This TCAP-Alt PA exemplar portfolio is a facsimile created to assist teachers in the assembly of their students' portfolios. ANY resemblance to actual people, living or dead, is not intentional and is purely coincidental.

Table of Contents

Student Name: Ben Weasely

Date of Birth: 09/07/2004 Assigned Grade Level: 3

System: Sunnybrook SSD School: Hoxley Elementary

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Comments:

2012-2013

TCAP-Alt PA Participation Guidelines

To participate in the Alternate Assessment, the student shall have a current IEP and documentation to support all of the criteria listed below.

Student: Benjamin Weasely Date of Birth: 9 / 7 / 2004 IEP Meeting Date: 4 / 28 / 2012

System Name: Sunnybrook SSD School Name: Hoxley Elementary

1. The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.

Review of the student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning:
☑ Yes □ No
Psychologist who completed the file review: Shirley Kouder
Date of review: 3 / 27 / 2012

Individual Cognitive Ability Test (Test Name): WISC III Date: 11 / 14 / 2010
Total Battery Score: 47
Highest Component Score: 40 Area: Verbal
Lowest Component Score: 47 Area: Performance

Adaptive Behavior Skills Assessment (Test Name): Vineland II Date: 11 / 10 / 2010
Total Battery Score: 55
Highest Component Score: 49 Area: Socialization
Lowest Component Score: 36 Area: Communication

If student was unable to test, include statement of explanation below:

2. The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
3. There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
4. The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program, even with extensive accommodations and modifications:
   - ☑ Yes □ No excessive or extended absences
   - ☑Yes □ No sensory impairments
   - ☑Yes □ No emotional disabilities/behavioral
   - ☑Yes □ No specific learning disabilities
   - ☑Yes □ No language impairments
   - ☑Yes □ No other health impairments
   - ☑ Yes □ No developmental disability (e.g., Autism, Asperger's Syndrome, Developmental Delay)
   - ☑Yes □ No limited English proficiency
   - ☑ Yes □ No social, cultural, and economic differences
5. The decision for TCAP-Alt PA participation is based on the needs of the student, and is not based upon anticipated impact on system and/or school performance scores.
6. For a student 14 years of age or older, the student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

The decision for TCAP-Alt PA participation is an IEP Team decision based on the needs of the student. IT IS NOT AN ADMINISTRATIVE DECISION.

If all answers to questions above are Yes, student IS able to participate in the TCAP-Alt Alternate Standards Assessment Option.

If the answer to any question above is No, Stop Here. This student does not meet criteria for participation in the Alternate Assessment.

The IEP Team agrees that the student meets participation guidelines for the TN Alternate Assessment and therefore has determined that the student will participate in (check all that applies):

☑ Reading/Language Arts (including Writing in grades 5, 8, and 11)

☑ Mathematics

☑ Science

School Principal Signature

I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.

OR

I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non participant" and "below proficient" for AYP purposes.

Arthur Thompkins Jr. 4-28-12

Principal's Signature ONLY Designee or Vice Principal's NOT Accepted Date

TCAP-Alt Portfolio Affidavit of Student Performance

Student First and Last Name: Ben Weasely

Date of Birth: 9/7/2004 **Student State ID #:** 0555555

Assigned Grade: 3

System Name: Sunnybrook SSD **School Name:** Hoxley Elementary

Teacher Affidavit

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student 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 followed all administration procedures, protocols, and requirements as outlined in the TCAP-Alt PA Teacher's Manual.

I am also unaware that others have provided inappropriate assistance.

Teacher Signature: Mary Elza Poppins **Date:** 2/2/13

School Principal Statement

☒ **I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.**

OR

☐ **I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non-participant" and "below proficient" for AYP purposes.**

Principal Signature Only: Arthur Thompkins, Jr. **Date:** 2-2-13

READING/ LANGUAGE ARTS

Student Name: Ben Weasely

Grade Level: 3 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 12/14/12

CONTENT

Content Area (Check One): ☑ Reading/Language Arts ☐ Math ☐ Science

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

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

During a class rehearsal of a play about characters from A Christmas Carol, a peer asked Ben to identify the various characters (e.g., "Where is Scrooge?", "Where is Tiny Tim?"). Ben (by eye contact) identified each character named. The characters he was asked to identify were: Scrooge, Marley, Tiny Tim, Bob Cratchitt, Ghost of Christmas Past, Ghost of Christmas Present, and Ghost of Christmas Yet to Come.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☑ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Devontae Choice 2: Michael

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

Devontae pushed Ben's wheelchair to his "mark" on stage. At intervals, Devontae asked Ben to identify seven characters from the play. All peers gave Ben encouragement to identify the characters named. He responded with gestures and eye gaze.

Peer Signature: Devontae **Grade:** 2

TCAP-Alt PA Graph 3
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☑ Reading/Language Arts ☐ Math ☐ Science

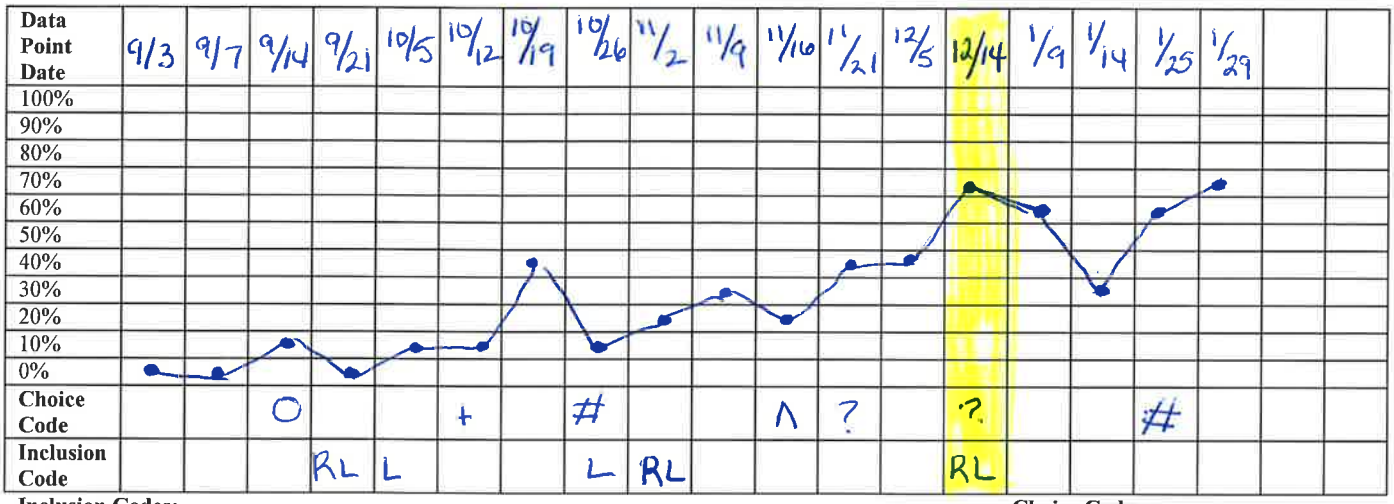
Content Standard: Reading

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



Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) _____ (Code) _____ Other: (Setting) _____ (Code) _____

Choice Codes:
o Materials
Reward
? Who
^ When
+ Where

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Deanna Koehler	RL	General Ed. Teacher 2nd grade
2.	Patti Reece	L	Librarian
3.			
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

During a small-group activity (phonics BINGO), peers helped Ben put his markers on his BINGO card, which had pictures to identify instead of letters.

Peer Signature: Devontae Grade: 2 Date: 11/2/12

Student Name: Ben Weasely

Grade Level: 3 Data Point Date **(MUST BE PLOTTED ON GRAPH):** 10/22/12

CONTENT

Content Area (Check One): ☑ Reading/Language Arts ☐ Math ☐ Science

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

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

Given paint and a modified paintbrush (with Velcro straps), Ben used a stencil to paint a Halloween picture on poster board. The stencils he used were a cat, a bat, a witch, and a ghost

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☑ Materials ☐ Reward/positive reinforcement for completing activity ☐ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: watercolors Choice 2: tempera paint

← He looked at this one longer

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

Peers encouraged Ben to paint. His tablemates took turns providing verbal prompts to stay on task. Radir provided hand-over-hand assistance to Ben as needed.

Peer Signature: Radir **Grade:** 2

TCAP-Alt PA Graph 1
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☑ Reading/Language Arts ☐ Math ☐ Science

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

Data Point Date	9/3	9/10	9/17	9/24	10/8	10/15	10/22	10/29	11/5	11/12	12/3	12/10	12/14	1/7	1/21					
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand over Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
Choice Code		?			+	^	○		○	?		#		○	#					
Inclusion Code							A			H				MU						

Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) Hall (Code) H*

Several gen. ed. classes were painting a mural in the 3rd grade hallway. Ben participated with help from gen. ed peers and an assistant

Choice Codes:
○ Materials
Reward
? Who
^ When
+ Where

Other: (Setting) _____ (Code) _____

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Caitlin Salazar	A, H	Art Teacher
2.	George Russell	MU	Music Teacher
3.			
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

Peer Signature: _____ Grade: _____ Date: _____

Student Name: Ben Weasely

Grade Level: 3 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 11/12/12

CONTENT

Content Area (Check One): ☑ Reading/Language Arts ☐ Math ☐ Science

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 dictionary, technology, student-generated word books)

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

After hearing a song about autumn and listening to a class discussion about autumn sounds, Ben made a "Sounds of Autumn" book. A peer helped him paste clip art from a teacher-made photo file onto construction paper pages, then helped Ben bind the pages with yarn. Ben indicated the pictures he wanted by smiling. Ben and the peer then took turns creating verbal sound effects for each other's booklets.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☑ Reward/positive reinforcement for completing activity ☐ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Pumpkin Sticker Choice 2: Autumn Leaf Stamp

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

This was a whole-group activity, but Ben was given one-to-one assistance from a peer tutor. Johnna would ask, "How about this one?" and hold up a picture. Ben would smile if he wanted that picture in his book and frown if he didn't want that picture. She helped him paste his pictures in the book by giving hand-over-hand help as needed.

Peer Signature: Johnna **Grade:** 2

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☑ Reading/Language Arts ☐ Math ☐ Science

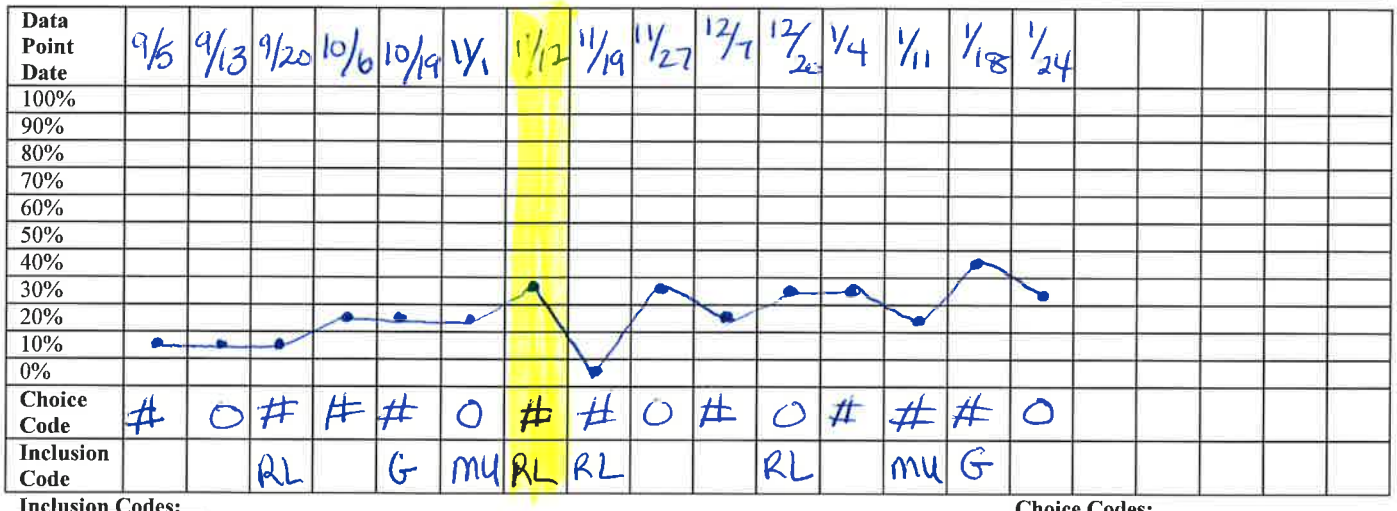
Content Standard: Elements of Language

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 dictionary, technology, student-generated word books)



Data Point Date	9/5	9/13	9/20	10/6	10/19	11/1	11/12	11/19	11/27	12/7	12/20	1/4	1/11	1/18	1/24					
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Choice Code	#	○	#	#	#	○	#	#	○	#	○	#	#	#	○					
Inclusion Code			RL		G	MU	RL	RL			RL		MU	G						

Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) _____ (Code) _____ Other: (Setting) _____ (Code) _____

Choice Codes:
○ Materials
Reward
? Who
^ When
+ Where

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Deanna Koehler	RL	General Ed. Teacher 2nd grade
2.	George Russell	MU	Music Teacher
3.	Sheila Pogue	G	Guidance
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

Peer tutor held up a picture dictionary in Ben's field of view. She turned pages for him and asked simple questions (e.g., "Where is the fox?", "Where is the toy?") Ben identified the correct pictures through eye gaze and simple gestures.

Peer Signature: Johnna Grade: 2 Date: 1-24-13

MATH

Student Name: Ben Weasely

Grade Level: 3 Data Point Date (**MUST BE PLOTTED ON GRAPH**): 1/27/13

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☑ Math ☐ Science

Content Standard: Algebra

Alternate Learning Expectation Code and ALE:

A.1 Sort and classify 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

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

Students were divided into teams and each team assigned a color. Ben was on the Red Team. Two small barrels for each team (marked with the team color) were placed on one sideline. Students lined up by team on the other sideline. Each player, in turn, carried a large playground ball to his/her team's barrel #1 and place the ball inside. From barrel #2, he/she took a second ball and delivered it to the team's next player. The first team to transfer all the balls was the winner. When it was Ben's turn, he indicated by eye gaze which barrel (the red one) his partner should help him drop the ball into.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☑ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Robbie Choice 2: Carlin

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

Ben was assigned a team and given a choice of peer helpers. Ben waited his turn and watched as the other students took their turns. When it was Ben's turn, Carlin placed the ball on Ben's lap, pushed the wheelchair to the barrel, and helped Ben put the ball in the correct barrel. The other students cheered Ben on

Peer Signature: CARLIN **Grade:** 2

TCAP-Alt PA Graph 3
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☐ Reading/Language Arts ☑ Math ☐ Science

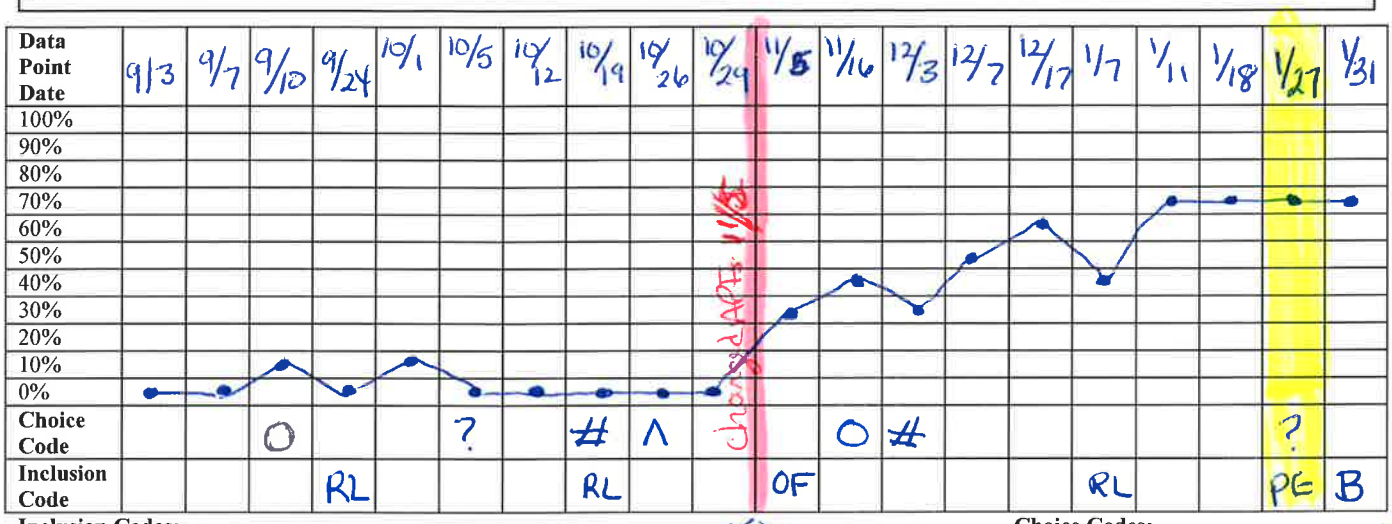
Content Standard: Algebra

Alternate Learning Expectation Code and ALE:

A.1 Sort and classify objects by size, number, and other properties

Alternate Performance Indicator Code and API:

A.1.2 Sort objects by two attributes (color, size, or shape). On 11/5/12, changed APIs due to lack of progress. New: A.1.1 Indicate awareness of and react to color, size, and shape



Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU Art: A
Library: L Guidance: G
Physical Education: PE Computer Lab: CL
Other: (Setting) School Bookstore (Code) B* Other: (Setting) office (Code) OF*

B* at the same time gen. ed. students are making their purchases

Choice Codes:
○ Materials
Reward
? Who
^ When
+ Where

OF* with a group of gen. ed students for sorting ribbons for field day

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Deanna Koehler	RL	General Ed. Teacher 2nd grade
2.	Arthur Thompkins, Jr.	OF	Principal
3.	Jenna Joyner	B	Bookstore Manager
4.	Nate Drake	PE	PE/HEALTH TEACHER

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

Tracee helped Ben choose between a red glitter pencil and a blue glitter pencil at the school bookstore.

Peer Signature: tracee Grade: 2 Date: 1/31/13

Student Name: Ben Weasely

Grade Level: 3 Data Point Date (**MUST BE PLOTTED ON GRAPH**): 10/25/12

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☑ Math ☐ Science

Content Standard: Geometry

Alternate Learning Expectation Code and ALE:

G.2 Specify locations and describe spacial relationships

Alternate Performance Indicator Code and API:

G.2.1 Recognize and show terms of relative position and direction in a variety of situations (i.e., over, under, left, right, above, below, forward, backward, between, after)

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

The teacher helped Ben make a "spider web" of white string on black construction paper. Then the teacher named various positions on the page (e.g., top, bottom, middle), and Ben indicated by eye gaze where the "spider" (a black Koosh ball) should be placed. The teacher provided hand-over-hand assistance to help Ben place the spider in the correct position.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☑ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Miss Eliza Choice 2: Ms. Sherry

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

There was no peer interaction during this activity.

Peer Signature: _____ **Grade:** _____

TCAP-Alt PA Graph 3
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☐ Reading/Language Arts ☑ Math ☐ Science

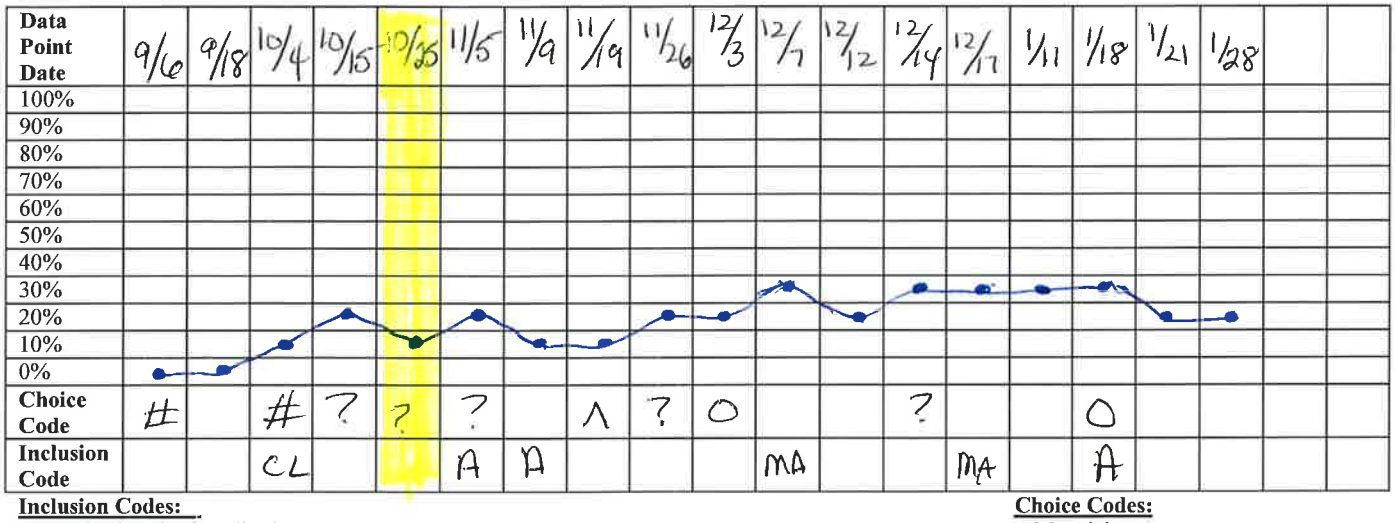
Content Standard: Geometry

Alternate Learning Expectation Code and ALE:

G.2 Specify locations and describe spacial relationships

Alternate Performance Indicator Code and API:

G.2.1 Recognize and show terms of relative position and direction in a variety of situations (i.e., over, under, left, right, above, below, forward, backward, between, after)



Data Point Date	9/6	9/18	10/4	10/15	10/25	11/5	11/9	11/19	11/26	12/3	12/7	12/12	12/14	12/17	1/11	1/18	1/21	1/28		
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Choice Code	#		#	?	?	?		^	?	○			?			○				
Inclusion Code			CL			A	A				MA			MA		A				

Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) _____ (Code) _____ Other: (Setting) _____ (Code) _____

Choice Codes:
○ Materials
Reward
? Who
^ When
+ Where

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Caitlin Salazar	A	Art Teacher
2.	Deanna Koehler	MA	General Education Teacher 2nd grade
3.	Van Morgan	CL	Computer Tech Teacher
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

During a whole-class activity involving an obstacle course, peers took turns pushing Ben in his wheelchair under "London Bridge" (two peers making a bridge with their arms), over a yardstick on the floor, around a traffic cone, between two desks, and so on. (Ben used simple pointing gestures to give directions.)

Peer Signature: Madri Grade: 2 Date: 1/28/13

Student Name: Ben Weasely

Grade Level: 3 Data Point Date **(MUST BE PLOTTED ON GRAPH):** 10/29/12

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☑ Math ☐ Science

Content Standard: Measurement

Alternate Learning Expectation Code and ALE:

M.1 Demonstrate understanding of units of measure and measure attributes of objects

Alternate Performance Indicator Code and API:

M.1.2 Indicate awareness of and react to temperature

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

Ben participated in a game called "hot potato/cold potato". While music was being played, the students passed around a hot water bottle (the "hot potato") and an ice pack (the "cold potato"). Each time the music stopped, the person with the "hot potato" had to perform a "Simon Says"- type task (e.g., wiggle nose, wave hand, turn around in a circle) in order to stay in the game, and the person with the "cold potato" was "out." The last one in the game won a "free computer time" token. Ben's peers and the teacher helped him pass the "potatoes" and described each one as hot or cold as he passed them.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☑ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: (Ginny) Choice 2: Sam

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

Ben received hand-over-hand assistance from his peer tutor, Ginny, who helped him pass the "potatoes." Peers encouraged Ben to transfer the potatoes and gave cues such as, "Here comes the cold potato, Ben." Or "See how warm the hot potato is?" In response, he laughed, smiled, and tried harder.

Peer Signature: Ginny **Grade:** 2

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☐ Reading/Language Arts ☑ Math ☐ Science

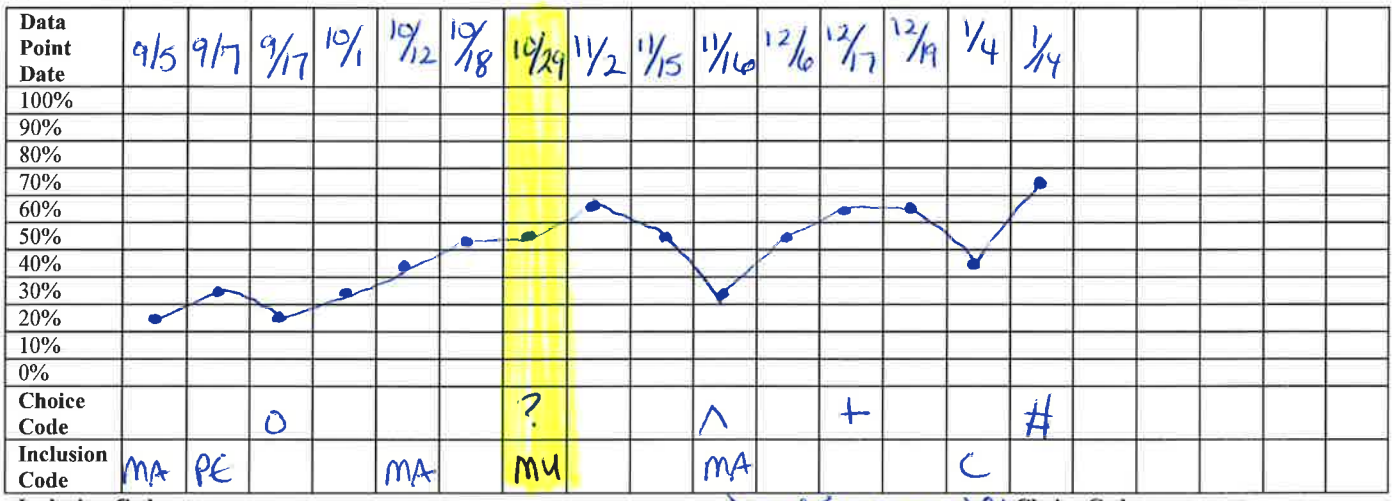
Content Standard: Measurement

Alternate Learning Expectation Code and ALE:

M.1 Demonstrate understanding of units of measure and measure attributes of objects

Alternate Performance Indicator Code and API:

M.1.2 Indicate awareness of and react to temperature



Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) Cafeteria (Code) C*

*As Ben went through the line with typically developing peers, they asked him to indicate (by eye gaze) which foods were hot and which were cold.

Choice Codes:
o Materials
Reward
? Who
^ When
+ Where
Other: (Setting) _____ (Code) _____

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Mark Drake	PE	PE/HEALTH TEACHER
2.	Deanna Kohler	MA	General Ed. Teacher 2nd grade
3.	Adelina Maynard	C	Cafeteria Mgr.
4.	George Russell	MU	Music Teacher

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

A peer touched Ben's hands, face, and cheek with a warm buckwheat-filled "beanbag" or a cold buckwheat-filled beanbag. When asked, "Is this hot?" or "Is this cold?", he would smile for "yes" and frown for "no."

Peer Signature: Ginny Grade: 2 Date: 1/14/13

SCIENCE

Student Name: Ben Weasely

Grade Level: 3 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 11/19/12

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☐ Math ☑ Science

Content Standard: Life Science

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 senses to explore the environment

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

Ben used scented markers (with hand-over-hand assistance) to help decorate the border of a collage about good-smelling things (on the left) and bad-smelling things (on the right). To help Ben determine which item should go on which side, a peer allowed Ben to smell and react to some of the items (an orange, a brownie, a rose, a piece of peppermint, sulfur, smelling salts) before placing pictures of them on the poster.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☑ Reward/positive reinforcement for completing activity ☐ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

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

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

Ben was assigned a peer partner of choice for this small-group activity. He chose Zoe. Peers in his group cut out various pictures or aromatic things and held them up in Ben's field of vision. Peers asked, "Does this smell good?" and encouraged Ben to indicate "yes" by smiling and "no" by frowning or grimacing. Zoe labeled the columns with a marker and then helped Ben glue down each picture in the appropriate column.

Peer Signature: ZOE **Grade:** 2

TCAP-Alt PA Graph 3
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☐ Reading/Language Arts ☐ Math ☑ Science

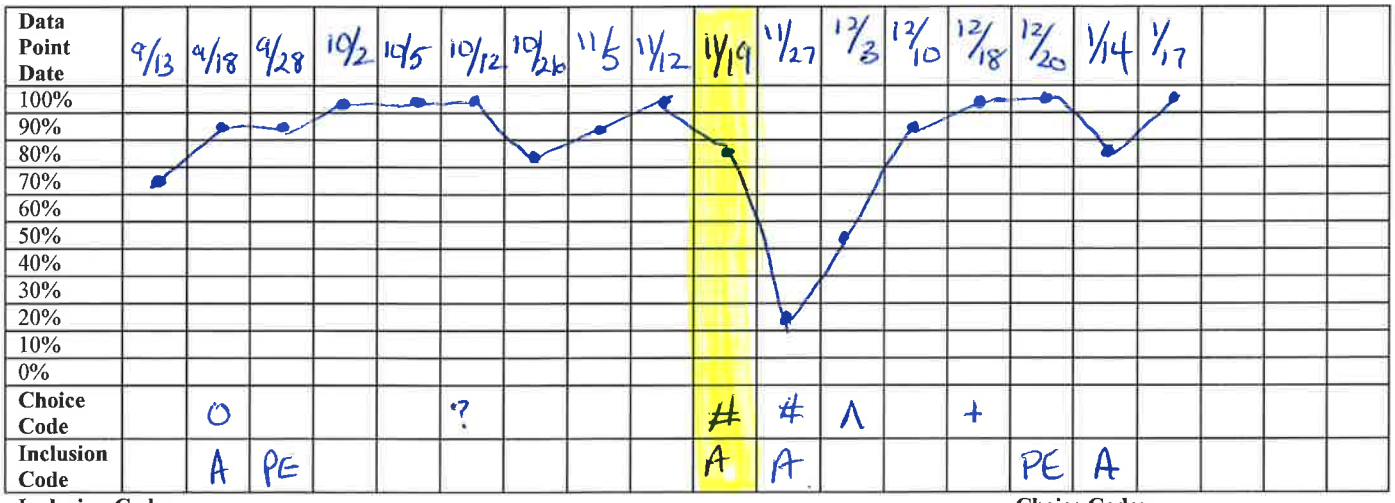
Content Standard: Life Science

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 senses to explore the environment



Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) _____ (Code) _____ Other: (Setting) _____ (Code) _____

Choice Codes:
o Materials
Reward
? Who
^ When
+ Where

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Nate Pricke	PE	PE/HEALTH TEACHER
2.	Caitlin Salazar	A	Art Teacher
3.			
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

Anthony was Ben's peer partner in an activity about making pinch pots from clay. Peers encouraged Ben to touch and squeeze the clay. They discussed the way the clay feels, looks, and smells.

Peer Signature: Anthony Grade: 2 Date: 1/14/13

Student Name: Ben Weasely

Grade Level: 3 Data Point Date (**MUST BE PLOTTED ON GRAPH**): 11/12/12

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☐ Math ☑ Science

Content Standard: Earth Science

Alternate Learning Expectation Code and ALE:

ES.3A Identify Earth's major geological features

Alternate Performance Indicator Code and API:

ES.3A.1 Distinguish between land and water

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

Ben helped 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 was tinted with blue food coloring. The mixture for the land was uncolored. After helping dry it with a hair dryer, Ben helped paint it, using a modified paintbrush with hand straps.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☑ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Brant Choice 2: Tamra

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

The class was divided into small groups, and Ben was assigned a peer partner of choice. He chose Brant. Brant helped Ben smooth the modeling material onto the map and then to manipulate the hair dryer and paintbrush. All members of his group encouraged him to participate in the project. He increased his efforts and responded with facial expressions and vocalizations.

Peer Signature: Brant **Grade:** 2

TCAP-Alt PA Graph 4
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☐ Reading/Language Arts ☐ Math ☑ Science

Content Standard: Earth Science

Alternate Learning Expectation Code and ALE:

ES.3A Identify Earth's major geological features

Alternate Performance Indicator Code and API:

ES.3A.1 Distinguish between land and water

Data Point Date	9/7	9/14	9/21	10/5	10/12	10/19	10/26	11/1	11/12	11/28	12/10	12/17	1/4	1/7	1/21					
Step 10																				
Step 9																				
Step 8																				
Step 7																				
Step 6																				
Step 5																				
Step 4																				
Step 3																				
Step 2																				
Step 1																				
Choice Code			o			^			?				#							
Inclusion Code									SC				MU							

Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) _____ (Code) _____ Other: (Setting) _____ (Code) _____

Choice Codes:
o Materials
Reward
? Who
^ When
+ Where

Support Signatures: A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

	Name	Inclusion Code	Title
1.	Deanna Koehler	SC	General Ed. Teacher 2nd grade
2.	George Russell	MU	Music Teacher
3.			
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

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.

Peer Signature: Brant Grade: 2 Date: 1/21/13

Student Name: Ben Weasely

Grade Level: 3 Data Point Date **(MUST BE PLOTTED ON GRAPH):** 10/22/12

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☐ Math ☑ Science

Content Standard: Physical Science

Alternate Learning Expectation Code and ALE:

PS.1A 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

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

Ben participated in a science lesson involving force. In the classroom, he took turns pushing and pulling a toy car and pushing a pendulum with hand-over-hand assistance. He paid attention as the class discussed how force can move objects. Then the class went outside and took turns pushing and pulling each other in a wagon. (Ben listened to the explanations and had turns riding in the wagon, but is physically unable to push or pull it.)

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☑ Whom to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Billy Choice 2: Ashleigh

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

With encouragement from peers, Ben attempted to push the toy car with his hand. They cheered when he bumped the pendulum with his wrist. Outside, Ashleigh pulled him in the wagon.

Peer Signature: Ashleigh **Grade:** 2

TCAP-Alt PA Graph 1
State Required Form

Student Name: Ben Weasely Grade Level: 3

Content Area (Check One) ☐ Reading/Language Arts ☐ Math ☑ Science

Content Standard: Physical Science

Alternate Learning Expectation Code and ALE:

PS.1A 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

Data Point Date	9/3	9/10	9/17	9/24	10/1	10/9	10/12	10/22	11/9	11/16	12/14	12/21	1/11	1/18	1/21					
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand over Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
Choice Code		○			#			?			?				+					
Inclusion Code							PE	SC			DM			PE						

Inclusion Codes:
General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music: MU
Art: A
Library: L
Guidance: G
Physical Education: PE
Computer Lab: CL
Other: (Setting) Discovery Science Museum (Code) DM * Field Trip with gen. ed. peers
Other: (Setting) _____ (Code) _____

Choice Codes:
○ Materials
Reward
? Who
^ When
+ Where

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	Name	Inclusion Code	Title
1.	Nate Dicke	PE	PE/HEALTH TEACHER
2.	Deanna Koehler	SC, DM	General Ed. Teacher 2nd grade
3.	Frances Upton	DM	Guide/Discovery Science Museum
4.			

Peer Interaction: In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API. Note: A peer cannot qualify for TCAP-Alt PA.

Carlos was Ben's "buddy" at the Discovery Science Museum. Carlos helped Ben with a variety of experiments and explorations, including pushing a pendulum with various levels of force to see that a hard push makes the pendulum swing fast and a gentle push makes it swing slowly.

Peer Signature: Carlos Grade: 7 Date: 12/14/12