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REQUIRED

Student Name: Ben Weasely

DOB: 9 / 7 / 1999 Assigned Grade Level: 3

School: Hoxley Elementary

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Comments:

PORTFOLIO VALIDATION
REQUIRED

We, the undersigned, verify that the student participated in the TCAP-Alt Portfolio Assessment.

Assessment Team Signatures

Parent/Guardian: Minerva Weasely

Principal: Arthur Hopkins, Jr.

Spec. Ed. Teacher: Deanna Koehler

Gen. Ed. Teacher: Kirstyn Merritt Social Studies Science and Math

Building Level Testing Coordinator: Rosie Bergeler Houghton Ed.D.

Student (if applicable): [redacted]

Note: Student stamped with hand-over-hand assistance.

Other (specify position): Caitlyn Sugaman Art
C. Van Morgan - Student Teacher

Other (specify position): Rondelle Lucas Lang Arts, Reading

Other (specify position): Nate Drake P.E./Health

Other (specify position): George Russell Music

Tennessee Alternate Portfolio Assessment

AFFIDAVIT OF STUDENT PERFORMANCE

Student Information

Student Name: Benjamin Weasely

Date of Birth: 9/7/1997 School Name: Hoxley Elementary

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student and in the presence of a teacher and/ or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not:

- Fabricate, alter, or modify student work samples, products, or data.

I am also unaware that others have provided inappropriate assistance.

Teacher: Deanna Koehler 2/2/08

Signature Date

DATE 2007-2008 School Year

NAME Ben Weasely

Mode of Communication: Ben communicates through facial expressions, smiling, laughing, crying, limited hand movements, and eye gaze. He smacks his lips when he is hungry. When he wants an object, he sometimes vocalizes (usually a grunt or moan) and moves a hand toward the object he wants. He is learning to use a picture board to make simple requests.

Instructional Adaptations: Instructional materials must be placed in Ben's field of vision. Written materials must be read aloud to him. Frequent verbal prompting must be given to encourage him to use his eye gaze and hand gestures. He must also be frequently prompted to attend to the task at hand. He often requires full hand-over-hand manipulation in order to complete activities involving the use of tactile resources. When using his picture board, Ben is presented with no more than three pictures at any given time.

Statement of Inclusion: Ben is not fully included in the general classroom for any content area. He does go to Music, Art, Library, and PE with a second-grade class of typically developing peers. He also occasionally joins that class during academic lessons, if they are doing an activity that might engage or otherwise benefit him. This class was chosen (rather than a third grade class) because the teacher in this (second grade) class is especially responsive to his needs and works hard to make sure Ben is included in all activities and that his peers enjoy helping and interacting with him. Ages of all peers in that class are within two years of Ben's.

DATE 10/8/07 - 10/12/07 with proof of use (stickers) - placed with hand-over-hand assistance.

NAME Ben Weasely

	MONDAY 10/8	TUESDAY 10/9	WEDNESDAY 10/10	THURSDAY 10/11	FRIDAY 10/12
8:00-8:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:45-9:15	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)
9:15-9:45	Occupational Therapy	Physical Therapy	Occupational Therapy	Occupational Therapy	Occupational Therapy
9:45-10:15	Speech	Speech	Speech	Speech	Speech
10:15-10:45	Art	P.E.	Music	P.E.	Library
10:45-11:15	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:15-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00	Personal Care	Personal Care	Personal Care	Personal Care	Personal Care
1:00-1:30	Functional Math	Functional Math	Functional Math	Functional Math	Functional Math
1:30-2:15	Science and Sensory	Science and Sensory	Science and Sensory	Science and Sensory	Science and Sensory

DATE 2007-2008 School Year (Clean Copy)

NAME Ben Weasely

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:45-9:15	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)	Circle Time (Menu, Calendar, Group Share, Social Studies)
9:15-9:45	Occupational Therapy	Physical Therapy	Occupational Therapy	Occupational Therapy	Occupational Therapy
9:45-10:15	Speech	Speech	Speech	Speech	Speech
10:15-10:45	Art	P.E.	Music	P.E.	Library
10:45-11:15	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:15-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00	Personal Care	Personal Care	Personal Care	Personal Care	Personal Care
1:00-1:30	Functional Math	Functional Math	Functional Math	Functional Math	Functional Math
1:30-2:15	Science and Sensory	Science and Sensory	Science and Sensory	Science and Sensory	Science and Sensory

READING/ LANGUAGE ARTS

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben W. Grade Level: 3 Data Point Date: 12/13

Content Area Assessed (Circle One): (Reading/Language Arts) Math Science Social Studies

Content Standard: Reading

Alternate Learning Expectation (Code and ALE): R.1 Develop Oral Language and listening skills

Alternate Performance Indicator (Code and API): R.1.2 Identify/label people, symbols, and objects

Learning Activity

Provide a clear explanation of activity and materials used:
During a class rehearsal for a play about Characters from "A Christmas Carol", a peer will ask Ben questions ("Where is Scrooge?" "Where is Tiny Tim?"), and Ben will (by eye gaze) identify the character named (Scrooge, Tiny Tim, Ghost of Christmas Future, Bob Cratchitt, Marley)

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 (Devontae) Choice 2 Michael

Settings

The student will work on this skill in General Education classroom
Setting

Circle One: This setting is (General Education (GE)) or Special Education (SP)

Supports

The student worked with...

Rondelle Lucas LA. Circle One: (GE) or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
This was a group activity during which a peer was assigned to help Ben participate.

Provide sentence explaining how student interacted with peers on this activity.
Peer pushed Ben's wheelchair to his "mark" on "stage". At intervals Peer asked Ben to identify 5 characters from the play. All peers gave Ben encouragement, and he responded with gestures and eye gaze.

Signature of Peer: Devontae Grade Level 2
First Name Only

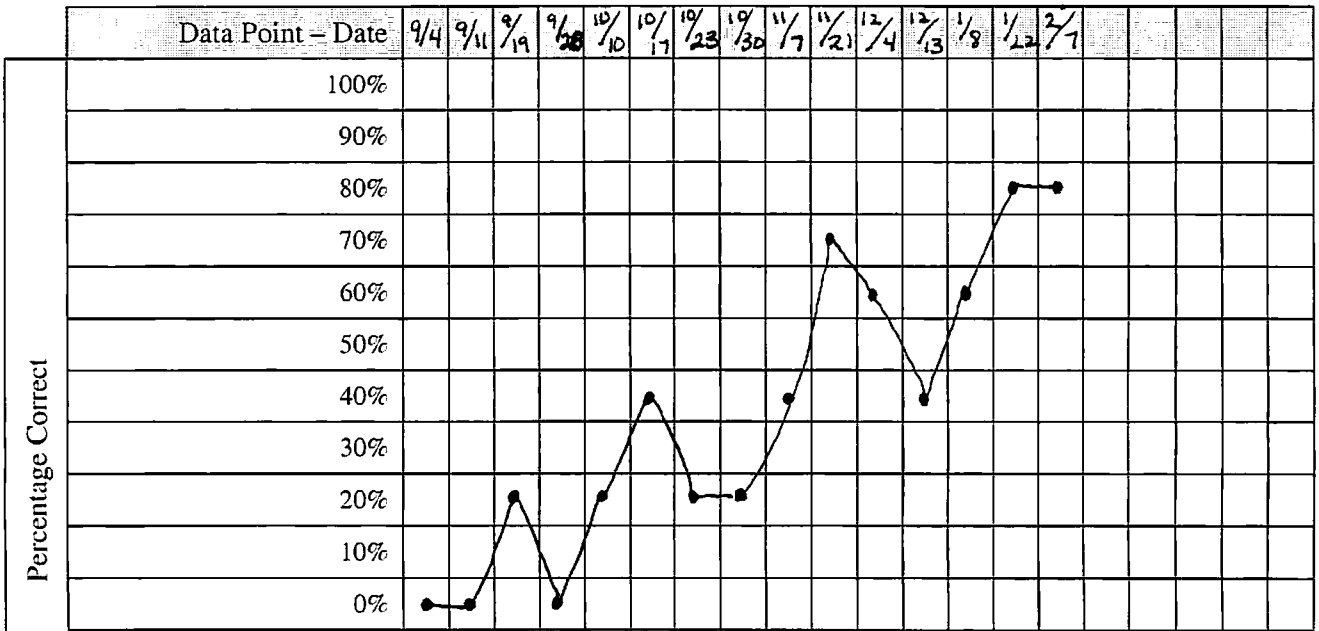
Student: Ben W.

Content Standard: Reading

Alternate Learning Expectation: R.1 Develop oral language and listening skills

Alternate Performance Indicator: R.1.2 Identify/label people, symbols, and objects

Graphing of Student Progress



Data Point – Date	9/4	9/11	9/19	9/28	10/10	10/17	10/23	10/30	11/7	11/21	12/4	12/13	1/8	1/22	2/7
Choice			o		+		#		^			*			#
Inclusion (Y/N)	N	N	N	Y	N	Y	N	N	N	N	N	Y	N	N	N
Setting Code	SP	SP	SP	L	SP	GE	SP	SP	SP	SP	SP	GE	SP	SP	SP
Peer Interaction(Y/N)	Y	N	N	Y	N	Y	N	N	N	Y	N	Y	N	N	N
Natural Support (Y/N)	N	N	N	Y	N	Y	N	N	N	N	N	Y	N	N	N

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Natural Support Signatures	Content Area Instructed	GE or SP
1. Lindelle Lucas	Language Arts	GE
2. Patte Reed	Library	GE
3. Emily Faughtry	Audio Visual Aide	GE

Peer Signature/Description of Interaction: On 9/19 during a small-group activity (BINGO) phonics, peers helped Ben put his markers on his Bingo card. Ben's card had pictures instead of letters.

Devonne

Grade 2

Pg. 8

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben W. Grade Level: 3 Data Point Date: 10/29

Content Area Assessed (Circle One): (Reading/Language Arts) Math Science Social Studies

Content Standard: Writing

Alternate Learning Expectation (Code and ALE): W.1 Write for a variety of purposes.

Alternate Performance Indicator (Code and API): W.1.1 Use writing tools to make marks on paper

Learning Activity

Provide a clear explanation of activity and materials used:
Given paint and a modified paintbrush (with velcro straps), Ben will use stencils to paint a Halloween picture on posterboard. (Stencils: cat, bat, witch, ghost)

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☒ Materials
- ☐ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 Watercolors Choice 2 (tempera paint) ← He looked at this one longer.

Settings

The student will work on this skill in Art class
Setting

Circle One: This setting is (General Education (GE)) or Special Education (SP)

Supports

The student worked with...

Caitlyn Glazier Art Circle One: (GE) or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Group assignment - all students were working on paintings. Seating was in small groups, though.

Provide sentence explaining how student interacted with peers on this activity.
Students encouraged Ben to paint. His table-mates took turns providing verbal and physical prompts as needed.

Signature of Peer: Radir Grade Level 2
First Name Only

TCAP-Alt PA Graph 1
STATE REQUIRED

Student: Ben W.

Content Standard: Writing

Alternate Learning Expectation: W.1 Write for a variety of purposes

Alternate Performance Indicator: W.1.1 Use writing tools to make marks on paper

Graphing of Student Progress

Data Point – Date	9/7	9/14	9/21	9/27	10/2	10/12	10/17	10/24	10/29	11/13	11/20	11/29	12/6	12/14	1/11					
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand-Over-Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
Choice		*		+	^		o		o		#			#						
Inclusion (Y/N)	N	N	N	N	N	N	Y	N	Y	N	N	Y	N	N	N					
Setting Code	SP	SP	SP	SP	SP	SP	M	SP	A	SP	SP	H	SP	SP	SP					
Peer Interactions (Y/N)	N	N	Y	N	N	N	Y	N	Y	N	N	Y	N	N	N					
Natural Support (Y/N)	N	N	N	N	N	N	Y	N	Y	N	N	Y	N	N	N					

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) Hall* (Code) H (Setting) Music (Code) M

* Several classes were painting a mural in the 3rd grade hall. Ben participated, with help from peers and an assistant

Natural Support Signatures	Content Area Instructed	GE or SP
1. Kathryn Salazar	Art	GE
2. Gwyn Russell	Music	GE
3.		

Peer Signature/Description of Interaction: 11/29 While Ben held an adapted paintbrush (with straps), Teddy and other peers provided hand-over-hand assistance. They gave Ben lots of verbal encouragement as well. He smiled in response and tried harder to move the brush with his hand.

Teddy Grade 2

Pg. 10

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben W. Grade Level: 3 Data Point Date: 10/17.

Content Area Assessed (Circle One): (Reading/Language Arts) Math Science Social Studies

Content Standard: Elements of Language

Alternate Learning Expectation (Code and ALE): EL.1 Demonstrate Knowledge of standard English usage, mechanics, spelling, and sentence structure

Alternate Performance Indicator (Code and API): EL.1.1 Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books)

Learning Activity

Provide a clear explanation of activity and materials used:
After hearing a song about Autumn and listening to a class discussion of autumn sounds, Ben will (with help) make a "Sounds of autumn" booklet using clip art from a teacher-made photo file. Ben will indicate the pictures he wants by smiling. (The students then create sound effects for each other's booklets.)

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☐ Who to work with
- ☐ Where to work on the activity
- ☒ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 pumpkin sticker Choice 2 (autumn leaf stamp)

Settings

The student will work on this skill in Music
Setting

Circle One: This setting is (General Education (GE)) or Special Education (SP)

Supports

The student worked with…

[signature] Music Circle One: (GE) or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
This was a whole-group activity, but Ben was given one-to-one help from a peer tutor.

Provide sentence explaining how student interacted with peers on this activity.
Ben "told" Johnna which pictures he wanted by smiling when she asked, "How about this one?" (or by not smiling). She gave hand-over-hand assistance as needed.

Signature of Peer: JOHNNA Grade Level 2
First Name Only

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TCAP-Alt PA Graph 1
STATE REQUIRED

Student: Ben W.

Content Standard: Elements of Language

Alternate Learning Expectation: EL.1 Demonstrate knowledge of standard English usage, mechanics, spelling and sentence structure

Alternate Performance Indicator: EL.1.1 Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books)

Graphing of Student Progress

Data Point – Date	9/4	9/11	9/19	9/25	10/10	10/17	10/23	10/30	11/7	11/21	12/14	12/15	1/8	2/4	2/6					
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand-Over-Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
Choice	#	o	#	#	#	o	#	#	o	#	o	#	#	#	o					
Inclusion (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	Y	N	N					
Setting Code	SP	SP	GE	SP	SP	M	SP	G	SP	SP	GE	SP	G	SP	SP					
Peer Interactions (Y/N)	N	N	Y	N	Y	Y	N	Y	N	Y	Y	N	Y	N	N					
Natural Support (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	Y	N	N					

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) Music (Code) M (Setting) _____ (Code) _____

Natural Support Signatures	Content Area Instructed	GE or SP
1. Pendelle Lucas	Reading / L.A.	GE
2. [illegible]	Music	GE
3. Sheila Popel	Guidance	GE

Peer Signature/Description of Interaction: 11/21 Peer tutor held up a picture dictionary in Ben's field of view. She turned pages for him and asked simple questions about the book ("Where is the fox? Where is the toy?" Ben identified the correct pictures through eye gaze and simple gestures.

[signature]

Grade 2

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TN Department of Education
ED-3089 (Updated 07/2007)

MATH

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 1/10

Content Area Assessed (Circle One): Reading/Language Arts (Math) Science Social Studies

Content Standard: Algebra

Alternate Learning Expectation (Code and ALE): A.1 The student will classify and sort objects by size, number, and other properties

Alternate Performance Indicator (Code and API): A.1.1 Indicate awareness of and react to color, size, and shape.

Learning Activity

Provide a clear explanation of activity and materials used:
Students will be divided into teams and each team assigned a color. Ben will be on the Red team. Two small barrels for each team (marked with that team's color) will be placed on one sideline. Students will line up (by team) at the other sideline. Each player in turn will carry a large playground ball to his/her teams barrel + place the ball inside. From the other team barrel, he/she will take a second ball and deliver it to the team's next player. The first team to transfer all the balls wins. When it's Ben's turn he will indicate by eye gaze which barrel (the Red one) his partner should help him drop the ball into.

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 Robbie Choice 2 Corlin

Settings

The student will work on this skill in Gym (during P.E. class)
Setting

Circle One: This setting is (General Education) (GE) or Special Education (SP)

Supports

The student worked with...

Nate Drake PE/Health Circle One: (GE) or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Whole-group activity - class divided into teams with a "buddy" assigned to Ben.

Provide sentence explaining how student interacted with peers on this activity.
Ben was assigned to a team and given a partner. Ben waited his turn and watched as the others played. When it was his turn Corlin helped Ben complete the task and all students encouraged Ben and cheered him on.

Signature of Peer: CDK Grade Level 2
First Name Only (Corlin)

Student: Ben Weasely

Content Standard: Algebra

Alternate Learning Expectation: A.1 The student will sort and classify objects by size, number, and other properties.

Alternate Performance Indicator: A.1.2 Sort objects by two attributes (color, size, or shape)

11/1 : Changed to lower level API A.1.1 Indicate awareness of and react to color, size, and shape

Graphing of Student Progress

Data Point – Date	9/5	9/7	9/11	9/19	9/25	10/1	10/8	10/16	10/24	10/25	11/1	11/6	11/14	11/19	11/23	12/4	12/12	1/7	1/10	1/14
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand-Over-Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
Choice			o			#			#			*			^			+	*	
Inclusion (Y/N)	N	N	Y	N	Y	N	N	N	Y	N	N	Y	N	Y	N	N	N	N	Y	N
Setting Code	SP	SP	GE	SP	B	SP	SP	SP	B	SP	SP	GE	SP	B	SP	SP	SP	SP	PE	SP
Peer Interactions (Y/N)	N	N	Y	N	Y	N	N	N	Y	N	N	Y	N	Y	N	N	N	N	Y	N
Natural Support (Y/N)	N	N	Y	N	Y	N	N	N	Y	N	N	Y	N	Y	N	N	N	N	Y	N

changed APIs

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) PE/gym (Code) PE (Setting) School Bookstore (Code) B

Natural Support Signatures	Content Area Instructed	GE or SP
1. Kristy Gossett	Math	GE
2. Arthur Thompkins	Principal	GE
3. Jerman Johnson	Bookstore Mgr.	ge

Peer Signature/Description of Interaction: 9/25 Tracee helped Ben choose between a red glitter pencil and a blue glitter pencil at the school bookstore while other students were also in line to purchase items.

Tracee Grade 2

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The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/24

Content Area Assessed (Circle One): Reading/Language Arts (Math) Science Social Studies

Content Standard: Geometry

Alternate Learning Expectation (Code and ALE): G.2 The student will specify locations and describe spatial relationships.

Alternate Performance Indicator (Code and API): G.2.1 Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after)

Learning Activity

Provide a clear explanation of activity and materials used:
After an art activity in which the class made "spider webs" of white string on black construction paper, the teacher will name various positions on the page (top, bottom, middle, etc.) and Ben will indicate by eye gaze where the "spider" (a black koosh ball with eyes) should be placed. The teacher will then help Ben place the spider correctly.

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 (Ms. Deanna) Choice 2 Ms. Sherry

Settings

The student will work on this skill in the CDC classroom
Setting

Circle One: This setting is General Education (GE) or (Special Education (SP))

Supports

The student worked with...

Deanna Koehler CDC Circle One: GE or (SP)
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
There was no peer interaction on this particular day.

Provide sentence explaining how student interacted with peers on this activity.

Signature of Peer: _____ Grade Level _____
First Name Only

TN Department of Education
ED-3089 (Updated 07/2007)

TCAP-Alt PA Graph 3
STATE REQUIRED

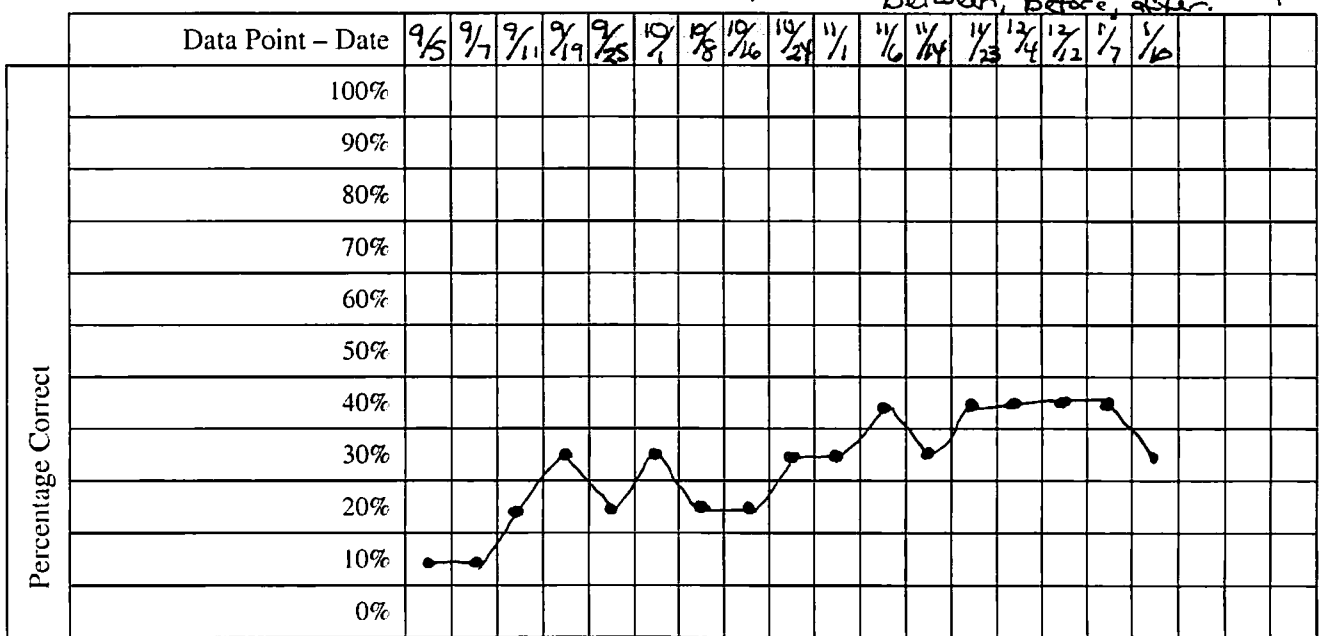
Student: Ben Weasely

Content Standard: Geometry

Alternate Learning Expectation: G.2 The student will specify locations and describe spacial relationships.

Alternate Performance Indicator: G.2.1 Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after.

Graphing of Student Progress



Data Point – Date	9/5	9/7	9/11	9/19	9/25	10/1	10/8	10/16	10/24	11/1	11/6	11/14	11/23	12/4	12/12	1/7	1/16			
Choice	#		#			*		^	*	o			+							
Inclusion (Y/N)	N	N	N	N	N	Y	Y	N	N	Y	N	N	N	Y	N	Y	N			
Setting Code	SP	SP	SP	SP	SP	A	A	SP	SP	GE	SP	SP	SP	GE	SP	A	SP			
Peer Interaction(Y/N)	N	N	N	N	N	Y	Y	N	N	Y	N	N	N	Y	N	Y	N			
Natural Support (Y/N)	N	N	N	N	N	Y	Y	N	N	Y	N	N	N	Y	N	Y	N			

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L
Other Settings (Specify):

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Natural Support Signatures	Content Area Instructed	GE or SP
1. Caddy Salazar	/ Art	/ GE
2. C. Van Morgan	/ Mathematics - Student Tchr	/ GE
3. Kirstyn Merritt	/ Math	/ GE

Peer Signature/Description of Interaction: 11/1 During a whole-class activity involving an obstacle course peers took turns pushing Ben in his wheelchair under "London Bridge" (2 peers making bridge with their arms), over a yardstick on the floor, around a traffic cone, between two desks, and so on. Peers took turns calling out instructions. Ben gave directions with simple pointing gestures.

Grade 2

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TN Department of Education
ED-3089 (Updated 07/2007)

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/26

Content Area Assessed (Circle One): Reading/Language Arts (Math) Science Social Studies

Content Standard: Measurement

Alternate Learning Expectation (Code and ALE): M.1 The student will demonstrate understanding of units of measure and measurable attributes of objects.

Alternate Performance Indicator (Code and API): M.1.2 Indicate awareness of and react to temperature

Learning Activity

Provide a clear explanation of activity and materials used:
Ben will participate in a variation of musical chairs called "Hot Potato, Cold potato." While music is being played, the students will pass around a hot water bottle (the "hot potato") and an ice pack (the "cold potato"). When the music stops, the person with the hot potato is out and the person with the cold potato gets to choose a small prize. (At the end of class, all students get to choose something from the prize box.)

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 (Ginny) Choice 2 Susan

Settings

The student will work on this skill in Music Class
Setting

Circle One: This setting is (General Education (GE)) or Special Education (SP)

Supports

The student worked with:

Deanya Russell Music Circle One: (GE) or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Whole group lesson as part of a Halloween festival. Ben was assigned a peer partner.

Provide sentence explaining how student interacted with peers on this activity.
Ben received hand-over-hand assistance from his peer-partner, Ginny who helped him pass the "potatoes." Peers encouraged Ben, and Ben laughed, smiled, and tried harder in response.

Signature of Peer: Ginny Grade Level 2
First Name Only

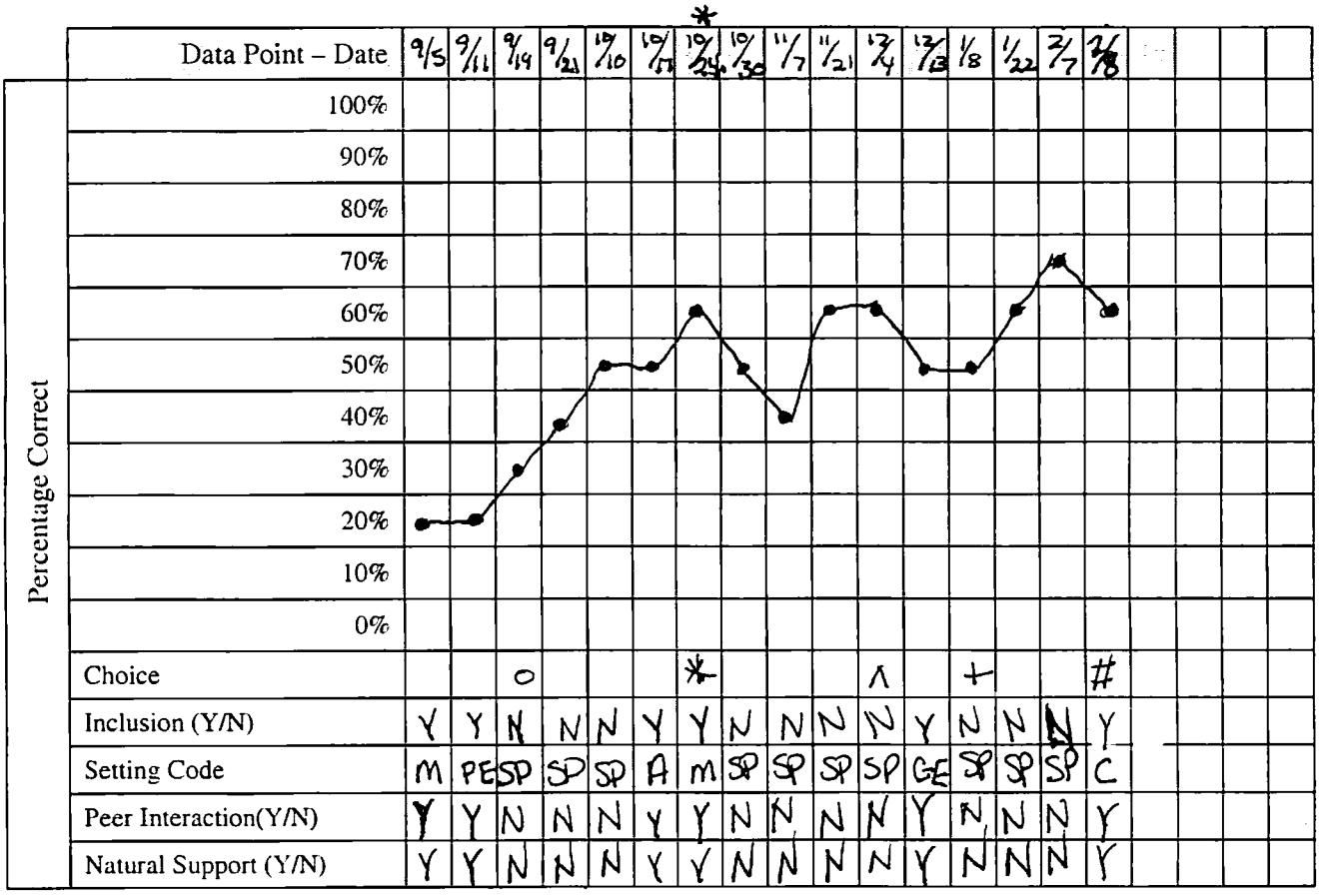
Student: Ben Weasely

Content Standard: Measurement

Alternate Learning Expectation: M.1 Demonstrate understanding of units of measure and measurable attributes of objects.

Alternate Performance Indicator: M.1.2 Indicate awareness of and react to temperature

Graphing of Student Progress



Data Point – Date	9/5	9/11	9/19	9/21	10/10	10/17	10/24 *	10/30	11/7	11/21	12/4	12/13	1/8	1/22	2/7	2/8				
Choice			o				*				^		+			#				
Inclusion (Y/N)	Y	Y	N	N	N	Y	Y	N	N	N	N	Y	N	N	N	Y				
Setting Code	M	PE	SP	SP	SP	A	M	SP	SP	SP	SP	GE	SP	SP	SP	C				
Peer Interaction(Y/N)	Y	Y	N	N	N	Y	Y	N	N	N	N	Y	N	N	N	Y				
Natural Support (Y/N)	Y	Y	N	N	N	Y	Y	N	N	N	N	Y	N	N	N	Y				

Settings & Codes

Guidance – G

Art – A

Gen. Ed. Class – GE

Spec. Ed. Class – SP

Library – L

Other Settings (Specify):

(Setting) Music (Code) M (Setting) PE/gym (Code) PE

Choice Codes

o Materials

Reward

* Who

^ When

+ Where

As Ben went through the lunch line with typically developing peers, he was asked to indicate by eye gaze which items were hot and which were cold

(Setting) Cafeteria (Code) C

Natural Support Signatures / Content Area Instructed / GE or SP

1. Nate Drake / PE / Health / GE
2. Lystyn Merritt / Math / GE
3. Pauline Maynard / Cafeteria Worker / GE

Peer Signature/Description of Interaction: 12/4 In the CDC classroom, a peer tutor touched Ben's cheek, neck, and hands with either a warm buckwheat-filled "beanbag" or a cold buckwheat bag. When asked, "Is this hot?" or "Is this cold?" Ben smiled for "yes" and frowned for "no."

Ginny

Grade 2

SCIENCE

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 9/17

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Life Science / Interactions between living things and their environment

Alternate Learning Expectation (Code and ALE): LS. 2B Realize that organisms use their senses to interact with their environment.

Alternate Performance Indicator (Code and API): LS. 2B.4 Demonstrate use of the senses to explore the environment.

Learning Activity

Provide a clear explanation of activity and materials used:
Ben will use scented markers (with hand-over-hand help) to help decorate the border of a collage about good-smelling things (on the left) and bad-smelling things (on the right).

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☐ Who to work with
- ☐ Where to work on the activity
- ☒ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 banana-scented sticker Choice 2 grape-scented sticker

Settings

The student will work on this skill in Art class
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

Supports

The student worked with...

Mrs Anne Gonabedian Art - T.A. Circle One: GE or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
whole-class assignment, class divided into smaller groups, Ben assigned a partner.

Provide sentence explaining how student interacted with peers on this activity.
Peers cut out various pictures and held them up in Ben's field of vision. They asked "Does this smell good?" "Does this smell bad?" and encouraged Ben to smile or grimace in response. His partner helped him manipulate the marker and glue down the pictures.

Signature of Peer: ZOE Grade Level 2
First Name Only

TN Department of Education
ED-3089 (Updated 07/2007)

TCAP-Alt PA Graph 3
STATE REQUIRED

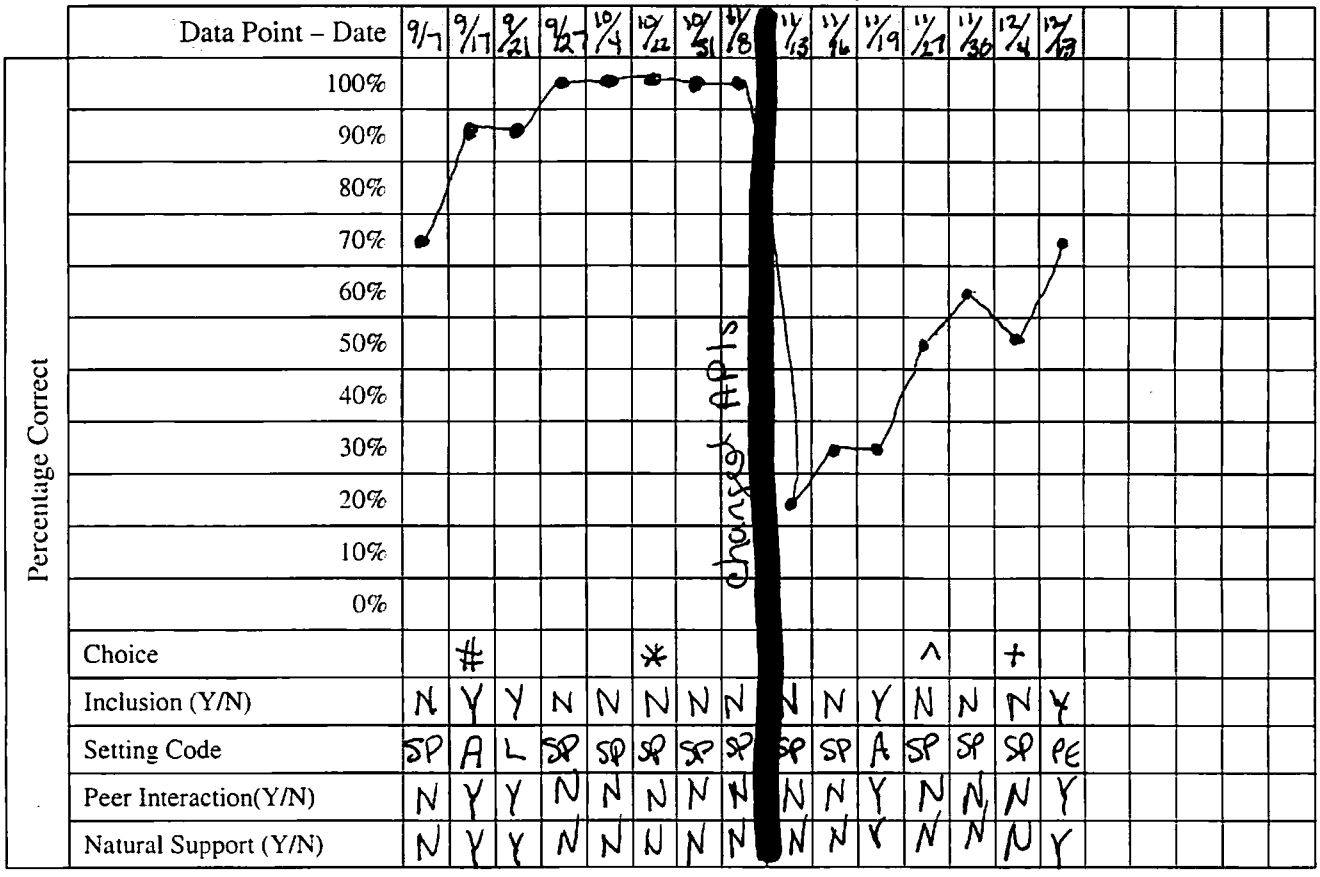
Student: Ben Weasely

Content Standard: Life Science/Interactions between living things + their environment

Alternate Learning Expectation: LS.2B Realize that organisms use their senses to interact with their environment.

Alternate Performance Indicator: LS.2B.2 Attend to and interact with surroundings.
changed to higher level
API LS.2B.4 Demonstrate use of the senses to explore the environment

Graphing of Student Progress



Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) PE/gym (Code) PE. (Setting) _____ (Code) _____

Natural Support Signatures	Content Area Instructed	GE or SP
1. Nate Drake	PE/Health	GE
2. [illegible]	Teacher's Aide	GE
3. Caitlyn [illegible]	Art	GE

Peer Signature/Description of Interaction: 9/17 Anthony was Ben's peer partner during an activity about making pinch pots from clay. Peers encouraged Ben to touch and squeeze the clay.

Anthony

Grade 2

Pg. 20

TN Department of Education
ED-3089 (Updated 07/2007)

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/29

Content Area Assessed (Circle One): Reading/Language Arts Math (Science) Social Studies

Content Standard: Earth Science

Alternate Learning Expectation (Code and ALE): ES.3A Identify the earth's major geological features.

Alternate Performance Indicator (Code and API): ES.3A.1 Distinguish between land and water

Learning Activity

Provide a clear explanation of activity and materials used:
Ben will help a small group of peers make a large salt-and-flour map of the continents and oceans. The salt-and-flour mixture for the oceans will be tinted with blue food coloring. The mixture for land will be uncolored. It will be painted after it dries.

Choices

The student's choice within the activity was in the area of:

Mark Only One

- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice

Choice 1 (Cindye) Choice 2 Tamra

Settings

The student will work on this skill in General Education (Science)
Setting

Circle One: This setting is (General Education (GE)) or Special Education (SP)

Supports

The student worked with...

Kirstyn Merritt Science Circle One: (GE) or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Whole-class activity, class divided into small groups, Ben assigned a "buddy" (or peer partner)

Provide sentence explaining how student interacted with peers on this activity.
Ben's peer partner helped him smooth the modeling material onto the map. All members of his group encouraged him to participate. He responded with smiles and other facial expressions.

Signature of Peer: CINDYE Grade Level 2
First Name Only

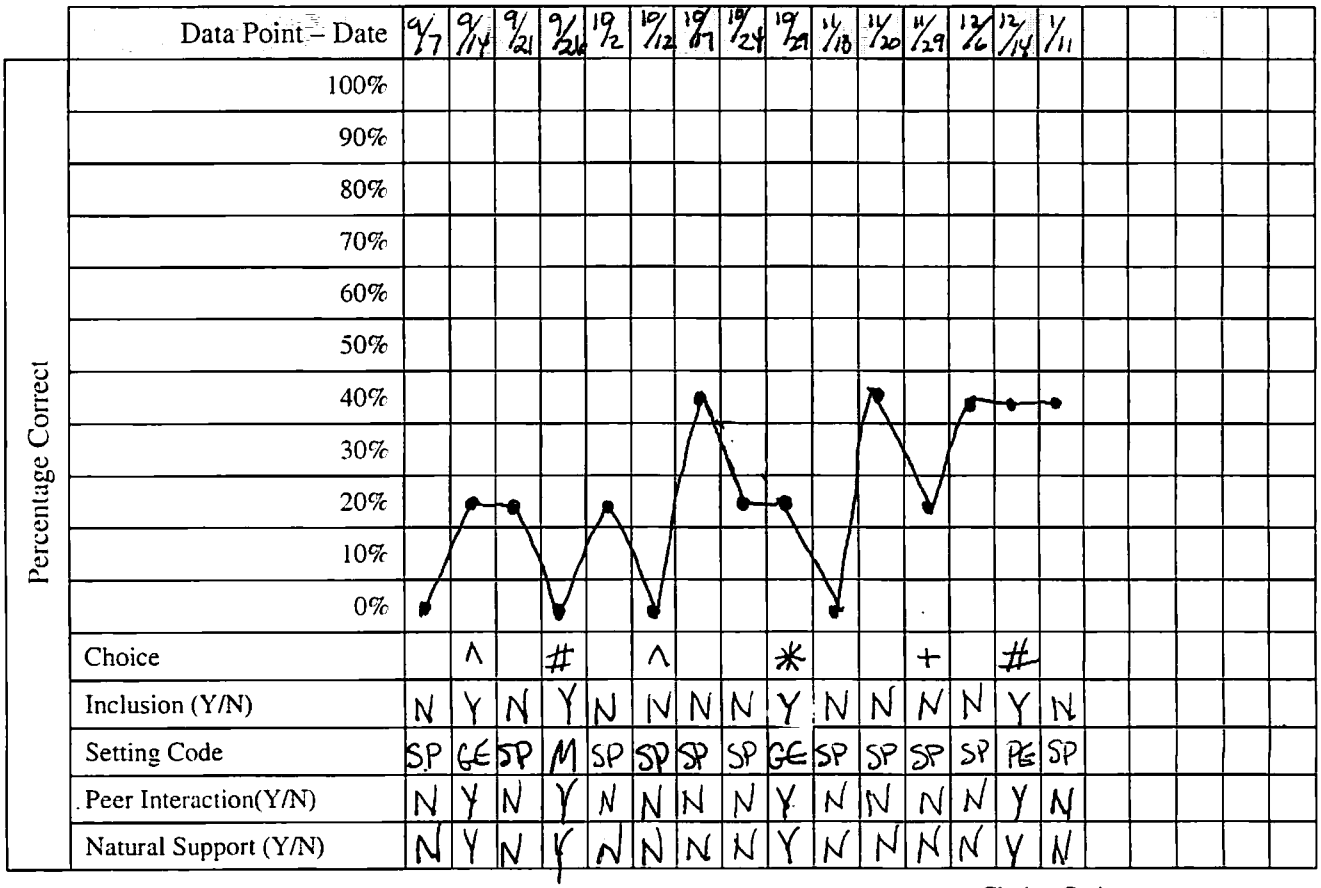
Student: Ben Weasely

Content Standard: Earth Science

Alternate Learning Expectation: ES.3A Identify the earth's major geological features.

Alternate Performance Indicator: ES.3A.1 Distinguish between land and water

Graphing of Student Progress



Data Point – Date	9/7	9/14	9/21	9/26	10/2	10/12	10/17	10/24	10/29	11/18	11/20	11/29	12/6	12/14	1/11					
Choice		^		#		^			*			+		#						
Inclusion (Y/N)	N	Y	N	Y	N	N	N	N	Y	N	N	N	N	Y	N					
Setting Code	SP	GE	SP	M	SP	SP	SP	SP	GE	SP	SP	SP	SP	PE	SP					
Peer Interaction(Y/N)	N	Y	N	Y	N	N	N	N	Y	N	N	N	N	Y	N					
Natural Support (Y/N)	N	Y	N	Y	N	N	N	N	Y	N	N	N	N	Y	N					

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) Music (Code) M (Setting) PE/gym (Code) PE

Natural Support Signatures	Content Area Instructed	GE or SP
1. Kristyn M Grill	Science	GE
2. Andrea Russell	Music	GE
3. Pandelli Jones	Spelling	GE

Peer Signature/Description of Interaction: 10/2 Brant (a peer tutor) helped Ben play in the sand and water tray, pointing out the differences in the feel of the water and the sand.

BRANT

Grade 2

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 10/23

Content Area Assessed (Circle One): Reading/Language Arts Math (Science) Social Studies

Content Standard: Physical Science

Alternate Learning Expectation (Code and ALE): PS.1 A Understand the basic concept that forces can move objects (push/pull)

Alternate Performance Indicator (Code and API): PS.1A.1 Recognize that a push or pull can move objects.

Learning Activity

Provide a clear explanation of activity and materials used:
Ben will participate in a science lesson involving force. Beginning in the classroom, he will take turns pushing and pulling (with hand-over-hand or full physical assistance) a toy car, a pendulum, a toy duck on wheels with a string. He will pay attention as the class discusses how forces can move objects. Then the class will go outside and take turns pulling and pushing each other in a wagon. (Ben will have turns in the wagon, but is physically unable to pull or push it.)

Choices

The student's choice within the activity was in the area of:

Mark Only One
- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice
Choice 1 Billy Choice 2 (Ashleigh)

Settings

The student will work on this skill in Begin in General Ed. Classroom (Science) + move to playground for wagon-pulling
Setting

Circle One: This setting is (General Education) (GE) or Special Education (SP)

Supports

The student worked with...
Kirstyn Merritt (Signature) Science (Content Area Instructor) Circle One: (GE) or SP

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Whole class assignment, class divided into groups, Ben assigned a peer partner.

Provide sentence explaining how student interacted with peers on this activity.
Ben attempted to push the toy car with his hand after encouragement from his group. They cheered when he bumped the pendulum with his wrist. He responded to their encouragement with smiles and delight and by trying harder.

Signature of Peer: Ashleigh (First Name Only) Grade Level 2

TCAP-Alt PA Graph 1
STATE REQUIRED

Student: Ben Weasely

Content Standard: Physical Science

Alternate Learning Expectation: PS.1A Understand the basic concept that forces can move objects (push/pull)

Alternate Performance Indicator: PS.1A.1 Recognize that a push or pull can move objects

Graphing of Student Progress

Data Point – Date	9/4	9/7	9/15	9/18	9/21	10/11	10/16	10/23	10/29	11/7	11/13	12/10	12/15	1/17	1/28					
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand-Over-Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
Choice		o			#			*			*	^	o		+					
Inclusion (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	N	Y	N					
Setting Code	SP	SP	PE	SP	SP	PE	SP	GE	SP	SP	DM	SP	SP	PE	SP					
Peer Interactions (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	N	Y	N					
Natural Support (Y/N)	N	N	Y	N	N	Y	N	Y	N	N	Y	N	N	Y	N					

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Other Settings (Specify):

(Setting) PE/gym (Code) PE (Setting) Discovery Science Museum (Code) DM

Natural Support Signatures	Content Area Instructed	GE or SP
1. Nate Drake	PE/Health	GE
2. Rondelle Rucas	Lang Arts/Reading	GE
3. Frances Tipton	Crossing guard (chaperone at museum)	GE

Peer Signature/Description of Interaction: 11/13 Carlos was Ben's "buddy" at the Discovery Science museum. He helped Ben do various experiments, including some on force created by pushing and pulling objects (like setting a pendulum in motion).

Carlos Grade 2

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TN Department of Education
ED-3089 (Updated 07/2007)

SOCIAL STUDIES

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 11/19

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Culture

Alternate Learning Expectation (Code and ALE): C.1 Identify differences among people

Alternate Performance Indicator (Code and API): C.1.6 Interact with other children

Learning Activity

Provide a clear explanation of activity and materials used:
Ben will be part of a small-group activity involving different Native American Cultures. Ben's group (assigned the Hopi culture) will make paper bag puppets to enact a Hopi folktale.

Choices

The student's choice within the activity was in the area of:

Mark Only One

- [x] Materials
- [ ] Who to work with
- [ ] Where to work on the activity
- [ ] Reward/positive reinforcement for completing activity
- [ ] When to work on the activity

Circle Student's Choice

Choice 1 yarn hair Choice 2 fake fur hair

Settings

The student will work on this skill in General Ed. Classroom
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

Supports

The student worked with:

Rondelle Lucas Reading Circle One: GE or SP
Signature Content Area Instructor

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Small group assignment, Ben assigned a "buddy." (peer partner)

Provide sentence explaining how student interacted with peers on this activity.
In response to encouragement from peers, Ben reached for the materials (yarn, felt, fake fur, wiggly eyes, etc.) and touched them.

Signature of Peer: Quinteisha Grade Level 2
First Name Only

TCAP-Alt PA Graph 3
STATE REQUIRED

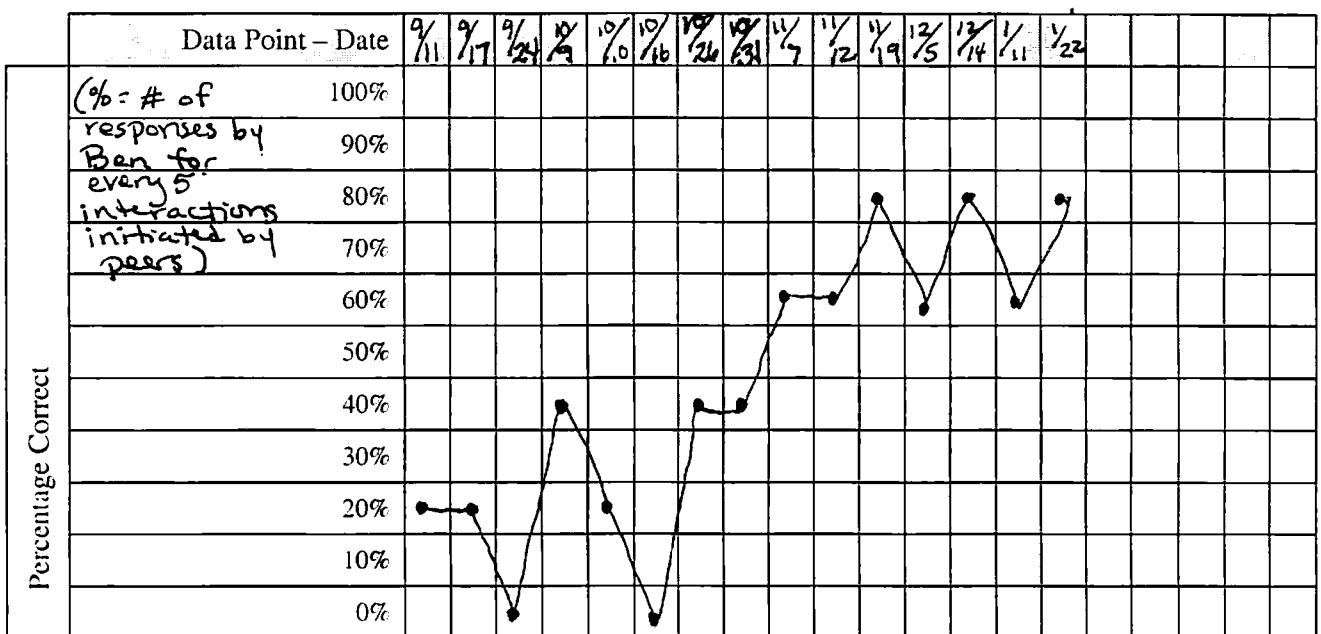
Student: Ben Weasely

Content Standard: Culture

Alternate Learning Expectation: C.1 Identify differences among people

Alternate Performance Indicator: C.1.6 Interact with other children

Graphing of Student Progress



Data Point – Date	9/11	9/17	9/24	10/9	10/10	10/16	10/26	10/31	11/7	11/12	11/19	12/5	12/14	1/11	1/22
Choice		o		*			o		+		o	#		^	
Inclusion (Y/N)	N	Y	N	Y	N	N	Y	N	N	N	Y	N	N	N	N
Setting Code	SP	A	SP	PE	SP	SP	L	SP	SP	SP	GE	SP	SP	SP	SP
Peer Interaction (Y/N)	N	Y	N	Y	N	N	Y	N	N	N	Y	N	N	N	N
Natural Support (Y/N)	N	Y	N	Y	N	N	Y	N	N	N	Y	N	N	N	N

Settings & Codes

Guidance – G

Art – A

Gen. Ed. Class – GE

Spec. Ed. Class – SP

Library – L

Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Choice Codes

o Materials

Reward

* Who

^ When

+ Where

Natural Support Signatures	Content Area Instructed	GE or SP
1. Caitlyn Salazar	Art	GE
2. Patti Reed	Library	GE
3. Nate Drake	PE/Health	GE

Peer Signature/Description of Interaction: 1/22 Tanisha, a peer tutor, helped Ben make an outline of his body on butcher paper. She then helped him color the clothes and features to match his own, cut it out, and placed it on the wall with tracings of his classmates. He made sounds, gestures and facial expressions in response to her comments. He also attempted to color with her help.

Grade 2

Pg. 26

TN Department of Education
ED-3089 (Updated 07/2007)

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 12/10

Content Area Assessed (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Governance and Civics

Alternate Learning Expectation (Code and ALE): GC.1 Exhibit Cooperation

Alternate Performance Indicator (Code and API): GC.1.2 Work with other children

Learning Activity

Provide a clear explanation of activity and materials used:
Ben will participate in a classroom activity of making Christmas or winter murals to decorate the hallway. Ben's group will make a mural about Christmas village on a light blue background. Ben will help attach cotton batting for snow, glittery snowflakes, felt hats and vests for the elves, and so on. He will also help paint the walls of Santa's workshop. He will need hand-over-hand assistance.)

Choices

The student's choice within the activity was in the area of:

Mark Only One

- [x] Materials
- [ ] Who to work with
- [ ] Where to work on the activity
- [ ] Reward/positive reinforcement for completing activity
- [ ] When to work on the activity

Circle Student's Choice

Choice 1 red paint Choice 2 green paint

* Note: Ben was offered this choice three times and would not make a choice. Peer chose red paint for him.

Settings

The student will work on this skill in General Education Classroom
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

Supports

The student worked with...

Rondelle Lucas — Signature

Lang Arts — Content Area Instructor

Circle One: GE or SP

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Class activity, class divided into groups, Ben assigned 3 partners

Provide sentence explaining how student interacted with peers on this activity.
Peers encouraged Ben to feel the textures of various materials used. Peer partners took turns helping Ben paint parts of the mural and helping him attach 3-d elements of mural.

Signature of Peer: [illegible] Grade Level 2
First Name Only

TN Department of Education
ED-3089 (Updated 07/2007)

TCAP-Alt PA Graph 3
STATE REQUIRED

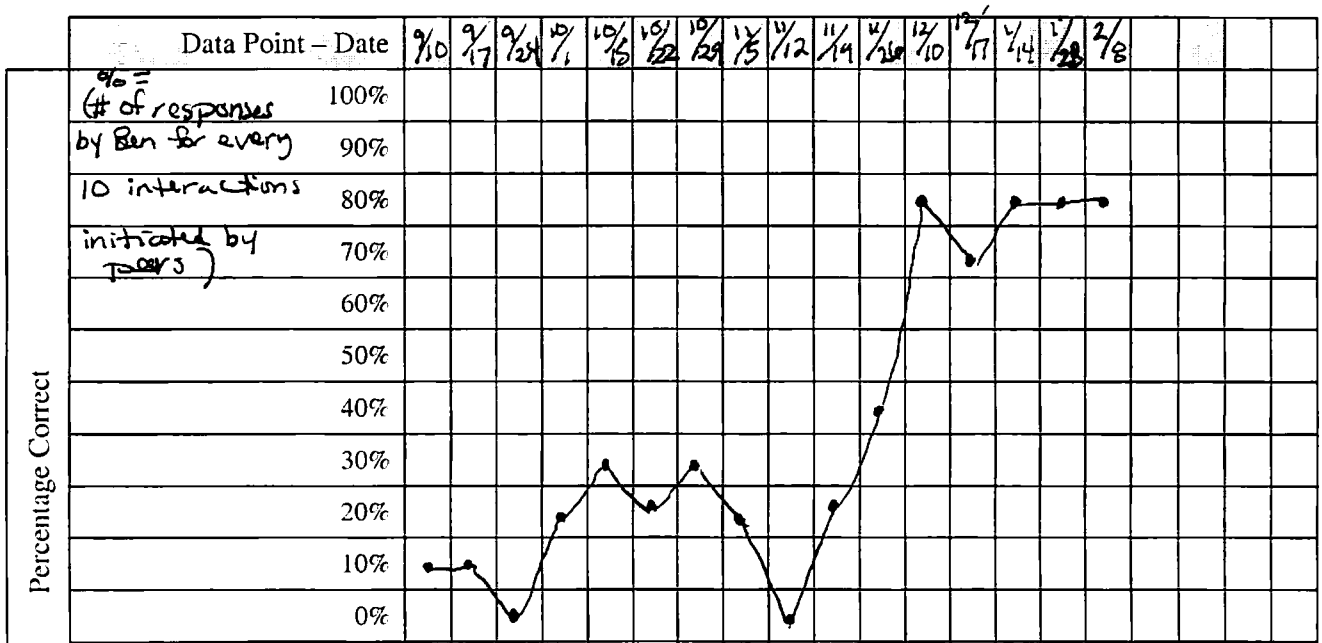
Student: Ben Weasely

Content Standard: Governance and Civics

Alternate Learning Expectation: GC1 Exhibit Cooperation

Alternate Performance Indicator: GC.1.2 Work with other children

Graphing of Student Progress



Choice	+	^	o	o	#	*		o	+	o		o		#	*	+
Inclusion (Y/N)	N	N	N	Y	N	Y	N	Y	N	Y	N	Y	Y	N	N	N
Setting Code	SP	SP	SP	A	SP	GE	SP	A	SP	A	SP	GE	A	SP	SP	SP
Peer Interaction(Y/N)	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	Y	N	Y	N
Natural Support (Y/N)	N	N	N	Y	N	Y	N	Y	N	Y	N	Y	Y	N	N	N

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L
Other Settings (Specify):

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Natural Support Signatures	Content Area Instructed	GE or SP
1. C. Van Morgan	Student Teacher Art	GE
2. Kristyn Merritt	Social Studies	GE
3. Cathy Salazar	Art	GE

Peer Signature/Description of Interaction: 12/17 A peer tutor/partner gave hand-over-hand help in making a Christmas tree ornament (she helped Ben sprinkle glitter) during a lesson on Christmas traditions in other countries.

YERNIA

Grade 2

Pg. 28

TN Department of Education
ED-3089 (Updated 07/2007)

The TCAP-Alt PA Evidence Sheet is a required component of the portfolio. Portfolios submitted without this completed form will receive an automatic score of zero.

Student Name: Ben Weasely Grade Level: 3 Data Point Date: 9/24

Content Area Assessed (Circle One): Reading/Language Arts Math Science (Social Studies)

Content Standard: History

Alternate Learning Expectation (Code and ALE): H.3 Recognize that people and events influence history

Alternate Performance Indicator (Code and API): H.3.1 Examine elements of Native American culture (ie., shelter, food, dress)

Learning Activity

Provide a clear explanation of activity and materials used:
As part of a classroom festival on Native American culture, Ben will wear Native American beads and a Native American headdress while watching a visiting Native American tribal dancer. After the dance, Ben will pay attention as the dancer tells a legend from Native American culture. Then Ben will sample Native American foods: corn pudding, venison, and frybread.

Choices

The student's choice within the activity was in the area of:

Mark Only One
- ☐ Materials
- ☒ Who to work with
- ☐ Where to work on the activity
- ☐ Reward/positive reinforcement for completing activity
- ☐ When to work on the activity

Circle Student's Choice
Choice 1 (Johnna) Choice 2 Maxwell

Settings

The student will work on this skill in CDC classroom
Setting

Circle One: This setting is General Education (GE) or (Special Education (SP))

Supports

The student worked with Deanna Keehler CDC.
Signature Content Area Instructor

Circle One: GE or (SP)

Peer Interactions

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)
Class assignment with peer tutors from the gen.ed. classroom.

Provide sentence explaining how student interacted with peers on this activity.
Johnna helped Ben put on his beads and headdress. She sat with him during the story, then fed him bites of the sampled foods.

Signature of Peer: JOHNNA Grade Level 2
First Name Only

TCAP-Alt PA Graph 3
STATE REQUIRED

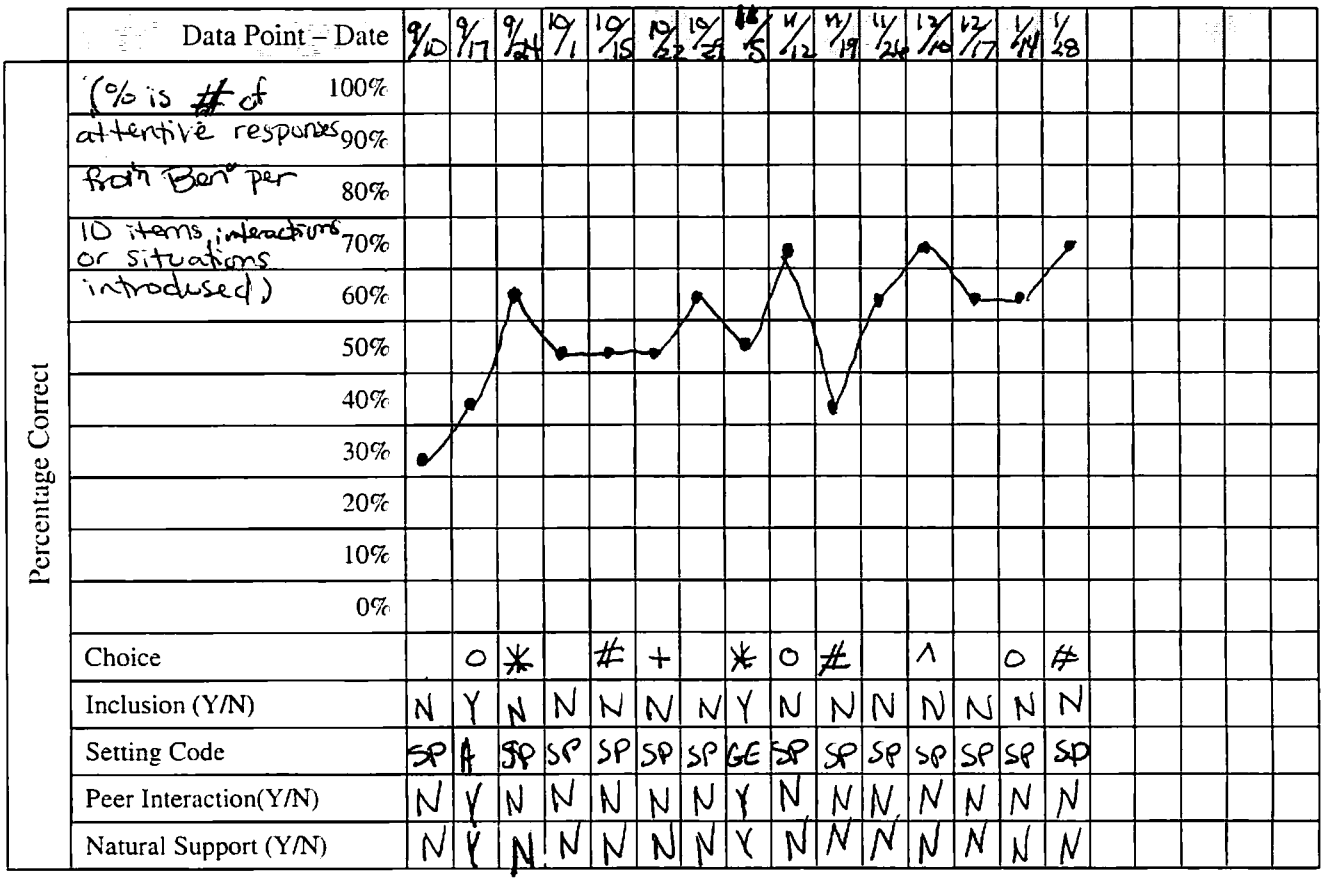
Student: Ben Weasely

Content Standard: History

Alternate Learning Expectation: H.3 Recognize that people and events influence history.

Alternate Performance Indicator: H.3.1 Examine elements of Native American Culture (i.e., food, shelter, dress)

Graphing of Student Progress



Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L
Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Choice Codes

o Materials
Reward
* Who
^ When
+ Where

Natural Support Signatures	Content Area Instructed	GE or SP
1. Geary Russell	Math	GE
2. Caitlyn Gallagher	Art	GE
3. Ann Anne Garabedian	Teacher's aide art	G.E.

Peer Signature/Description of Interaction: 11/12 Marta, a peer tutor sat beside Ben during a video on Native American culture. Then she helped Ben make a Kachina doll out of a toilet paper roll and construction paper. Ben indicated where he wanted the various components by gesture and eye gaze. He was given hand-over-hand help.

MArtA

Grade 2

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TN Department of Education
ED-3089 (Updated 07/2007)