gerbils shortly after birth. Each student selected one baby to observe, and using a data chart and picture or symbol cards recorded color, length, presence/absence of fur, whether the gerbils’ eyes were opened or closed, and point in the life cycle (baby or adult). The class then discussed their observations and their data charts were combined and posted on the bulletin board as part of the living organisms unit.

### Evaluation of Student’s Performance:

<table>
<thead>
<tr>
<th>Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for <strong>Level of Accuracy.</strong></th>
<th>Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for <strong>Level of Independence.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Andi observed the baby gerbil and discussed how it looked. She identified point in life cycle as baby and correctly recorded color and length. 3/5</td>
<td>Andi independently completed each portion of the data chart.</td>
</tr>
</tbody>
</table>

**Level of Accuracy:** 60%

**Level of Independence:** 100%
# Student Work Record

## Science

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Andi</th>
<th>Grade: 5</th>
<th>Date: 2/22/2009</th>
</tr>
</thead>
</table>

### Process Strand: Science - IN
- **Big Idea:** Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.
- **Concept:** Scientific inquiry includes evaluations of explanations (hypotheses, laws, theories) in light of scientific principles (understandings).

### Process API: IN5.1
Communicate observations and/or events.

### Content Strand: Science - LO
- **Big Idea:** There is a fundamental unity underlying the diversity of all living organisms.
- **Concept:** Organisms progress through life cycles unique to different types of organisms.

### Content API: LO2.1
Identify the life cycle that animals go through.

### Task/Activity:
(Write a brief description of the task/activity, its connection to both APIs, and how it demonstrates application.)
The class pet gerbils had babies. The students observed the baby gerbils shortly after birth. Each student selected one baby to observe, and using a data chart and picture or symbol cards recorded color, length, presence/absence of fur, whether the gerbil's eyes were opened or closed, and point in the life cycle (baby or adult). The class then discussed their observations and their data charts were combined and posted on the bulletin board as part of the living organisms unit.

### Evaluation of Student's Performance:

- **Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.**
  Andi observed the baby gerbil and discussed how it looked. She was able to describe point in the life cycle and correctly recorded color, length, and whether the gerbil's eyes were opened. 4/5

- **Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence.**
  Andi independently completed each portion of the data chart.

| Level of Accuracy: 80% | Level of Independence: 100% |
Sample 1 – Roy
Grade 4 Mathematics
### Student Work Record
**Mathematics/Communication Arts**
Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Roy</th>
<th>Grade: 4</th>
<th>Date: 1/25/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Mathematics – NO</td>
<td><strong>Big Idea:</strong> Understanding numbers, ways of representing numbers, relationships among numbers and number systems.</td>
<td><strong>Concept:</strong> Read, write, and compare whole numbers</td>
</tr>
</tbody>
</table>

**API:** NO1.18 Recognize or request more and less of something (e.g., identify which glass has more or less milk).

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

Today for lunch, Roy chose chicken, mashed potatoes, and strawberry ice cream. As he went through the line, a scoop of mashed potatoes was placed on his tray and he was asked whether he wanted “more” or “less”. He indicated “more” twice and was given two additional scoops of potatoes.

**Evaluation of Student’s Performance:**

- Describe and evaluate the student’s actual accuracy performance.
- Describe how the percentages were determined for Level of Accuracy.

Roy successfully requested “more” two out of two times for 100% accuracy.

- Describe and evaluate the student’s actual independence performance.
- Describe how the percentages were determined for Level of Independence.

Roy needed help going through the line today.

| Level of Accuracy **100%** | Level of Independence **50%** |

**FLAWED**
Sample 1 – Roy
Grade 4 Mathematics
Notes

- Activity does not connect to the API
  - student is asked what he wants for lunch

- Level of Accuracy & Level of Independence evaluation
  - student’s ability to make a request, not to performance of a skill tied to the API
  - no specific information about the type of assistance
  - data from a small number of trials or a single trial

- Repaired version
  - student to recognize that one quantity is more or less than another
  - Application – the skill is used to provide the correct number of snacks for the class
  - more trials for observing student performance
### Student Work Record
Mathematics/Communication Arts
Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Roy</th>
<th>Grade: 4</th>
<th>Date: 1/25/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Mathematics – NO</td>
<td>Big Idea: Understanding numbers, ways of representing numbers, relationships among numbers and number systems.</td>
<td>Concept: Read, write, and compare whole numbers</td>
</tr>
</tbody>
</table>

**API:** NO1.18 Recognize or request more and less of something (e.g., identify which glass has more or less milk).

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)
This week, Roy is the “snack helper”. There are five students in the class; each student gets exactly one snack. Every day, when the teacher places out 4 or 6 snacks, Roy must tell the teacher “more” or “less.”

**Evaluation of Student's Performance:**

<table>
<thead>
<tr>
<th>Describe and evaluate the student’s actual accuracy performance.</th>
<th>Describe and evaluate the student’s actual independence performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the percentages were determined for Level of Accuracy.</td>
<td>Describe how the percentages were determined for Level of Independence.</td>
</tr>
<tr>
<td>Roy accurately told the teacher “more” or “less” each day.</td>
<td>Two days Roy needed task-specific assistance to determine whether to request more or less.</td>
</tr>
<tr>
<td>Accuracy: 5/5 = 100%</td>
<td>Independence: 3/5=60%</td>
</tr>
</tbody>
</table>

**Level of Accuracy 100%**

**Level of Independence 60%**

REPAIRED
# Student Work Record

**Mathematics/Communication Arts**

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Alaina</th>
<th>Grade: 8</th>
<th>Date: 2/01/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Communication Arts - WP</td>
<td>Big Idea: Write effectively in various forms and types of writing</td>
<td>Concept: Expository and Persuasive Writing</td>
</tr>
</tbody>
</table>

**API:** WP3.2 Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions.

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

Alaina was to express whether she liked or disliked the picture food being shown her with an appropriate response. Words like gross or yuck were considered inappropriate. The purpose of this activity was to have Alaina express herself in an appropriate way when showing pleasure or displeasure.

**Evaluation of Student’s Performance:**

| Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy. | Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence. |
| Alaina expressed herself in an appropriate manner 4 out of 5 days. | Alaina needed assistance 2 out of 5 days. |

| Level of Accuracy 80% | Level of Independence 60% |

**FLAWED**
Sample 5 – Alaina
Grade 8 Communication Arts

Notes

- **Acquisition**
  - no purpose other than to complete the assignment

- **Level of Accuracy & Level of Independence Evaluation**
  - Do not evaluate the skill expressed in the API
  - Evaluate the student’s behavior
  - Judge appropriateness response
  - “gross” and “yuck” are clear expressions of displeasure and would fulfill the API
  - impossible to tell what expressions the student made
  - assistance given was unspecified

- **Repaired version**
  - Expressions of pleasure or displeasure in order to select lunch menu
  - Application for the activity
  - Evaluation related to performance of the skill, not the student’s behavior
**Student Work Record**  
**Mathematics/Communication Arts**  
Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Alaina</th>
<th>Grade: 8</th>
<th>Date: 2/01/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Communication Arts – WP</td>
<td>Big Idea: Write effectively in various forms and types of writing</td>
<td>Concept: Expository and Persuasive Writing</td>
</tr>
<tr>
<td><strong>API: WP3.2</strong> Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task/Activity:</strong> (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaina was shown pictures of food to choose for her lunch. Alaina’s menu is made up of the following five categories: entrée, fruit, vegetable, bread, and a beverage. Alaina was shown pictures of two options in each category and asked to verbally express whether she liked or disliked the pictured food. The para used Alain’s choices to build her lunch menu for the day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Student’s Performance:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaina indicated her level of pleasure or displeasure with all of the choices in 4 categories. She confused her terms when viewing the first set of choices. She correctly completed 8 out of 10 indications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaina needed assistance to understand terms of pleasure and displeasure when viewing choices in the first 2 categories. She independently made expressions in all the remaining cases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Accuracy 80%</td>
<td>Level of Independence 60%</td>
<td></td>
</tr>
</tbody>
</table>

**REPAIRED**
Sample 9 – Dimitri
Grade 11 Science
**Student Work Record**

**Science**

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Dimitri</th>
<th>Grade: 11</th>
<th>Date: 1/18/2009</th>
</tr>
</thead>
</table>

**Process Strand: Science - IN**

**Big Idea:** Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.

**Concept:** The nature of science relies upon communication of results and justification of explanations.

**Process API:** IN5.3 Communicate results of an investigation.

**Content Strand: Science - ES**

**Big Idea:** Human activity is dependent upon and affects Earth’s resources and systems.

**Concept:** Human Activity is dependent upon and affects Earth’s resources and systems.

**Content API:** ES1.13 Explore one or more of the physical properties of minerals.

**Task/Activity:** (Write a brief description of the task/activity, its connection to both APIs, and how it demonstrates application.)

Dimitri participated in a class investigation into the streak that various minerals leave behind. Dimitri was instructed to communicate the results of the investigation using pictures to show the various results of the streak test. The class used five different minerals. Dimitri was given two points for accurately depicting and communicating the results of the individual mineral streaks. Dimitri was given one point for inaccurately depicting the streak, but communicating a result. Dimitri was given 0 points for inaccurately depicting and communicating results. In the area of independence Dimitri was given 2 points for completing the task without assistance, 1 point for verbal prompting, 0 points for hand-on-hand assistance.

**Evaluation of Student’s Performance:**

Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.

Dimitri’s accuracy level was evaluated on his ability to depict and communicate results. For 3 of the minerals he accurately performed his tasks which earned him 8 points. On two of the minerals he communicated a result but it was not correct. This earns him two points. Dimitri earned a total of 8 points out of a possible 10. This earns Dimitri a 80% accuracy level.

<table>
<thead>
<tr>
<th>Level of Accuracy: <strong>80%</strong></th>
</tr>
</thead>
</table>

Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence.

Dimitri received 4 points for being verbally prompted on 4 of the 5 minerals. For the other mineral he required hand-over-hand assistance which earned him 0 points. Dimitri earned a total of 4 out of 10 possible points. This earns him a 40% independence level.

<table>
<thead>
<tr>
<th>Level of Independence: <strong>40%</strong></th>
</tr>
</thead>
</table>

**FLAWED**
Sample 9 – Dimitri
Grade 11 Science
Notes

- Does “the streak test” connect to ES1.13?
- What physical property of minerals is explored?
- How is Dimitri expected to participate in the class investigation?
- Level of Accuracy & Level of Independence Evaluation
  - Evaluation here based only on the process API
  - How did Dimitri participate in the investigation?
- Not stated whether the verbal prompts or the hand-over-hand assistance were task-specific
- Repaired version
  - Student’s participation is clearly outline
  - Property explored (color) clearly stated
  - Type of assistance given to the student clearly defined & appropriately linked to Level of Independence
**Student Work Record**

**Science**

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name: Dimitri</th>
<th>Grade: 11</th>
<th>Date: 1/18/2009</th>
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</table>

**Process Strand: Science - IN**

**Big Idea:** Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.

**Concept:** The nature of science relies upon communication of results and justification of explanations.

**Process API:** IN5.3 Communicate results of an investigation.

**Content Strand: Science - ES**

**Big Idea:** Human activity is dependent upon and affects Earth’s resources and systems.

**Concept:** Human Activity is dependent upon and affects Earth’s resources and systems.

**Content API:** ES1.13 Explore one or more of the physical properties of minerals.

**Task/Activity:** (Write a brief description of the task/activity, its connection to both APIs, and how it demonstrates application.)

Dimitri participated in a class investigation into physical properties of various minerals. As part of the investigation, Dimitri was asked to select five specific mineral samples from the sample tray, and make a mark with each sample on a strip of white paper. Dimitri was instructed to communicate the results of the investigation using cards representing color to show the various results of the streak test to the rest of the class. The class used five different minerals.

**Evaluation of Student’s Performance:**

- **Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.**
  - Ten points were possible, one for each mineral selected and streaked, and one point per mineral for communicating results.
  - Dimitri selected and streaked the correct 5 samples. For two of the samples his selected picture cards were incorrect.
  - Dimitri earned a total of 8 points out of a possible 10. This earned Dimitri an accuracy level of 80%.

- **Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence.**
  - Ten points were possible, one each for independently selecting and streaking the mineral, and one each for independently communicating the results.
  - Dimitri needed task-specific prompting to choose one of the 5 samples. He needed task-specific prompting to select response cards for all five samples.
  - Out of 10 independence points possible, Dimitri earned 4 points. This earns him a 40% independence level.

| Level of Accuracy: 80% | Level of Independence: 40% |

**REPAIRED**
More Samples!

- See the MAP-A Manual
- See the DESE Website

http://www.dese.mo.gov/divimprove/assess/mapa.html
## Scoring Rules

<table>
<thead>
<tr>
<th>Scoring Irregularity</th>
<th>Scoring Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>No dates given on Entry/Data Summary Sheet and on Student Work Records.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>Missing Entry/Data Summary Sheet</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>A collection period does not have a minimum of three data points.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>An entry does not include at least one Student Work Record per collection period.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
</tbody>
</table>
## Scoring Rules

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<thead>
<tr>
<th>Scoring Irregularity</th>
<th>Scoring Rule</th>
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</thead>
<tbody>
<tr>
<td>A submitted Student Work Record for an entry does not connect to the API/s.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>One out of two collection periods are incomplete.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>No API/s identified.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>API/s is/are not grade span appropriate.</td>
<td>Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
</tbody>
</table>
## Scoring Rules

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<tbody>
<tr>
<td>A single API is used in more than one entry.</td>
<td>The first instance will be scored and the second instance will result in “Entry Not Submitted.” Assign “No Score” for each dimension of the rubric for the second entry.</td>
</tr>
<tr>
<td>A single science content strand is used in more than one entry.</td>
<td>The first instance will be scored and the second instance will result in “Entry Not Submitted.” Assign “No Score” for each dimension of the rubric for the second entry.</td>
</tr>
</tbody>
</table>
# Scoring Rules

<table>
<thead>
<tr>
<th>Scoring Irregularity</th>
<th>Scoring Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing entry.</td>
<td>Will result in “Entry Not Submitted.” Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>API/s is/are not consistent across the 2 collection periods.</td>
<td>If the API/s is/are different in both collection periods the entry cannot be scored. Assign “No Score” for each dimension of the rubric for this entry.</td>
</tr>
<tr>
<td>Dates on the Entry/Data Summary Sheet and Student Work Records are not within the timeframes of the collection periods.</td>
<td>Any data from dates outside of the timeframes will not be used for scoring.</td>
</tr>
</tbody>
</table>
## Scoring Rules

<table>
<thead>
<tr>
<th>Scoring Irregularity</th>
<th>Scoring Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more Student Work Records shows acquisition rather than application of the API/s.</td>
<td>The activity in these collection periods cannot be considered application.</td>
</tr>
<tr>
<td>Tangible student work submitted without a Student Work Record</td>
<td>The activity in this collection period cannot be considered application.</td>
</tr>
<tr>
<td>Student Work Record missing task/activity description</td>
<td>The activity in this collection period cannot be considered application.</td>
</tr>
<tr>
<td>Scoring Irregularity</td>
<td>Scoring Rule</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Submitted percentages are miscalculated.</td>
<td>Scorer corrects percentages.</td>
</tr>
<tr>
<td>Percentage calculations for Accuracy or Independence cannot be verified for a Student Work Record.</td>
<td>Percentage for Accuracy or Independence for the Student Work Record is replaced with zero and entry average is recalculated to determine rubric score.</td>
</tr>
</tbody>
</table>
Questions