Agenda

• “Housekeeping”
• Welcome and Introduction

I. Assessment Overview
   Components of the Reading Assessment
   Evidence-Centered Test Design
   Standards
   Item Types

II. Item Review Committee Meetings
    Reviewer Role
    Review Process, Materials
    Item Review Guiding Questions and Criteria

III. ABBI Training
“Housekeeping”

Non-Disclosure/Security

• Process vs. Specifics
• Materials
• Cell Phones
<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 14-15</td>
<td>Training sessions for Reading and Editing and Mechanics reviewers</td>
</tr>
<tr>
<td>July 17</td>
<td>ABBI access activated for all reviewers and review begins</td>
</tr>
<tr>
<td>July 21</td>
<td>Optional Review Office Hours #1 (11:00 – 11:30 am Eastern time)</td>
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<tr>
<td>July 23</td>
<td>Optional Review Office Hours #2 (3:00 – 3:30 pm Eastern time)</td>
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<td>July 27</td>
<td>Optional Review Office Hours #3 (3:00 – 3:30 pm Eastern time)</td>
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<tr>
<td>July 30</td>
<td>Optional Review Office Hours #4 (10:00 – 10:30 am Eastern time)</td>
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<tr>
<td>August 3</td>
<td>Review window closes and ABBI access ends at 6 pm Eastern time</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Reviewer feedback may be posted on the parking lot spreadsheet</td>
</tr>
</tbody>
</table>
Welcome and Introductions

Reviewer Role

The role of each reviewer is to offer your professional perspective for all items in your assigned grade. The work is self-paced and independent, but there will be opportunities for discussion during optional office hours.

Please type your name, grade and school in the chat window to introduce yourself to the team.

- Be focused
  - Provide a vote for each item and comment as needed

If you wish to attend an optional office hours session:

- Ask clarifying questions as needed
  - Participate in discussions
- Respect the opinions of all involved
Assessment Overview
Assessment Overview

Components of the Reading Assessment

Reading Assessment Design

- Informational Passage Sets
  - Informational Pair
  - Informational Single
- Mixed Info/Lit Paired Passage Sets
- Literary Passage Sets
  - Literary Pair
  - Literary Single
## Assessment Overview

### KAS Reporting Categories across Standards

**Reading Item**

Development plans and assessment blueprints are developed around this structure with items separated into three reporting categories.

<table>
<thead>
<tr>
<th>RC 1</th>
<th>Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Standard 1</td>
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<td></td>
<td>• Standard 2</td>
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<td>• Standard 3</td>
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<table>
<thead>
<tr>
<th>RC 2</th>
<th>Craft and Structure</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Standard 4</td>
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<td></td>
<td>• Standard 5</td>
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<tr>
<td></td>
<td>• Standard 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RC 3</th>
<th>Integration of Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Standard 7</td>
</tr>
<tr>
<td></td>
<td>• Standard 8</td>
</tr>
<tr>
<td></td>
<td>• Standard 9</td>
</tr>
</tbody>
</table>
Evidence-Centered Design (ECD)

ECD is a deliberate and systematic approach to assessment development that **establishes the validity** of the assessments, **increases the comparability** of year-to-year results, and **increases efficiencies/reduces costs**.

**Claims**

Design begins with the inferences (**claims**) we want to make about students.

**Evidence**

In order to support **claims**, we must gather **evidence**.

**Operational Form**

Operational forms are built from field tested items across sets to provide specific evidence from students in support of claims.

**Item Sets**

**Item Sets** are designed to provide options across genre, item types and standards.
Standards

KAS: What are the Reading Standards?

- Describe what a student needs to be able to do to show mastery
- Targeted to both literary and informational passages
- Provide for a range of teaching and assessment options
- Multi-faceted to allow some standards to be assessed across several items
**Content Area**

**Genre**

**Grade**

**Standard**

**Reporting Category**

---

### Reading Standards for Informational Texts

**Grade 4**

#### Key Ideas and Details

1. **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. **RI.4.2** Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

3. **RI.4.3** Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.

#### Craft and Structure

4. **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words or phrases shape meaning.

5. **RI.4.5** Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

6. **RI.4.6** Compare/contrast a firsthand and secondhand account of the same event or topic.

#### Integration of Knowledge and Ideas

7. **RI.4.7** Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.

8. **RI.4.8** Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

9. **RI.4.9** Integrate information from two or more texts on the same theme or topic.

#### Range of Reading and Level of Text Complexity

10. **RI.4.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferring, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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### Interdisciplinary Literacy Practices

1. Recognize that text is anything that communicates a message.

2. Employ, develop and refine schema to understand and create text.

3. View literacy experiences as transactional, interdisciplinary and transformational.

4. Utilize receptive and expressive language arts to better understand self, others and the world.

5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6. Collaborate with others to create new meaning.

7. Utilize digital resources to learn and share with others.

8. Engage in specialized, discipline-specific literacy practices.

9. Apply high level cognitive processes to think deeply and critically about text.

10. Develop a literacy identity that promotes lifelong learning.

---

**Not assessed on KPREP**
### Guiding Principle for Reading Informational Text

#### Standard text (from previous page) and progression

<table>
<thead>
<tr>
<th>Guiding principle for Standard 3</th>
<th>Interdisciplinary Literacy Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</td>
<td>1. Recognize that text is anything that communicates a message.</td>
</tr>
<tr>
<td>PROGRESSION</td>
<td>2. Employ, develop and refine schema to understand and create text.</td>
</tr>
<tr>
<td>RI.3.3</td>
<td>3. View literacy experiences as transactional, interdisciplinary and transformational.</td>
</tr>
<tr>
<td>Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</td>
<td>4. Utilize receptive and expressive language arts to better understand self, others and the world.</td>
</tr>
<tr>
<td>RI.4.3</td>
<td>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</td>
</tr>
<tr>
<td>Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</td>
<td>6. Collaborate with others to create new meaning.</td>
</tr>
<tr>
<td>RI.5.3</td>
<td>7. Utilize digital resources to learn and share with others.</td>
</tr>
<tr>
<td>Multidimensionality - RI.4.3</td>
<td>8. Engage in specialized, discipline-specific literacy practices.</td>
</tr>
<tr>
<td>Explain the INDIVIDUALS, EVENTS, PROCEDURES, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT, including what happened and why, based on specific information over the course of a text.</td>
<td>9. Apply high level cognitive processes to think deeply and critically about text.</td>
</tr>
<tr>
<td>Guiding principle for Standard 4</td>
<td>10. Develop a literacy identity that promotes lifelong learning.</td>
</tr>
</tbody>
</table>

#### Guiding principle for Standard 4

<table>
<thead>
<tr>
<th>Guiding principle for Standard 4</th>
<th>Interdisciplinary Literacy Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyzing how specific word choices shape meaning or tone.</td>
<td></td>
</tr>
<tr>
<td>PROGRESSION</td>
<td></td>
</tr>
<tr>
<td>RI.3.4</td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.</td>
<td></td>
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<tr>
<td>RI.4.4</td>
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<td></td>
</tr>
<tr>
<td>Multidimensionality - RI.4.4</td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE-LEVEL TEXT, and describe and explain how those words and phrases shape meaning.</td>
<td></td>
</tr>
</tbody>
</table>
Kentucky Item Types

- Multiple Choice Items (MC)
- Multiple Select Items (MS)
- Technology-Enhanced Items (TE)
- Short Answer Items (SA)
- Extended Response Items (ER)
How did Sacagawea’s presence most influence the expedition?

A. Her familiarity with the territory helped to guide the expedition.

B. Her experience on similar expeditions assured the success of the expedition.

C. Her understanding of the Shoshone language helped with communication about the expedition.

D. Her reassurances that the group was close to the Shoshone camp provided comfort during the expedition.
Item Types

Multiple Select (MS) Items

2 points

Directions: Read both passages and answer the following questions.

from Lewis and Clark's Journey of Discovery
by Judith Edwards

Originally published in 1999

In 1804, President Thomas Jefferson tasked Meriwether Lewis and William Clark with leading an expedition to explore the territory acquired in the Louisiana Purchase of 1803. The goals of the expedition were to find a way across the western part of the continent to the Pacific Ocean, to make contact with the Native American tribes there, and to map the new territory. This excerpt describes the expedition's quest to locate the land of the Shoshone Indians.

Which pieces of evidence from the passage best support the inference that Lewis and Clark urgently needed to find the Shoshone camp? Select two correct answers.

A. “The men were using their tow lines and poles constantly.” (paragraph 1)
B. “The cliffs were twelve hundred feet high. . . .” (paragraph 1)
C. “. . . game was becoming scarce.” (paragraph 2)
D. “. . . a beaver apparently gnawed on the green willow. . . .” (paragraph 2)
E. “Twenty-one days had passed since the expedition left. . . .” (paragraph 2)
Directions: Read both passages. Then answer the following questions.

*from* Streams to the River, River to the Sea
*by* Scott O’Dell

This novel about the Lewis and Clark expedition is told from the perspective of Sacagawea, who was born into the Shoshone tribe but who has lived with the Mandan tribe for many years. Here, she narrates their search for the land of her people, which she has not seen since her childhood.

1. We reached the place above the falls that Captain Clark had marked with stakes and little flags. Here the canoes were put in the water, much to our delight, for the portage had been hard on everyone.

2. Clothes and food and all the provisions were loaded into the canoes. The men got out their ropes and poles and we went on toward the Shining

Directions: Move each answer into the correct box in the table.

Move each setting detail into the correct box to match it with the description that *best* shows its influence on the plot of the passage.

- reminds Sacagawea of her home
- prompts concern that the Shoshone are on alert
- inspires Sacagawea to move faster
- forces Sacagawea to travel by land

<table>
<thead>
<tr>
<th>Setting Detail</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Only the mountains with snow on them, ‘...’” (paragraph 7)</td>
<td></td>
</tr>
<tr>
<td>“... bits of thin smoke drift up from a grove of pine trees.” (paragraph 10)</td>
<td></td>
</tr>
<tr>
<td>“... the print of a man’s moccasin, a ring of cold ashes, wisps of smoke, a pointed quill...” (paragraph 18)</td>
<td></td>
</tr>
<tr>
<td>“... round, blue stones that covered the river bottom...” (paragraph 25)</td>
<td></td>
</tr>
</tbody>
</table>
Item Types

Technology Enhanced (TE) Item 2  2 points

from Lewis and Clark’s Journey of Discovery

from Streams to the River, River to the Sea

Directions: Select all the correct answers.
Identify one plot element of each passage and two plot elements of both passages to show how the authors emphasize different information in their accounts.

<table>
<thead>
<tr>
<th>Plot Element</th>
<th>from Lewis and Clarke’s Journey of Discovery</th>
<th>from Streams to the River, River to the Sea</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relates challenges of traveling down the river</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Explains the reason for the camp’s location</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Describes the discovery of the Shoshone summer camp</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates a consequence of the party separating</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

from Lewis and Clark’s Journey of Discovery

by Judith Edwards

Originally published in 1999

In 1804, President Thomas Jefferson tasked Meriwether Lewis and William Clark with leading an expedition to explore the territory acquired in the Louisiana Purchase of 1803. The goals of the expedition were to find a way across the western part of the continent to the Pacific Ocean, to make contact with the Native American tribes there, and to map the new territory. This excerpt describes the expedition’s quest to locate the land of the Shoshone tribe along the Missouri River, guided by a Shoshone woman named Sacagawea.

Navigating the river was increasingly difficult. The men were using their tow lines and poles constantly. On July 19 the party
Directions: Read both passages. Then answer the following questions.

From Frankenstein: Prodigal Son
by Dean Koontz

Erika is a human-like being created by Victor Frankenstein, who plans to replace all naturally-born humans with an artificial, immortal species called the New Race. After she thinks she sees something moving in her room at night, she goes to the house library to read.

1. Comfortable in her robe, ensconced in a wing-back chair, Erika spent the night and the morning with no company but books, and even took her breakfast in the library.

2. Reading for pleasure, lingering over

Directions: Select all the choices that correctly answer the question.

Which phrases in paragraphs 5 and 6 best provide context for the meaning of “to eschew emotion”? Select two correct answers.

5. Erika understood the concept of love and [found it appealing], but she didn’t know if she would ever feel it. The New Race was supposed [to value reason], to eschew emotion, to reject superstition.

6. She had heard Victor say that [love was superstition]. One of the Old Race, he’d [made himself New]. He claimed that [perfect clarity of mind] was a pleasure greater than [any mere sentiment].
Directions: Complete the paragraph by selecting the correct phrase from the drop-down menus.

Complete the paragraph that explains the purpose of the first photograph.

The first photograph helps the reader understand [Choose...].

This photograph also makes it clear that the hidden seeds need assistance in order to reach the soil. This helps the reader understand the role [Choose...] play in helping to renew the forest.
from Lewis and Clark’s Journey of Discovery

from Streams to the River, River to the Sea

Short Answer Directions: Read the question carefully. Then enter your answer in the space provided.

How are the mountains portrayed differently in the passage from Streams to the River, River to the Sea and the passage from Lewis and Clark’s Journey of Discovery? Support your answer with evidence from the text.

This novel about the Lewis and Clark expedition is told from the perspective of Sacagawea, who was born into the Shoshone tribe but who has lived with the Mandan tribe for many years. Here, she narrates their search for the land of her people, which she has not seen since her childhood.
Extended Response (ER) Items 4 points

Directions: Read both passages. Then answer the following questions.

From Streams to the River, River to the Sea

by Scott O’Dell

This novel about the Lewis and Clark expedition is told from the perspective of Sacagawea, who was born into the Shoshone tribe but who has lived with the Mandan tribe for many years. Here, she narrates their search for the land of her people, which she has not seen since her childhood.

1. We reached the place above the falls that Captain Clark had marked with stakes and little flags. Here, the canoes were put in the water, much to our delight, for the portage had been hard on everyone.

2. Clothes and food and all the provisions were loaded into the canoes. The men got out their ropes and poles and we went on
Emphasis on Item Simplification

- This program is currently in the process of creating an item bank at all grade levels.
- We are focused on increasing the number of both accessible and complex items, targeting cognitive levels 2 and 3.
- Item simplification includes:
  - straightforward language in stems and answer choices
  - concise ER and SA prompts; reducing wordiness
  - reducing the number of interactions in TEs when appropriate
  - MS items limited to five options with two keys
Content Review: Review Process

The role of the Content Reviewer is to provide expert content review of items within assigned passage sets.

- Review item sets assigned to you using Item Review Criteria
- Vote on each item
  - Accept — Recommend the item be approved as it is
    - It’s perfectly fine to accept with no comments
  - Accept with Edits — Recommend the item be approved with edits suggested for improvement:
    - Could be a content edit, edit to standard alignment, edit to functionality, etc.
  - Reject — Recommend the item NOT be approved; fatal flaws prevent any ability to revise
Content Review: Role of the Reviewer

Please note what is NOT the role of the Content Review committee

• Bias/Sensitivity Item Review committees will review all items in the near future using bias/sensitivity guidelines; that is not the responsibility of this committee
  • Reviewers may note bias-related concerns for a passage or items, but review focus must be on content of the items themselves
• Texts cannot be rejected/revised at this stage
  • Reviewers may note egregious errors/typos within passages
  • Reviewers may note concerns with passage content, but review focus must be on items themselves
Item Review: Materials

The following documents will be available to reviewers:

- ELA Item Reviewer Training PowerPoint
- ABBI Training PowerPoint
- Guiding Questions/Item Review Criteria
- Kentucky Standards Document
- Technology Enhanced Item Scoring Guides
- SA and ER Scoring Rubrics
Item Review: Process

Committee Item Review Process

1. ABBI access will be activated July 17 at 8 am Eastern time.
2. Navigate in ABBI to your grade level and sort items (details to follow).
   1. Grades 3-8 select KPREP, Grade 10 select End-of-Span bank.
3. For each item, consider in context. Vote and, if needed, enter comments.
4. If you would like to discuss any specific items or have questions or comments to share with KDE or the group, you may attend optional office hours.
5. Review window will close at 6 pm Eastern time August 3.
Item Review Criteria/Guiding Questions

1. Standard Alignment:
   • Does the item allow for students to demonstrate mastery of the aligned standard?

2. Content Appropriateness:
   • Is the content of the item clear, concise, and appropriate for the intended grade level?

3. Key and answer options:
   • Is the keyed answer the only correct option?
   • Does the item score correctly, awarding full or partial credit as appropriate?
   • Are distractors plausible and mutually exclusive?

4. Item construction and functionality:
   • Is the item constructed with appropriate grammar and syntax across all elements?
   • If the item has a technology-based stimulus or requires a technology-based response, is the technology design effective and grade-level appropriate?
   • Does the item function correctly?
Criterion 1: Alignment to the Standards

Items should:

• Reflect the language of the standard as appropriate
• Assess only one standard
• Align to part or all of a standard

**Note**: It may require multiple items to assess the full standard
Criterion 1: Alignment to the Standards (Vocabulary)

Vocabulary items should:
- Allow for context to help determine meaning
- Focus on language meaning and impact, not simple definitions

Aligned to standard
How does the author’s use of the word “cadence” impact the meaning of the passage?

Unaligned to Standard
What does the word “cadence” mean as it is used in paragraph 6?
Criterion 2: Content Appropriateness

Items should:

• Reflect the reading level for the tested grade
• Require appropriately complex thinking and problem solving
• Assess topics and concepts that adhere to grade-level learning
Criterion 2: Content Appropriateness

Language and complexity must be appropriate for the tested grade level.

**Appropriate for elementary level**

Which detail from the passage **best** supports the idea that Susan’s family and friends were frightened when they could not find her?

**Too complex for elementary level**

Which quotation **best** implies that Erika has begun to feel conflicted about Victor’s plans for a revolution?
Criterion 3: Key and Answer Options

• Answer options are parallel and equally plausible
• Distractors are independent from the others
• Only one option is correct for MC items

Parallel Item Examples

How does the phrase “One bright morning” in paragraph 3 shift the tone of the passage?

A. From cautionary to intense
B. From anxious to hopeful
C. From serious to familiar
D. From tragic to playful

How does the beaver mentioned in paragraph 2 influence events in the passage?

A. By preventing Clark from receiving Lewis’s warning
B. By providing a sign that the Shoshone camp was nearby
C. By downing a tree that made navigating the river more difficult
D. By encouraging Clark’s party to wait for Lewis where game was plentiful
Criterion 3: Key and Answer Options

**Item lacking parallelism**

What is the impact of the phrase "enforced idleness" as it is used in paragraph 12 on meaning in the speech?

- A. It reinforces the idea that efforts to solve the problem of unemployment have not be exhausted
- B. It removes the responsibility for unemployment from those who would prefer to work
- C. It offers a remedy to the emotional problems associated with unemployment
- D. Access to public relief is denied

**Item with options that are the opposite of one another**

How do the rhetorical questions in paragraphs 7 and 8 best advance President Johnson’s purpose?

- A. By leading the audience to reject the importance of connecting people with nature
- B. By leading the audience to consider the value of connecting people with nature
- C. By leading the audience to doubt there is danger in permitting children to venture into the wilderness
- D. By leading the audience to understand the danger of allowing children to venture into the wilderness
Criterion 3: Key and Answer Options

Items should avoid **internal** clueing or miscues:
• answer options should NOT repeat or echo a word used in the stem

Items should avoid **external** clueing or miscues:
• items should not be answerable using other items in the set
• other items in the set should not mislead students toward selecting the wrong answer option for any given item
• items should not repeat the key from another item in the set
Criteria 4: Item construction and functionality

Technology-based items:
• use of technological format must be justifiable and relevant; should not duplicate the logic/structure of an MC item
• allow for a variety of technology-enhanced student responses with a limited subset of correct responses

Items that address graphics should:
• Be aligned to specific standards that support such an analysis
• Analyze how the graphics support the purpose of the passage
Criteria 4: Item construction and functionality

All items:
• Are conceptually, grammatically, and syntactically consistent between the stem and answer choices, and among answer choices
• Function and score correctly in ABBI
Criteria 4: Item construction and functionality

Effective use of TE capabilities to select multiple options

Identify one plot element of each passage and two plot elements of both passages to show how Koonz used *Frankenstein* as a source for *Prodigal Son*.

<table>
<thead>
<tr>
<th></th>
<th>from <em>Frankenstein</em></th>
<th>from <em>Prodigal Son</em></th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main character learns the value of emotion.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Curiosity leads to a search for answers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The main character makes a scientific discovery.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A scientific process allows creating new life.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Fails to add more value than an MC item

Select one option to indicate which character demonstrated courage in a challenging situation.

<table>
<thead>
<tr>
<th>Demonstrated Courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Martin</td>
</tr>
<tr>
<td>Abigail Rose</td>
</tr>
<tr>
<td>Kaleigh Sue</td>
</tr>
<tr>
<td>Miles Griffyn</td>
</tr>
</tbody>
</table>
Next Step

- ABBI Training
QUESTIONS