

VTAAP FORM 3: BASELINE RECORD

Hard copy form (do not send to VTDOE)

READING MATH SCIENCE

Complete online at www.vtalt.com and print as product label.

SECTION A: PRODUCT IDENTIFICATION	
Student	
Grade:	
Strand:	

SECTION B: PRODUCT FORMAT	
Product Format	<p>1. This VTAAP reading assessment task is documented in the format of:</p> <p>OPTION 1: <input type="checkbox"/> Original student work + printed copy of VTAAP Form 3 Baseline Record</p> <p>OPTION 2*: <input type="checkbox"/> Graphic representation (photos, video) of all of the following: <ul style="list-style-type: none"> • <i>task context</i> • <i>materials</i> • <i>results of the student's performance at baseline</i> • <i>printed copy of VTAAP Form 3 Baseline Record</i> </p>
<p><i>*Actual student work is the preferred format. Select Option 2 only if the student's performance cannot be accurately reflected and submitted as actual student work.</i></p>	

SECTION C: ASSESSMENT ADMINISTRATION	
2. How were the student's General and Special Education teachers involved in the planning and administration of this VTAAP assessment? Check all that apply.	
General Educator:	<input type="checkbox"/> Reviewed general education curriculum prior to planning specific assessment task <input type="checkbox"/> Planned assessment task(s) <input type="checkbox"/> Administered assessment task(s) <input type="checkbox"/> Supervised administration of assessment task(s)
Special Educator:	<input type="checkbox"/> Reviewed general education curriculum prior to planning specific assessment task <input type="checkbox"/> Planned assessment task(s) <input type="checkbox"/> Administered assessment task(s) <input type="checkbox"/> Supervised administration of assessment task(s)
3. Where was this VTAAP assessment administered?	
<input type="checkbox"/> The general education classroom <input type="checkbox"/> Other learning environment	

4. How does this assessment task reflect a theme, topic or unit of study from the Grade-Level General Education Curriculum (GLGEC)?

Grade level peers in this student’s classroom are learning/studying..._____

There is no connection between this assessment task and a topic from the student’s general education classroom curriculum.

Note: This cannot be a restatement of the grade expectation standard nor a statement of what is common for that grade. This information must be a direct reference to a specific theme/topic/unit of study that is part of this student’s general education classroom curriculum (e.g., “This student’s 6th grade class is reading the book “Where the Red Fern Grows.” An adapted version of this book was used as one of the literary texts.”)

5. How does this assessment task reflect the activity and materials from the Grade-Level General Education Curriculum (GLGEC)?

This performance task was derived from an activity in which his/her general education peers were..._____

There is no connection between this assessment task and an activity from the student’s general education classroom curriculum.

Note: Specify the particular activity addressed in the student’s general education classroom curriculum. This cannot be a restatement of the grade expectation standard or content but must directly reference a specific instructional or assessment activity at the classroom level (e.g., “The class regularly conducts online research, so we chose websites as one of our forms of informational text. This student is able to practice the skills associated with accessing computer resources along with his peers.”)

SECTION D: ASSESSMENT DATA

The information in this section should be detailed enough to allow the scorers to identify the Baseline task at the Portfolio Scoring Institute. Baseline tasks that do not match the information in this section will be considered invalid, and the strand will be disqualified.

9. For each test item in the data chart below, record the test item, the expected student response, the student’s actual response, and correct or incorrect for each item. Total accuracy is automatically calculated.

SAMPLE:

Context: Performance Task Description

Evaluator Role: (Note: Use “action” words to describe exactly what was read, written, spoken, given etc. during the administration of the assessment.)

Student Role: (Note: Use “action” words to describe exactly what the student read, wrote, said or did as part of performing the assessment task.)

Materials/Supports: List all the materials and include the teacher-free supports used in this assessment task. Be very specific about the tools, materials, and items that were present during the assessment (e.g., for reading tasks that use informational or literary texts, please list the name and author of the text or provide a copy of the text cover or pages used.) Teacher-free supports provide a different input or output mode that is necessary for the student to access the curriculum content and/or display their skills and knowledge. Teacher-free supports provided during testing must not provide assistance that changes the skill being measured. They also cannot direct the student to the correct answer in any way.

Context: Performance Task Description

Evaluator Role: _____

Student Role: _____

Materials/Supports: _____

Date Assessed	Behavior #1	Test Items	Expected Student Response	Actual Student Response	Correct/Incorrect
	1 (auto-filled)	1	1	1	<input type="checkbox"/> <input type="checkbox"/>
		2	2	2	<input type="checkbox"/> <input type="checkbox"/>
		3	3	3	<input type="checkbox"/> <input type="checkbox"/>
		4	4	4	<input type="checkbox"/> <input type="checkbox"/>
		5	5	5	<input type="checkbox"/> <input type="checkbox"/>

Context: Performance Task Description

Evaluator Role: _____

Student Role: _____

Materials/Supports: _____

Date Assessed	Behavior #2	Test Items	Expected Student Response	Actual Student Response	Correct/Incorrect
	1 (auto-filled)	1	1	1	<input type="checkbox"/> <input type="checkbox"/>
		2	2	2	<input type="checkbox"/> <input type="checkbox"/>
		3	3	3	<input type="checkbox"/> <input type="checkbox"/>
		4	4	4	<input type="checkbox"/> <input type="checkbox"/>
		5	5	5	<input type="checkbox"/> <input type="checkbox"/>

Context: Performance Task Description

Evaluator Role: _____

Student Role: _____

Materials/Supports: _____

Date Assessed	Behavior #3	Test Items	Expected Student Response	Actual Student Response	Correct/Incorrect
	1 (auto-filled)	1	1	1	<input type="checkbox"/> <input type="checkbox"/>
		2	2	2	<input type="checkbox"/> <input type="checkbox"/>
		3	3	3	<input type="checkbox"/> <input type="checkbox"/>
		4	4	4	<input type="checkbox"/> <input type="checkbox"/>
		5	5	5	<input type="checkbox"/> <input type="checkbox"/>

Context: Performance Task Description

Evaluator Role: _____

Student Role: _____

Materials/Supports: _____

Date Assessed	Behavior #4	Test Items	Expected Student Response	Actual Student Response	Correct/Incorrect	
	1 (auto-filled)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Total Accuracy (automatically calculated: do not complete this section)

Total number of items: _____

Correct independent items: _____

Percent score: _____

Total accuracy must reflect independent responses only and be less than or equal to 50% accuracy.

10. Please read and indicate agreement with the following statements:

- The completed Baseline assessment task (product or actual student work) for this strand has been collected and stored in the student's VTAAP portfolio.
- The Endline assessment task for this strand will duplicate this Baseline task, using the same targets/items in order to demonstrate the student's learning of the skills, concepts, and knowledge.
- The final submission for this strand by May 15, 2012 will include:
 - original Baseline product
 - printed copy of VTAAP Form 3: Baseline Record (*product label for this strand*)
 - original Endline product
 - printed copy of VTAAP Form 5: Endline Record (*product label for this strand*)