

# Grade 11 Alternate Assessment & Accountability Folder (AAAF) Review Checklist

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Student Name:	Date:
School:	District:
Teacher:	Reviewed By:

## Components

Student Information Page	Y	N
Teacher Code of Ethics		
<input type="radio"/> Teacher /Administrator Signature	Y	N
Quiz Certification		
<input type="radio"/> Dated before test administration began	Y	N

## Organization

Everything required is found, easy to follow and organized.	Y	N
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## Score Sheets Provided

Section 3	Window 1	Y	N
Section 4	Window 2	Y	N

## Transition Attainment Record

GRADE	11	12	14
Copy of TAR Quiz Certificate			Y N
All Committee Members Listed			Y N
Original TAR Document Included			Y N

# Section 1: Attainment Task Work Sample: Window 1

Content Area: Writing

Standard: 1

Create or communicate real experiences by engaging and orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally and logically, using dialogue, description and pacing to develop experiences and characters, using a variety of transition words and phrases to create a coherent whole, using precise words and phrases, descriptive details and sensory language to capture the action and experiences and develop settings and characters and provide a reasonable conclusion and reflect on the experiences.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:                      PARTIAL ALIGNMENT:                      UNALIGNED:

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Content Area: Writing

Standard: 2

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:                      PARTIAL ALIGNMENT:                      UNALIGNED:

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Content Area: Writing

Standard: 3

Develop and strengthen writing as needed by planning, revising, editing, rewriting and focusing on what is most significant for a specific purpose and audience.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT: \_\_\_\_\_ PARTIAL ALIGNMENT: \_\_\_\_\_ UNALIGNED: \_\_\_\_\_

Content Area: Science

Standard: 1

Use evidence from an investigation to explain the interaction between the properties of water (e.g. expansion when freezes, high specific heat, capacity to absorb or release heat, water as a solvent, ability to transport materials) and its effects on Earth's materials and surface processes.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT: \_\_\_\_\_ PARTIAL ALIGNMENT: \_\_\_\_\_ UNALIGNED: \_\_\_\_\_

Content Area: Science

Standard: 2

Evaluate evidence that supports the claim that changes to the environment (e.g., deforestation, fishing, drought and flood) affect the distribution or disappearance of traits in species which may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) extinction of other species.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:

PARTIAL ALIGNMENT:

UNALIGNED:

Content Area: Science

Standard: 3

Evaluate the design of a device that minimizes the force on an object during a collision and make suggestions for improvement.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:

PARTIAL ALIGNMENT:

UNALIGNED:

## Section 2: Attainment Task Work Sample: Window 2

Content Area: Writing

Standard: 4

Use technology including the internet to produce, publish and update shared writing products including new arguments and information.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:                      PARTIAL ALIGNMENT:                      UNALIGNED:

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Content Area: Writing

Standard: 5

Gather relevant information from multiple print and digital sources: use advanced searches effectively; assess the usefulness and credibility of each source in terms of the task, purpose and audience; integrate information selectivity to maintain flow of ideas, avoiding plagiarism.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:                      PARTIAL ALIGNMENT:                      UNALIGNED:

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Content Area: Writing

Standard: 6

Conduct short as well as more sustained research projects to answer a question or solve a problem; broaden the inquiry when appropriate; demonstrating understanding of the subject under investigation.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:                      PARTIAL ALIGNMENT:                      UNALIGNED:

Content Area: Science

Standard: 4

Evaluate evidence that interactions in ecosystems remain relatively consistent over time in stable conditions (in terms of numbers and types of organisms), but ecosystems can change as a result of disruptions (e.g., farming, hunting, flooding, fire, or volcanic eruption) that are moderate to extreme.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT:                      PARTIAL ALIGNMENT:                      UNALIGNED:

Content Area: Science

Standard: 5

Evaluate a solution to a real-world problem based on criteria and trade-offs that account for a range of constraints including cost, safety, reliability as well as social and environmental impacts.

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT: \_\_\_\_\_ PARTIAL ALIGNMENT: \_\_\_\_\_ UNALIGNED: \_\_\_\_\_

Content Area: Science

Standard: 6

[Construct an explanation for the outcome of a simple chemical reaction \(specific to elements in families 1, 2, and 13-18\), based on the outermost electron states of atoms and trends in the periodic table.](#)

NAME	Y	N	CONTENT AREA	Y	N
DATE	Y	N	STANDARD	Y	N
GRADE	Y	N	SCORE	Y	N

FULL ALIGNMENT: \_\_\_\_\_ PARTIAL ALIGNMENT: \_\_\_\_\_ UNALIGNED: \_\_\_\_\_