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: Elsinore Weasely

Date of Birth: 04/04/1995 Assigned Grade Level: 11

System: Sunnybrook SSD School: Hoxley High School

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Entry #1: Reading/Language Arts	5
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Comments:

Elsinore spent most of last year in another state. She was tested in math two years ago using the TCAP-Alt PA, but was not tested in science last year. Because of this, she is being tested in science this year, in addition to language arts.

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: Elsinore Weasely Date of Birth: 4 / 4 / 1995 IEP Meeting Date: 5 / 14 / 2012

System Name: Sunnybrook SSD School Name: Hoxley High School

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: 2 / 26 / 2010

Individual Cognitive Ability Test (Test Name): WISC Date: 11 / 14 / 2010
Total Battery Score: 52
Highest Component Score: 68 Area: PS
Lowest Component Score: 55 Area: PRI

Adaptive Behavior Skills Assessment (Test Name): Vineland Date: 11 / 10 / 2010
Total Battery Score: 64
Highest Component Score: 72 Area: Communication
Lowest Component Score: 60 Area: DL

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.

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: Elsinore Weasely Date of Birth: 4 / 4 / 1995 IEP Meeting Date: 5 / 14 / 2012

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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: 2 / 26 / 2010

Individual Cognitive Ability Test (Test Name): WISC Date: 11 / 14 / 2010
Total Battery Score: 52
Highest Component Score: 68 Area: PS
Lowest Component Score: 55 Area: PRI

Adaptive Behavior Skills Assessment (Test Name): Vineland Date: 11 / 10 / 2010
Total Battery Score: 64
Highest Component Score: 72 Area: Communication
Lowest Component Score: 60 Area: DL

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:
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   - ☑ 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

□ Social Studies

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.

Belinda Snodgrass Ed.D. 5/14/12

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

TCAP-Alt Portfolio Affidavit of Student Performance

Student First and Last Name: Elsinore Weasely

Date of Birth: 04/04/1995 **Student State ID #:** 0777777

Assigned Grade: 11

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

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: Madison Qualls **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: Belinda Snodgrass Ed.D. **Date:** 2/2/13

READING/ LANGUAGE ARTS

Student Name: Elsinore Weasely

Grade Level: 11 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 11/26/12

CONTENT

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

Content Standard: Reading

Alternate Learning Expectation Code and ALE:

R.5 Use active comprehension strategies to derive meaning while reading and check for understanding after reading

Alternate Performance Indicator Code and API:

R.5.4 Make predictions from text of events that might occur next

ACTIVITY

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

Given a teacher-made chapbook (an illustrated version of To Kill a Mockingbird using words Elsinore can recognize or sound out), Elsinore read an excerpt from the book to a peer and wrote three sentences on notebook paper predicting what would happen next.

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: 10 minutes computer time Choice 2: 10 minutes listening to music

Peer Interaction

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

Elsinore read to Savannah. Savannah helped her with words she didn't know and asked questions about what might happen next in the story. Savannah helped Elsinore spell difficult words in her sentences.

Peer Signature: Savannah **Grade:** 11

TCAP-Alt PA Graph 3
State Required Form

Student Name: Elsinore Weasely Grade Level: 11

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

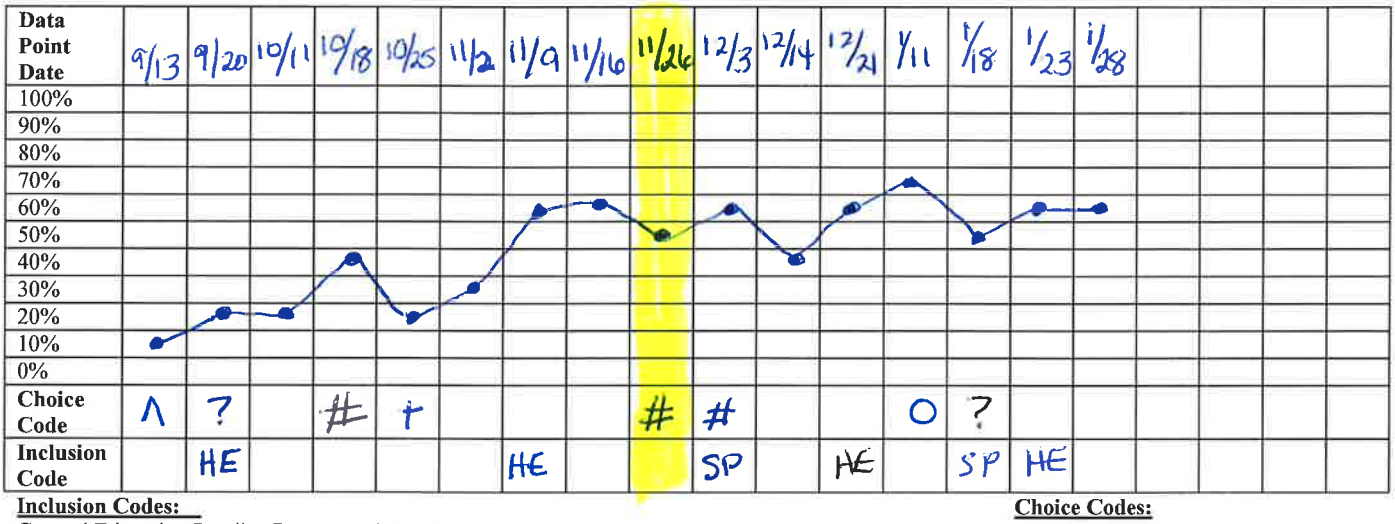
Content Standard: Reading

Alternate Learning Expectation Code and ALE:

R.5 Use active comprehension strategies to derive meaning while reading and check for understanding after reading

Alternate Performance Indicator Code and API:

R.5.4 Make predictions from text of events that might occur next



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) Spanish (Code) SP Other: (Setting) Home Economics (Code) HE

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.	Zenetta Dowdy	HE	Home Economics Teacher
2.	Lisa Michelson	SP	Spanish 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.

Savannah gave Elsinore two sets of sentence strips. One set had sentences that set up a situation. The other had consequences/resolution of those situations. Savannah helped Elsinore talk through possible results of each situation and matched each situation to a possible prediction.

Peer Signature: Savannah Grade: 11 Date: 1/11/13

Student Name: Elsinore Weasely

Grade Level: 11 Data Point Date (**MUST BE PLOTTED ON GRAPH**): 1/11/13

CONTENT

Content Area (Check 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.1.17 Participate in shared writing about social studies, science, the arts, and various classroom activities

ACTIVITY

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

During a unit on rabbit husbandry, Elsinore participated in a shared writing activity in which she and a group of peers wrote an instruction manual on how to care for a rabbit. All students in the group contributed to the discussion, and one student typed the suggestions into a Word document and printed them out, along with clip art illustrations. With help from her peers, Elsinore typed simple captions for the illustrations.

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: colorful pencil Choice 2: (Jonas Brothers folder)

Peer Interaction

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

Peers included Elsinore in the discussion and helped her come up with captions. She asked them to help spell words she didn't know, and they gave verbal clues to help her spell them.

Peer Signature: Vanessa **Grade:** 11

TCAP-Alt PA Graph 3
State Required Form

Student Name: Elsinore Weasely Grade Level: 11

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

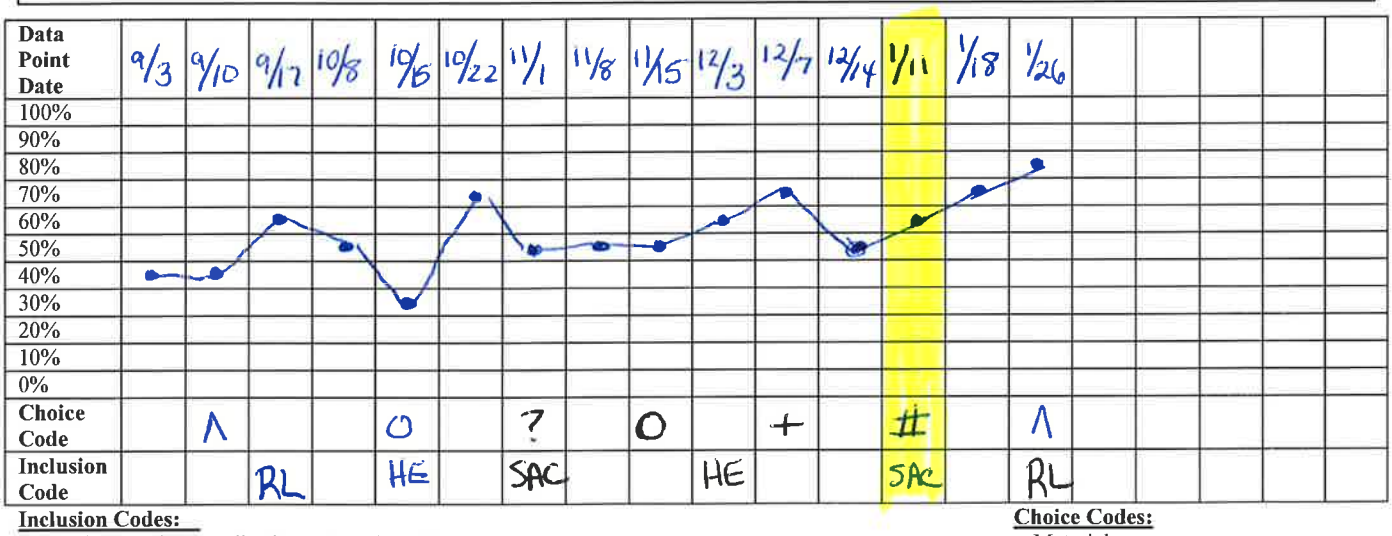
Content Standard: Writing

Alternate Learning Expectation Code and ALE:

W.1 Write for a variety of purposes

Alternate Performance Indicator Code and API:

W.1.17 Participate in shared writing about social studies, science, the arts, and various classroom activities



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) Home Economics (Code) HE Other: (Setting) Small Animal Care (Code) SAC

Choice Codes:
o Materials
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+ 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.	Zeneta Dowdy	HE	HOME ECONOMICS TEACHER
2.	Julia Wagner	SAC	Small Animal Care
3.	Beatrice Watkins	RL	English Lit. Teacher (RL)
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: Elsinore Weasely

Grade Level: 11 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 1/11/13

CONTENT

Content Area (Check 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.1.15 Combine two or more related sentences to create a paragraph

ACTIVITY

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

After helping the Home Economics class make a three-course meal, Elsinore wrote a one-paragraph review of the meal for the school paper. She wrote the review on sentence strips, then arranged the strips into a paragraph and copied it onto notebook paper. After the review had been edited by a peer, Elsinore typed it into a Word document on a laptop computer.

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: Jenny Choice 2: (Brogan)

Peer Interaction

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

Brogan helped Elsinore brainstorm about her paragraph (by asking her questions). Elsinore wrote sentences on sentence strips. Brogan helped her with the spelling and then helped her put them in order. After the sentences were in order, Elsinore copied them onto notebook paper. Brogan edited it, and Elsinore typed it into a Word document.

Peer Signature: Brogan **Grade:** 11

TCAP-Alt PA Graph 3
State Required Form

Student Name: Elsinore Weasely Grade Level: 11

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

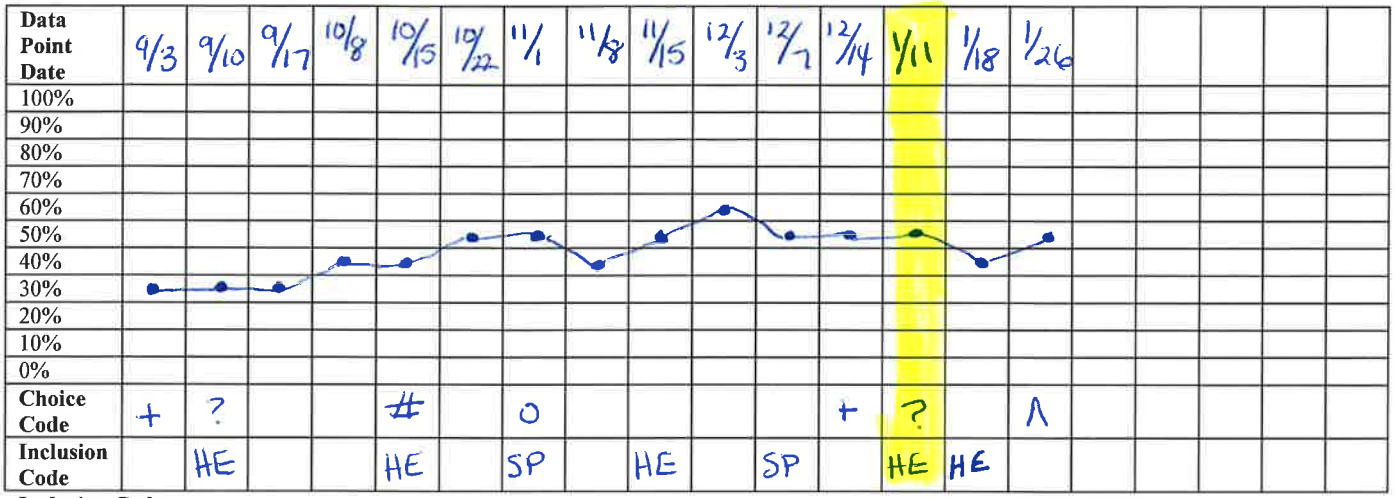
Content Standard: Elements of Language

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.1.15 Combine two or more related sentences to create a paragraph



Data Point Date	9/3	9/10	9/17	10/8	10/15	10/22	11/1	11/8	11/15	12/3	12/7	12/14	1/11	1/18	1/26					
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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) Home Economics (Code) HE Other: (Setting) Spanish (Code) SP

Choice Codes:
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	Name	Inclusion Code	Title
1.	Zenetta Dowdy	HE	HOME ECONOMICS TEACHER
2.	Lisa Michels	SP	Spanish 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.

Jasmine and Elsinore worked together to make a recipe card for a casserole made in class. Jasmine helped Elsinore remember the steps and also helped her with spelling.

Peer Signature: Jasmine Grade: 11 Date: 1/18/13

SCIENCE

Student Name: Elsinore Weasely

Grade Level: 11 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 9/17/12

CONTENT

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

Content Standard: Life Science/Diversity and Adaptation Among Living Things (Biodiversity)

Alternate Learning Expectation Code and ALE:

LS.3A Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments

Alternate Performance Indicator Code and API:

LS.3A.6 Identify the adaptations that enhance the survival of living things in the environment (e.g., animals shedding/fur thickening)

ACTIVITY

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

After reading a teacher-made book (with modified vocabulary) on hamster and gerbil husbandry, Elsinore was shown a cage containing two gerbils and a cage containing two hamsters. She observed each type of rodent and, upon request by the teacher, made verbal observations about the behaviors and physical characteristics that help each type of animal survive in its environment (e.g., in hamsters, cheek pouches for food storage; in gerbils, large hind legs for jumping and long tail for balance).

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: before lunch Choice 2: (after lunch)

Peer Interaction

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

No peer interaction occurred during this activity.

Peer Signature: _____ **Grade:** _____

TCAP-Alt PA Graph 3
State Required Form

Student Name: Elsinore Weasely Grade Level: 11

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

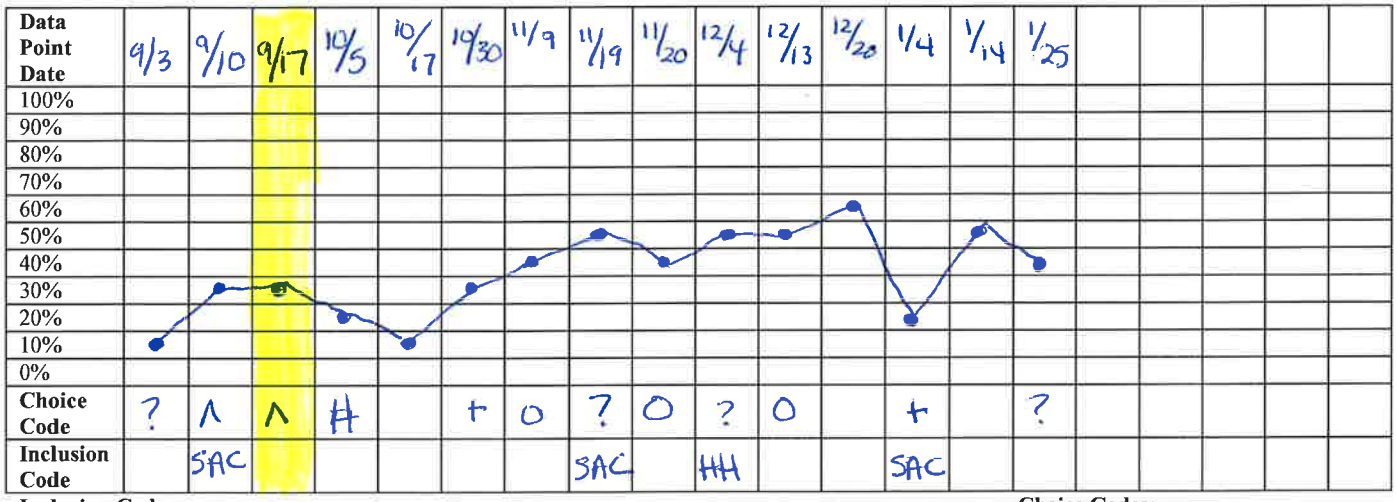
Content Standard: Life Science/Diversity and Adaptation Among Living Things (Biodiversity)

Alternate Learning Expectation Code and ALE:

LS.3A Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments

Alternate Performance Indicator Code and API:

LS.3A.6 Identify the adaptations that enhance the survival of living things in the environment (e.g., animals shedding/fur thickening)



Data Point Date	9/3	9/10	9/17	10/5	10/17	10/30	11/9	11/19	11/20	12/4	12/13	12/20	1/4	1/14	1/25					
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Inclusion Code		SAC						SAC		HH			SAC							

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) Small Animal Care (Code) SAC Other: (Setting) Hoxley Hills Animal Hospital (Code) HH

Choice Codes:
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	Name	Inclusion Code	Title
1.	Julia Wagner	SAC	Teacher - Small Animal Care
2.	Frederick Moss DVM	HH	Veterinarian - Hoxley Hills Animal Hospital
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.

Kristina helped Elsinore make a poster about adaptations that help animals survive. After discussing various adaptations, they made a chart on the poster board and illustrated it.

Peer Signature: Kristina Grade: 12 Date: 11-20-12

Student Name: Elsinore Weasely

Grade Level: 11 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 9/7/12

CONTENT

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

Content Standard: Life Science/Food Production and Energy for Life

Alternate Learning Expectation Code and ALE:

LS.4A Recognize the basic requirements of all living things

Alternate Performance Indicator Code and API:

LS.4A.3 Recognize that plants use sunlight, water and air to live

ACTIVITY

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

Elsinore helped the Home Economics class plant an herb garden. As they planted the garden, the group discussed what each plant needs for survival (e.g., how much sunlight, how much water) and planned how to lay out the garden so that the needs of each plant would be met. Elsinore verbally contributed to the discussion by making relevant comments throughout.

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: five minutes "talk time" Choice 2: five minutes listening to music

Peer Interaction

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

Peers included Elsinore in the group discussion by directing some of their questions and comments toward her. Amelia gave Elsinore verbal prompts about how and where to plant each seed and why each particular place was chosen.

Peer Signature: Amelia **Grade:** 10

TCAP-Alt PA Graph 3
State Required Form

Student Name: Elsinore Weasely Grade Level: 11

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

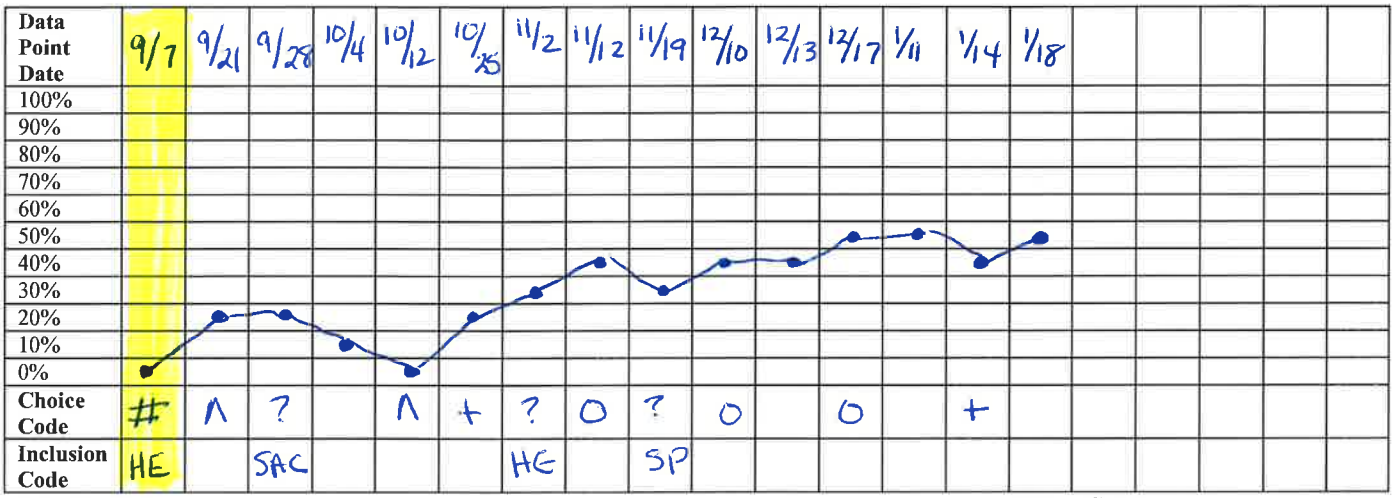
Content Standard: Life Science/Food Production and Energy for Life

Alternate Learning Expectation Code and ALE:

LS.4A Recognize the basic requirements of all living things

Alternate Performance Indicator Code and API:

LS.4A.3 Recognize that plants use sunlight, water and air to live



Data Point Date	9/7	9/21	9/28	10/4	10/12	10/25	11/2	11/12	11/19	12/10	12/13	12/17	1/11	1/14	1/18					
Choice Code	#	^	?		^	+	?	o	?	o		o		+						
Inclusion Code	HE		SAC				HE		SP											

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) Home Economics (Code) HE Other: (Setting) Spanish (Code) SP
(Setting) Small Animal Care (Code) SAC

Choice Codes:
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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.	Zeneta Dowdy	HE	HOME ECONOMICS TEACHER
2.	Lisa Michelsen	SP	Spanish Teacher
3.	Julia Wagner	SAC	Teacher - Small Animal Care
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.

Amelia helped Elsinore make a poster of a growing plant and the things the plant needs to grow (soil, sunlight, water, etc.)

Peer Signature: Amelia Grade: 10 Date: 11-12-12

Student Name: Elsinore Weasely

Grade Level: 11 Data Point Date **(MUST BE PLOTTED ON GRAPH)**: 11/9/12

CONTENT

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

Content Standard: Life Science/Heredity and Reproduction

Alternate Learning Expectation Code and ALE:

LS.5A Recognize that living things reproduce

Alternate Performance Indicator Code and API:

LS.5A.8 Identify the seeds of a plant within the ovary or in a piece of fruit

ACTIVITY

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

While helping the Home Economics class make a fruit salad, Elsinore (with verbal prompting from a peer partner) named the seeds of a various fruits (apple, orange, peach, avocado, strawberry) and discussed how the seeds could grow to be plants of the same type as the parent plant.

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: five minutes drawing time Choice 2: "no homework" token

Peer Interaction

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

Jasmine asked Elsinore questions about the seeds in the various types of fruit being used and engaged her in a discussion about how the seeds grow and what they might become. Elsinore pointed out the seeds to Jasmine and named the fruit each seed would become.

Peer Signature: Jasmine **Grade:** 11

TCAP-Alt PA Graph 3
State Required Form

Student Name: Elsinore Weasely Grade Level: 11

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

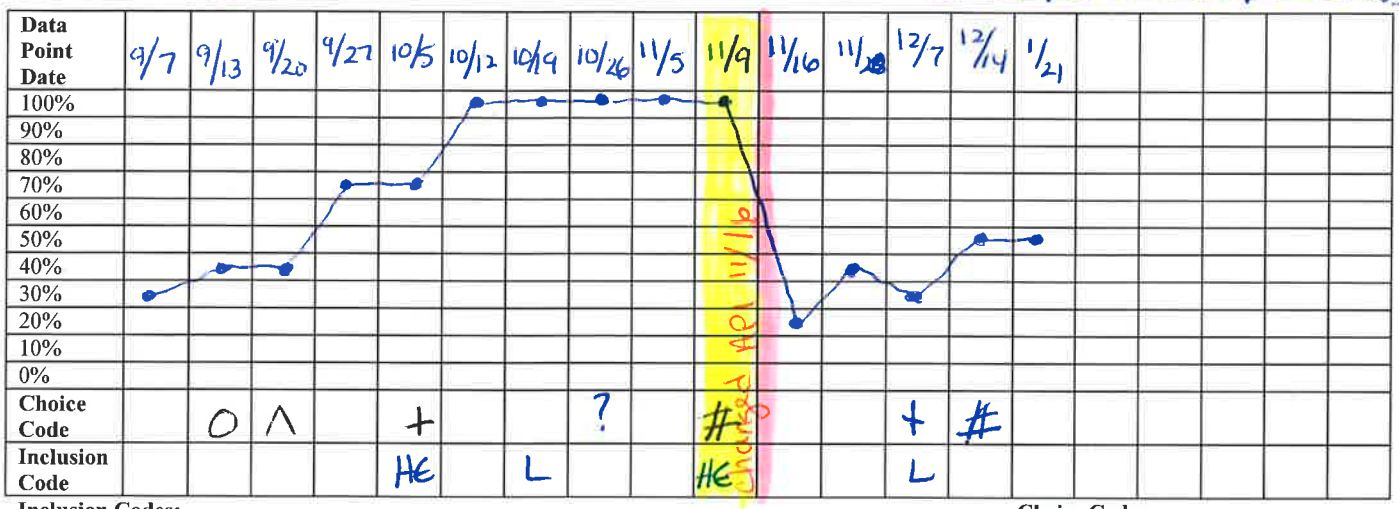
Content Standard: Life Science/Heredity and Reproduction

Alternate Learning Expectation Code and ALE:

LS.5A Recognize that living things reproduce

Alternate Performance Indicator Code and API:

LS.5A.8 Identify the seeds of a plant within the ovary or in a piece of fruit (changed APIs on 11/16 due to mastery. New API - LS.5A.1 Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g. butterfly, tadpole))



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) Home Economics (Code) HE 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.	Lenota Dowdy	HE	HOME ECONOMICS TEACHER
2.	Monae Burdis	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.

Amelia helped Elsinore do ink-block printing with an apple, pear, and avocado. After making her prints, Elsinore explained to Amelia where the impressions of the seeds were. Amelia and Elsinore discussed what each seed might grow into if planted.

Peer Signature: Amelia Grade: 10 Date: 10-26-12