

Evangeline Parish

April Dunn Handbook



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Act 833 Overview

ACT 833 establishes alternative pathways for grade promotion and graduation for students with disabilities who have not passed standardized tests or met local requirements for promotion. This shift in policy is a monumental departure from Louisiana being among the states with the most stringent and restrictive policies for grade promotion and graduation to Louisiana joining many states in recognizing the role a student's Individualized Education Plan (IEP) should have in determining student outcomes.

IEP teams of certain student with disabilities have the option of determining what a student must perform to promote to the next grade or to graduate.

Some students may have their IEP goals be considered as a requirement for grade promotion and earning credits toward graduation.

Who is eligible?

- Students with disabilities that significantly impact cognitive functioning and/or adaptive behavior
- An eligible student functioning 2.3+ standard deviations below the mean in cognitive functioning and/or adaptive behavior
- Students who are functioning 2.0 to 2.9 standard deviations below the mean in cognitive functioning and/or adaptive behavior may be eligible for LAA1 participation if the IEP team provides additional empirical evidence the LAA1 identification is appropriate for the student
- Students who enter high school having not achieved at least a combination of basic/approaching basic and ELA in two of the three most recent years (6th, 7th, and 8th grades) or
- Students who did not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test

Which students are NOT eligible?

- Students with disabilities who have met requirements on standardized tests or for promotion and/or graduation will not be provided an alternative pathway to be promoted to the next grade or graduate
- Students seeking an alternative education, i.e. the HSET program
- Those students deemed Gifted and Talented

What is the process?

- Within **30 days of the student entering the grade level or course**, the IEP team must establish minimum performance requirements relevant to promotion or graduation requirement.
- Performance requirements established by the IEP team include, but are not limited to, what a student must score on a standardized assessment or end of course test.
- The IEP team may set performance criteria for a course base on Alternative Pathway Performance Based Assessments (APPBA), including any applicable End-of-Course tests (content teacher must be involved in this discussion)
- Student fully participates in the course, is given access to all course content, and takes any applicable EOC tests
- Teacher of record determines whether to award course credit
- Include alternative requirements in IEPs of eligible students

Is Alternative Pathway Lowering Expectations?

No, currently, many students with disabilities are put on 'non-diploma' tracks at relatively young ages. Decisions are being made as early as 3rd grade stating these students will not earn a diploma. This alternative pathway will give the students with disabilities an opportunity to work toward goals without being removed from the diploma pathway.

Testing

- Students with disabilities will continue to take all appropriate tests for the classes/grades for which they are enrolled (LEAP, EOC/LEAP 2025, ACT, Workkeys).
- For example: A student who scored Needs Improvement on Algebra I and the Algebra I retake qualifies for ACT 833 and does not have to take the Algebra I exam again.
- Students performance on these tests will continue to count toward school and district accountability.
- EOC/LEAP 2025 scores will count as 5% of student grades—Just for students who are ACT 833. Bulletin Section 405 B.

What does not change?

- All rights and responsibilities related to the Individual with Disabilities Education Act-FAPE
- Access to the Academic Curriculum that all students are learning
 - IEPs should continue to be aligned with Louisiana State Student Standards or Extended Standards
- Participation on Standardized Assessments

- Parent/Student Rights

Cohort Points

- Schools will receive 100 points for LAA 1 students who receive their high school diploma
- If they do not graduate with their cohort, you will receive a zero every year until they depart
- Should they return after graduation, you will receive a zero for every year they are there
- If pressed to allow students to graduate with their class, they will be awarded a certificate until you are sure they will not return or have aged out.
 - Note-You must use the new course codes designated for LAA-1 students.

Course of Study-ACT 833/LAA 1

Students who meet the LAA 1 participation criteria require extensive modification to their curriculum and their assessment is aligned with the Louisiana Extended Standards. Students are required to meet curriculum and 23 credit requirements which consists of the following:

- 12 core subject (4 courses in ELA, 4 courses in Math, 2 courses in Social Studies, and 2 courses in Science)
- 11 Career Credits (at least 7 in work-force readiness or career courses and at least 2 earned in electives)
- Take LAA-1 assessment
- Employability

Students assessed with the LAA-1 tool may take courses focused on applied learning driven by the least restrictive environment determined by the IEP team and career preparation.

Course decisions for LAA 1 eligible students should be driven by the least restrictive environment determined by the IEP team.

The LAA-1 Individual Graduation Plan (IGP) has been developed to align with the Career Diploma

Assessment-Act 833/LAA1

Students who meet the participation criteria may take the Louisiana Alternative Assessment, Level 1 (LAA 1) administered in

- Grades 3-8 and 10; English Language Arts and Math
- Grades 4, 8, and 11; Science

- EOC Assessments EOC assessments are taken if students are seeking Carnegie credit in an EOC course study
- ACT: Students taking the LAA 1 are not required to take the ACT series of assessments.

Graduation Requirements

Although diploma for students who take LAA 1 are not considered to be regular diplomas for accountability purposes, per federal regulations, the diploma awarded will look identical to the diploma awarded to their peers. The transcript, however, will identify that the student did not earn the Carnegie units for a standard high school diploma. Because this is not a terminating document, the provision of FAPE does not end for students who receive this diploma until they reach maximum school age. If students/parent declines participation in ACT 833 or does not qualify, then the student will receive a Certificate of Achievement.

Act 833 Frequently Asked Questions on Graduation and Promotion

Taken from Louisiana Department of Education October 2014

Implementation

1. How does the 30-day timeline which is outlined in Act 833 impact districts?

Act 833 states that within 30 days of an eligible student entering a course, the IEP team must establish minimum performance requirements for the course in the student's IEP. The 2014-2015 school year is the first time districts will be implementing this law and the Department will not collect any data associated with Act 833 until the second semester of 2014-2015 school year.

2. Who decides whether the student should receive credit for a course?

The teacher of record determines if the student will receive credit for the course based on performance criteria outlined in the student's individual education program (IEP).

3. Who decides if a student should be promoted to the next grade level?

The teacher of record, in consultation with the special education teacher, should make a recommendation for promotion based on the performance criteria outlined in the student's IEP. This can include but is not limited to documenting information in General Student information (GSI), Present Levels of Performance, Programs, Services, and Comments sections on the IEP. Additionally, the IEP team should document the goal(s) aligned to the standards for specific courses in the instructional section of the IEP.

4. Are certificates of achievement still available?

Yes, the Certificate of Achievement is still an exit pathway for students who meet the Certificate of Achievement criteria in Bulletin 1706.

Individual Performance Criteria

5. Must a student with a disability meet state-established performance standards to earn credits for purposes of graduation?

If eligible under Act 833, the student's IEP team may set individual performance requirements for a student that are aligned to the grade-level standards for the specific course(s) of enrollment and shall be incorporated by the teacher of record when awarding course credit.

6. Can the IEP team change the achievement level definitions of an EOC or LAA2 assessment for accountability purposes?

No, the achievement level definitions for all assessments have been approved by the Board of Elementary and Secondary Education (BESE) and cannot be altered. For example, an IEP Team cannot determine that an "Unsatisfactory" or "Approaching Basic" score will count as a "Satisfactory" score for accountability. The IEP Team, in conjunction with the teacher of record, can develop an education plan that includes how the student will demonstrate individual performance requirements necessary to receive course credits, including but not limited to applicable EOC or LAA 2 tests.

7. Can students who are eligible for LAA1 receive a high school diploma?

Yes, for the 2014-2015 school year, school districts may award diplomas to students eligible for LAA 1 and evaluated using the LAA 1 assessments. Eligible students must meet the requirements of the Certificate of Achievement and also meet one of three criteria:

- Employment in integrated inclusive work environments and demonstrate self-help skills; or
- Demonstrate mastery of employability skills and self-help skills; or
- Access to services, employment, or education options that are not available within the public school system.

Frequently Asked Questions for Parents about Act 833 (HB 1015) of 2014

HB 1015 provides for Individualized Education Program teams of certain students with disabilities to have the option of determining alternative pathways for students with disabilities to advance to the next grade (promotion) and graduation. This bill in no way changes any of IDEA and the federal mandates as required that protects students with disabilities.

1) Why was an alternative pathway created?

Louisiana has had some of the strictest policies for students to advance (be promoted) past fourth and eighth grades and to graduate in the country. It began in 1998 when Louisiana adopted a policy that held students back in 4th grade until the age of 12 or 8th grade until the age of 16 if they did not score high enough on state standardized tests. Louisiana has held back thousands of students each year and has not provided them a pathway to leave school with a diploma. Most parents and students with disabilities realized that there was no meaningful way out and therefore dropped out (40% of all dropouts never reach the high school campus) of school as soon as possible. Advocates wanted to know why other states had such dramatic difference in graduation outcomes for students with disabilities. After review, it became evident that it was the policies regarding student advancement (promotion) and graduation in each state creating these outcome differences, not whether students were being taught or not. States that had adopted policies recognizing individualized programs for students with disabilities that included grade advancements and graduation requirements had fewer students dropping out and much higher rates of students with disabilities continuing in school and earning a high school diploma. Advocates realized that Louisiana could do better and collectively, parents of student with disabilities, special education administrators and advocates worked together to create a proposal. The legislature responded by passing HB 1015 of 2014—Act 833 without objection and over 100 Legislators signing on as co-authors.

2) Which students may have the option for an alternative pathway to be considered?

Not all students will be able, nor should they, be considered for an alternative pathway. Students with disabilities who have met required marks for promotion and/or graduation purposes will not be provided an option that is not necessary for them to be promoted to the next grade of graduate. It is expected that about a third of students with disabilities will not require

consideration of an alternative pathway to graduate. Students with disabilities shall meet either the standard requirements or those established by his or her IEP team to be awarded a diploma.

A student's IEP team may determine an alternative pathway for students with disabilities regarding promotion requirements when:

- i. In past years prior 9th grade, a student did not pass the state standardized test the previous school year or did not meet the state and local requirements for advancement (promotion) to the next grade level.

A student's IEP team may determine an alternative pathway for students with disabilities regarding graduation requirements when:

- ii. A student did not pass or did not meet state required benchmarks on required state assessments for any two of the three most recent school years prior to high school, or for a student in high school, did not meet state required benchmarks on two of the most recent administrations of any state assessments required for graduation.

3) Will students on an alternative pathway still have access to the general education curriculum?

Yes. Students with disabilities will continue to have access to the general curriculum and their Individualized Education Programs should continue to be aligned with the curriculum. The difference is that a student on the alternative pathway may have his or her IEP goals be considered as a requirement for grade promotion and earning credits toward graduation.

4) Will this alternative pathway lower expectations for students with disabilities?

No. At the present time, many students with disabilities are being put on 'non-diploma' tracks at relatively young ages. Decisions are being made as early as 3rd grade that these students will not earn a diploma. This alternative pathway will give the students with disabilities the opportunity to work toward goals without fear of having to settle and not get a diploma.

This will be a dramatic shift away from IEP teams deciding a student's future as early as third grade but instead will be geared toward every student maximizing their academic and employment potential. Considering that students with disabilities have conditions that adversely impact their academic performance a one-size-fits-all approach to defining success simply will not work. Across every state, including Louisiana, students with disabilities do not perform as well on standardized tests as do

students without disabilities. Parents of many students with disabilities recognized that standardized tests are not a true measure of their child's college or career readiness.

5) Did HB1015 create a Special Education Diploma?

No. HB1015 created an alternative pathway for certain students to earn a regular high school diploma.

6) Will this diminish the perception of the value of a diploma in the eyes of employers? Other students?

No, a diploma is an indication that a student has completed a course of study. It is expected that students will have transcripts and other skill certificates that will communicate more precisely what they have accomplished and what they can do. Consider how college diplomas indicate someone pursued and completed a course of study, but the specific course of study matters to the person considering hiring a candidate for a position. Similarly, it is expected that high school graduates will be able to better articulate what skill sets and abilities they bring to the table when being considered for a job.

7) What must the IEP team do for students on alternative pathway to promotion or graduation?

Within 30 days of the student entering the grade level or high school course, the IEP team must establish what a student must score (minimum performance requirement) on the standardized assessment or end of course tests relevant to promotion and graduation requirements. These minimum performance requirements shall be incorporated for awarding course credits.

Students considered for an alternative pathway and their parents/guardians must be provided information about how requirements that vary from standard expectations may impact future educational and career options.

The IEP team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student's needs that result from the student's disability and that will enable the student to be involved in and make progress in the general education curriculum, and to meet other educational needs of the student that result

from the student's disability, including the student's postsecondary goals related to training, education, employment, and where appropriate, independent living skills.

8) How does this impact students with disabilities taking standardized tests and how the performance on those tests are reported and used?

Students with disabilities will continue to take all appropriate tests for the classes/grades for which they are enrolled. Performance of students will be sent to the federal government for reporting of how well students perform on these standardized tests. The difference will be how the students' scores will, or sometimes will not, be used to determine whether the student will be promoted to the next grade level or meet requirements for graduation. So for state accountability purposes there is no difference; for individual student accountability or decisions there is a world of differences.

9) Does HB1015-Act 833 open the door for parents of children without disabilities to question why their child should pass a standardized assessment to be promoted or to graduate?

The issue will be whether parents or students without disabilities advocate for changes to the current system of retention and/or use of standardized tests for determining success in school. Considering about half of the states do not use student test performance as a requirement for graduation this may open bigger questions than which kids should have an exemption from the current policies.

Evangeline Parish
Act 833 Handbook
Forms



ACT 833 Prequalification Profile

Student Name	Student #	DOB	Current Grade
IEP Teacher	School		

Consideration List—This is not an IEP Meeting

- ☐ Secure location for Meeting Set desired date/time with team members

Meeting Date _____ Time _____

Team Members (Signatures):

- ☐ ODR _____
- ☐ SPED Teacher _____
- ☐ High School Counselor _____
- ☐ Student _____
- ☐ Related Service(s) Personnel _____
- Specify _____

High School Counselor in addition to Teacher with IEP Authority will review the following:

- ☐ Individual Graduation Plan (IGP)-Review proposed classes (Attach Copy)
- ☐ Review student's schedule and current progress
- ☐ Review State Test Data from previous year (Attach Copy)

The ACT 833 process for the aforementioned student

- ☐ Will
- ☐ Will Not

be considered at this time

Binders will only be provided once students are deemed eligible and are qualified for ACT 833

Begin to gather data/test/class work samples from Content Teachers during 9th grade year.

Place this form in a supplemental folder (Green) and provide a copy for the Lead Teacher.

EOC Assessment Results:

6 th Grade	7 th Grade	8 th Grade	9 th Grade First Time Tester	10 th Grade	11 th Grade	Re-take 12 th Grade
ELA <input type="checkbox"/> Advanced <input type="checkbox"/> Mastery <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	ELA <input type="checkbox"/> Advanced <input type="checkbox"/> Mastery <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	ELA <input type="checkbox"/> Advanced <input type="checkbox"/> Mastery <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	Algebra I <input type="checkbox"/> Passed <input type="checkbox"/> Failed	English II <input type="checkbox"/> Passed <input type="checkbox"/> Failed	English III <input type="checkbox"/> Passed <input type="checkbox"/> Failed	<u>Re-Take</u> Algebra I <input type="checkbox"/> Passed <input type="checkbox"/> Failed English II <input type="checkbox"/> Passed <input type="checkbox"/> Failed
Math <input type="checkbox"/> Advanced <input type="checkbox"/> Mastery <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	Math <input type="checkbox"/> Advanced <input type="checkbox"/> Mastery <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	Math <input type="checkbox"/> Advanced <input type="checkbox"/> Mastery <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	<u>Notes:</u>	Geometry <input type="checkbox"/> Passed <input type="checkbox"/> Failed	US History <input type="checkbox"/> Passed <input type="checkbox"/> Failed	Geometry <input type="checkbox"/> Passed <input type="checkbox"/> Failed Biology <input type="checkbox"/> Passed <input type="checkbox"/> Failed
				Biology <input type="checkbox"/> Passed <input type="checkbox"/> Failed	<u>Re-Take</u> Algebra I <input type="checkbox"/> Passed <input type="checkbox"/> Failed English II <input type="checkbox"/> Passed <input type="checkbox"/> Failed Geometry <input type="checkbox"/> Passed <input type="checkbox"/> Failed Biology <input type="checkbox"/> Passed <input type="checkbox"/> Failed	English III <input type="checkbox"/> Passed <input type="checkbox"/> Failed US History <input type="checkbox"/> Passed <input type="checkbox"/> Failed

				<u>Re-take</u> Algebra I <input type="checkbox"/> Passed <input type="checkbox"/> Failed		
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ACT 833 Qualification Checklist

Student Name	Student #	DOB	Current Grade
IEP Teacher	School		

Meeting Date _____ Time _____

- ☐ Three (3) Parental Notifications have been sent and team members informed of set date/time.

Team Members

- ☐ ODR
 - ☐ Special Education Teacher
 - ☐ Regular Education Teacher (Teacher of Record)
 - ☐ High School Counselor
 - ☐ Parent
 - ☐ Student
 - ☐ Related Service(s) Personnel
 - ☐ Rights Handbook given to parent
 - ☐ Explanation of ACT 833 to Parents/Guardian/Student
 - ☐ Parent has accepted ACT 833 Terms and Conditions
 - ☐ Parent declined ACT 833—have Parent/Guardian/Student sign Graduation Criteria Form, discontinue meeting and document IEP with Statement of Decline and sign Placement Page
 - ☐ Review Transition Page
 - ☐ Review General Student Information
 - ☐ Statewide Assessment Results
- Current EOC results: Algebra I _____ Geometry _____ English II _____
Biology _____ English III _____ US History _____

Review Special Factors-if applicable

- ☐ Behavior Concerns-hinders academic progress
- ☐ Health Concerns

High School Counselor

- ☐ Individual Graduation Plan (IGP)-Review proposed classes
- ☐ Review schedules and student's current progress

Instructional Plan Pages

- ☐ Current school based data
- ☐ Grade Level/Attainable Measurable Goal and Three Objectives (Required)
Use Louisiana State Standards Terminology
Performance Based Assessment Rubric(s) –Disseminate to Content Teachers.
*Precise IEP Goals Must Match Failed EOC test in addition to support need(s) from Evaluation
- ☐ Accommodations Pages—Reviewed/Revised

Program Services Page

- ☐ Check Yes for Act 833 Documentation
- ☐ Comments-Document reason for amendment

Placement Page

- ☐ Have parent/guardian/competent major student initial by agreed statements
- ☐ Parent Signature
- ☐ ODR Signature

- ☐ ACT 833 Documentation Criteria Eligibility Page (SER) Completed

- ☐ IEP copies are available to parent/guardian/eligible student

- ☐ Graduation Criteria for Students with Disabilities Form is complete
- ☐ Review (GCSD) with parent/guardian
- ☐ Signatures of Appropriate Team Members

- ☐ Teacher with IEP Authority-Complete Amendment Form

- ☐ Copies of Alternative Pathway Performance-Based Assessment Rubric (APPBA) has been disseminated and collected from Content Teacher. SPED Teacher will assist.

****Stress to student he/she Must take the EOC Test Everytime that it is offered.**

Signature below indicates all the aforementioned directives are complete.

THIS FORM WILL BE PLACED IN BINDER

Prinicpal/Designee Signature _____ Date_____

Lead Teacher _____ Date_____

Teacher w/IEP Authority_____ Date_____

All information has been documented and amended in SER.

Additional Notes:

Evangeline Parish Public Schools
Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____

Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of **Algebra I:**

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.
- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

_____ Content Teacher Signature	_____ Date	_____ Teacher w/IEP Authority	_____ Date
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_____ Counselor Signature	_____ Date	_____ Principal	_____ Date
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_____ Supervisor of Special Education	_____ Date
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*Note—Only students with disabilities identified as ACT 833 can participate in APPBA.

Algebra			
Louisiana Student Standard Code	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
A1: N-RN.B.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		0 1 2
A1: N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.		0 1 2
A1: N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.		0 1 2
A1: N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		0 1 2
A1: A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.*		0 1 2
A1: A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients		0 1 2
A1: A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .		0 1 2
A1: A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, or see $2x^2 + 8x$ as $(2x)(x) + 2x(4)$, thus recognizing it as a polynomial whose terms are products of monomials and the polynomial can be factored as $2x(x+4)$.		0 1 2
A1: A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression		0 1 2
A1: A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.		0 1 2
A1: A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.		0 1 2
A1: A-SSE.B.3c	Use the properties of exponents to transform expressions for exponential functions emphasizing integer exponents. For example, the growth of bacteria		0 1 2

	can be modeled by either $f(t) = 3(t+2)$ or $g(t) = 9(3t)$ because the expression $3(t+2)$ can be rewritten as $(3t)(3) = 9(3t)$.		
A1: A-APR.A.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials		0 1 2
A1: A-APR.B.3	Identify zeros of quadratic functions, and use the zeros to sketch a graph of the function defined by the polynomial.		0 1 2
A1: A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions.		0 1 2
A1: A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		0 1 2
A1: A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.		0 1 2
A1: A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .		0 1 2
A1: A-REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.		0 1 2
A1: A-REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		0 1 2
A1: A-REI.B.4	Solve quadratic equations in one variable		0 1 2
A1: A-REI.B.4a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.		0 1 2
A1: A-REI.B.4b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as "no real solution."		0 1 2
A1: A-REI.C.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions		0 1 2

A1: A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.		0	1	2
A1: A-REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		0	1	2
A1: A-REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, piecewise linear (to include absolute value), and exponential functions.		0	1	2
A1: A-REI.D.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		0	1	2
A1: F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an then $f(x)$ denotes the output of f corresponding to the input x . The graph off is the graph of the equation $y = f(x)$.		0	1	2
A1: F-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context		0	1	2
A1: F-IF.A.3	Recognize that sequences are functions whose domain is a subset of the integers. Relate arithmetic sequences to linear functions and geometric sequences to exponential functions		0	1	2
A1: F-IF.B.4	For linear, piecewise linear (to include absolute value), quadratic, and exponential functions that model a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. *		0	1	2
A1: F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*		0	1	2
A1: F-IF.B.6	Calculate and interpret the average rate of change of a linear, quadratic, piecewise linear (to include absolute value), and exponential function		0	1	2

	(presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*		
A1: F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*		0 1 2
A1: F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.		0 1 2
A1: F-IF.C.7b	Graph piecewise linear (to include absolute value) and exponential functions		0 1 2
A1: F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function		0 1 2
A1: F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.		0 1 2
A1: F-IF.C.9	Compare properties of two functions (linear, quadratic, piecewise linear [to include absolute value] or exponential) each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum		0 1 2
A1: F-BF.A.1	Write a linear, quadratic, or exponential function that describes a relationship between two quantities.*		0 1 2
A1: F-BF.A.1a	Determine an explicit expression, a recursive process, or steps for calculation from a context.		0 1 2
A1: F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative). Without technology, find the value of k given the graphs of linear and quadratic functions. With technology, experiment with cases and illustrate an explanation of the effects on the graph that include cases where $f(x)$ is a linear, quadratic, piecewise linear (to include absolute value) or exponential function.		0 1 2
A1: F-LE.A.1	Distinguish between situations that can be modeled with linear functions and with exponential functions		0 1 2
A1: F-LE.A.1a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.		0 1 2
A1: F-LE.A.1b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another		0 1 2
A1: F-LE.A.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another		0 1 2

A1: F-LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)		0	1	2
A1: F-LE.A.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.		0	1	2
A1: F-LE.B.5	Interpret the parameters in a linear or exponential function in terms of a context.		0	1	2
A1: S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.		0	1	2
A1: S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)		0	1	2
A1: S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.		0	1	2
A1: S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.		0	1	2
A1: S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and quadratic models		0	1	2
A1: S-ID.B.6b	Informally assess the fit of a function by plotting and analyzing residuals.		0	1	2
A1: S-ID.B.6c	Fit a linear function for a scatter plot that suggests a linear association.		0	1	2
A1: S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.		0	1	2
A1: S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.		0	1	2
A1: S-ID.C.9	Distinguish between correlation and causation.		0	1	2
Method of Assessment Key 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other		Total Points _____/120 Excellent (90-120) Good (60-89) Fair (30-59) Needs Improvement (0-29) *Students must score Fair, Good, or Excellent			

- | | |
|---|-------|
| 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision | |
| Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score. | |
| _____ | _____ |
| Teacher Signature | Date |

Evangeline Parish Public Schools

Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____

Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of **Geometry:**

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.
- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

Content Teacher Signature	Date	Teacher w/IEP Authority	Date

Counselor Signature	Date	Principal	Date

Supervisor of Special Education

Date

*Note—Only students with disabilities identified as ACT 833 can participate in APPBA.

Geometry			
Louisiana Student Standard Code	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
GM: G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.		0 1 2
GM: G-CO.A.2	Represent transformations in the plane using, e.g., transparencies, tracing paper, or geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).		0 1 2
GM: G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.		0 1 2
GM: G-CO.A.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.		0 1 2
GM: G-CO.A.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.		0 1 2
GM: G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		0 1 2
GM: G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		0 1 2
GM: G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		0 1 2
GM: G-CO.C.9	Prove and apply theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points		0 1 2

	on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints		
GM: G-CO.C.10	Prove and apply theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point		0 1 2
GM: G-CO.C.11	Prove and apply theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.		0 1 2
GM: G-CO.D.12	Make formal geometric constructions with a variety of tools and methods, e.g., compass and straightedge, string, reflective devices, paper folding, or dynamic geometric software. Examples: Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line		0 1 2
GM: G-CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		0 1 2
GM: G-SRT.A.1	Verify experimentally the properties of dilations given by a center and a scale factor:		0 1 2
GM: G-SRT.A.1a	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.		0 1 2
GM: G-SRT.A.1b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.		0 1 2
GM: G-SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.		0 1 2
GM: G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar		0 1 2
GM: G-SRT.B.4	Prove and apply theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria, SSS similarity criteria, ASA similarity.		0 1 2
GM: G-SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.		0 1 2

GM: G-SRT.C.6	Understand that by similarity, side ratios in right triangles, including special right triangles (30-60-90 and 45-45-90), are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.		0	1	2
GM: G-SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.		0	1	2
GM: G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.		0	1	2
GM: G-C.A.1	Prove that all circles are similar		0	1	2
GM: G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords, including the following: the relationship that exists between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and a radius of a circle is perpendicular to the tangent where the radius intersects the circle		0	1	2
GM: G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.		0	1	2
GM: G-C.B.5	Use similarity to determine that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector		0	1	2
GM: G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.		0	1	2
GM: G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.		0	1	2
GM: G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).		0	1	2
GM: G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio		0	1	2
GM: G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*		0	1	2
GM: G-GMD.A.1	Give an informal argument, e.g., dissection arguments, Cavalieri's principle, and informal limit arguments, for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.		0	1	2
GM: G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		0	1	2

GM: G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.		0	1	2
GM: G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*		0	1	2
GM: G-MG.A.2 A	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		0	1	2
GM: G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).		0	1	2
GM: S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).		0	1	2
GM: S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.		0	1	2
GM: S-CP.A.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.		0	1	2
GM: S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.		0	1	2
GM: S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.		0	1	2
GM: S-CP.B.6	Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model		0	1	2
GM: S-CP.B.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the mode		0	1	2

<p>Method of Assessment Key</p> <ol style="list-style-type: none"> 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision 	<p>Total Points _____/90</p> <p>Excellent (69-90) Good (46-68) Fair (23-45) Needs Improvement (0-22)</p> <p>*Students must score Fair, Good, or Excellent</p>
<p>Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="226 548 1050 592"> <p>_____</p> <p>Teacher Signature</p> </div> <div data-bbox="1268 548 1629 592"> <p>_____</p> <p>Date</p> </div> </div>	

Evangeline Parish Public Schools
Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____

Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of **English II**:

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.
- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

_____	_____	_____	_____
Content Teacher Signature	Date	Teacher w/IEP Authority	Date

_____	_____	_____	_____
Counselor Signature	Date	Principal	Date

English II			
Louisiana Student Standard Code	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
RL.9-10.1	Cite strong relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		0 1 2
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		0 1 2
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		0 1 2
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		0 1 2
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		0 1 2
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a works of literature from outside the United States, drawing on a wide reading of world literature.		0 1 2
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus)		0 1 2

RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		0	1	2
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		0	1	2
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		0	1	2
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		0	1	2
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them		0	1	2
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		0	1	2
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		0	1	2
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		0	1	2
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		0	1	2
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning		0	1	2
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		0	1	2
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary		0	1	2

	nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.		
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.		0 1 2
W.9-10.2	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		0 1 2
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. c. Use a variety of techniques to sequence events so that		0 1 2

	they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		0 1 2
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new different approach, focusing on addressing what is most significant for a specific purpose and audience.		0 1 2
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		0 1 2
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		0 1 2
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness strengths and limitations of each source in answering the research question terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		0 1 2
W.9-10.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		0 1 2
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		0 1 2
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10		0 1 2

	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		0 1 2
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		0 1 2
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		0 1 2
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		0 1 2
SL.9-10.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.		0 1 2
L.9-10.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		0 1 2
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.		0 1 2

L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.		0 1 2
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		0 1 2
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.		0 1 2
L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		0 1 2

<p>Method of Assessment Key</p> <ol style="list-style-type: none"> 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision 	<p>Total Points _____/92</p> <p>Excellent (71-92) Good (47-70) Fair (24-46) Needs Improvement (0-23)</p> <p>*Students must score Fair, Good, or Excellent</p>
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Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.

Teacher Signature

Date

Evangeline Parish Public Schools
Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____

Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of **English III**:

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.
- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

_____ Content Teacher Signature	_____ Date	_____ Teacher w/IEP Authority	_____ Date
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_____ Counselor Signature	_____ Date	_____ Principal	_____ Date
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English III			
Louisiana Student Standard Code	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
RL.11-12.1	Cite strong, and thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		0 1 2
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		0 1 2
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). , including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.		0 1 2
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.		0 1 2
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		0 1 2
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		0 1 2
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.		0 1 2

RL.11-12.9	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11– workplace/postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11 – workplace/postsecondary text complexity band independently and proficiently.		0	1	2
RI.11-12.1	Cite strong, and thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		0	1	2
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		0	1	2
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		0	1	2
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		0	1	2
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		0	1	2
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		0	1	2
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		0	1	2
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		0	1	2
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of		0	1	2

	Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–workplace/postsecondary text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–workplace/postsecondary text complexity band independently and proficiently.		0 1 2
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.		0 1 2
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or		0 1 2

	section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, mood, tone, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced,		0 1 2
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		0 1 2
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		0 1 2
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		0 1 2
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		0 1 2
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (e.g., MLA Handbook, Publication Manual of the American Psychological Association).		0 1 2

W.11-12.9 D	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).		0 1 2
			0 1 2
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences		0 1 2
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		0 1 2
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		0 1 2
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		0 1 2

SL.11-12.4	Present information, findings, and supporting evidence, while respecting intellectual property; conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives are addressed, and the use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.		0 1 2
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		0 1 2
SL.11-12.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating a command of formal English when indicated or appropriate.		0 1 2
L.11-12.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.		0 1 2
L.11-12.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.		0 1 2
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		0 1 2
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		0 1 2

L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.		0 1 2
L.11-12.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression		0 1 2

Method of Assessment Key 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision	Total Points _____/90 Excellent (69-90) Good (46-68) Fair (23-45) Needs Improvement (0-22) *Students must score Fair, Good, or Excellent *Students must score Fair, Good, or Excellent
Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%; text-align: center;"> _____ Teacher Signature </div> <div style="width: 45%; text-align: center;"> _____ Date </div> </div>	

Evangeline Parish Public Schools
Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____

Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of **Biology:**

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.
- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

Content Teacher Signature

Date

Teacher w/IEP Authority

Date

Counselor Signature

Date

Principal

Date

Supervisor of Special Education

Date

Biology			
Louisiana Student Standard Code	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
Science as an Inquiry			
1.	Write a testable question or hypothesis when given a topic (SI-H-A1)		0 1 2
2.	Describe how investigations can be observation, description, literature survey, classification, or experimentation (SI-H-A2)		0 1 2
3.	Plan and record step-by-step procedures for a valid investigation, select equipment and materials, and identify variables and controls (SI-H-A2)		0 1 2
4.	Conduct an investigation that includes multiple trials and record, organize, and display data appropriately (SI-H-A2)		0 1 2
5.	Utilize mathematics, organizational tools, and graphing skills to solve problems (SI-H-A3)		0 1 2
6.	Use technology when appropriate to enhance laboratory investigations and presentations of findings (SI-H-A3)		0 1 2
7.	Choose appropriate models to explain scientific knowledge or experimental results (e.g., objects, mathematical relationships, plans, schemes, examples, role-playing, computer simulations) (SI-H-A4)		0 1 2
8.	Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)		0 1 2
9.	Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)		0 1 2
10.	Given a description of an experiment, identify appropriate safety measures (SI-H-A7)		0 1 2

11.	Evaluate selected theories based on supporting scientific evidence (SI-H-B1)		0	1	2
12	Cite evidence that scientific investigations are conducted for many different reasons (SI-H-B2)		0	1	2
13	Identify scientific evidence that has caused modifications in previously accepted theories (SI-H-B2)		0	1	2
14	Cite examples of scientific advances and emerging technologies and how they affect society (e.g., MRI, DNA in forensics) (SI-H-B3)		0	1	2
15	Analyze the conclusion from an investigation by using data to determine its validity (SI-H-B4)		0	1	2
16	Use the following rules of evidence to examine experimental results: (a) Can an expert's technique or theory be tested, has it been tested, or is it simply a subjective, conclusive approach that cannot be reasonably assessed for reliability? (b) Has the technique or theory been subjected to peer review and publication? (c) What is the known or potential rate of error of the technique or theory when applied? (d) Were standards and controls applied and maintained? (e) Has the technique or theory been generally accepted in the scientific community? (SI-H-B5) (SI-H-B1) (SI-H-B4)		0	1	2
Life Science					
1	Compare prokaryotic and eukaryotic cells (LS-H-A1)		0	1	2
2	Identify and describe structural and functional differences among organelles (LS-H-A1)		0	1	2
3	Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)		0	1	2
4	Compare active and passive cellular transport (LS-H-A2)		0	1	2
5	Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions (LS-H-A2)		0	1	2
6	Analyze a diagram of a developing zygote to determine when cell differentiation occurs (LS-H-A3)		0	1	2
7	Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)		0	1	2
8	Describe the relationships among DNA, genes, chromosomes, and proteins (LS-H-B1)		0	1	2

9	Compare mitosis and meiosis (LS-H-B2)		0	1	2
10	Analyze pedigrees to identify patterns of inheritance for common genetic disorders (LS-H-B3)		0	1	2
11	Calculate the probability of genotypes and phenotypes of offspring given the parental genotypes (LS-H-B3)		0	1	2
12	Describe the processes used in modern biotechnology related to genetic engineering (LS-H-B4) (LS-H-B1)		0	1	2
13	Identify possible positive and negative effects of advances in biotechnology (LS-H-B4) (LS-H-B1)		0	1	2
14	Analyze evidence on biological evolution utilizing descriptions of existing investigations, computer models, and fossil records (LS-H-C1) (LS-H-C2)		0	1	2
15	Compare the embryological development of animals in different phyla (LS-H-A3)		0	1	2
16	Explain how DNA evidence and the fossil record support Darwin's theory of evolution (LS-H-C2)		0	1	2
17	Explain how factors affect gene frequency in a population over time (LS-H-C3)		0	1	2
18	Classify organisms from different kingdoms at several taxonomic levels, using a dichotomous key (LS-H-C4)		0	1	2
19	Compare characteristics of the major kingdoms (LS-H-C5)		0	1	2
20	Analyze differences in life cycles of selected organisms in each of the kingdoms (LS-H-C6)		0	1	2
21	Compare the structures, functions, and cycles of viruses to those of cells (LS-H-C7)		0	1	2
22	Describe the role of viruses in causing diseases and conditions (e.g., AIDS, common colds, smallpox, influenza, warts) (LS-H-C7) (LS-H-G2)		0	1	2
23	Illustrate the flow of carbon, nitrogen, and water through an ecosystem (LS-H-D1) (SE-H-A6)		0	1	2
24	Analyze food webs by predicting the impact of the loss or gain of an organism (LS-H-D2)		0	1	2
25	Evaluate the efficiency of the flow of energy and matter through a food chain/pyramid (LS-H-D2)		0	1	2
26	Analyze the dynamics of a population with and without limiting factors (LS-H-D3)		0	1	2
27	Analyze positive and negative effects of human actions on ecosystems (LS-H-D4) (SE-H-A7)		0	1	2
28	Explain why ecosystems require a continuous input of energy from the sun (LS-H-E1)		0	1	2

29	Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1)		0	1	2
30	Explain the role of adenosine triphosphate (ATP) in a cell (LS-H-E2)		0	1	2
31	Compare the levels of organization in the biosphere (LS-H-E3)		0	1	2
32	Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)		0	1	2
33	Compare structure to function of organs in a variety of organisms (LS-H-F1)		0	1	2
34	Explain how body systems maintain homeostasis (LS-H-F2)		0	1	2
35	Explain how selected organisms respond to a variety of stimuli (LS-H-F3)		0	1	2
36	Explain how behavior affects the survival of species (LS-H-F4)		0	1	2
37	Explain how fitness and health maintenance can result in a longer human life span (LS-H-G1)		0	1	2
38	Discuss mechanisms of disease transmission and processes of infection (LS-H-G2) (LS-H-G4)		0	1	2
39	Compare the functions of the basic components of the human immune system (LS-H-G3)		0	1	2
40	Determine the relationship between vaccination and immunity (LS-H-G3)		0	1	2
41	Describe causes, symptoms, treatments, and preventions of major communicable and non-communicable diseases (LS-H-G4)		0	1	2
42	Summarize the uses of selected technological developments related to the prevention, diagnosis, and treatment of diseases or disorders (LS-H-G5)		0	1	2
Earth and Space Science					
1	Describe what happens to the solar energy received by Earth every day (ESS-H-A1)		0	1	2
2	Trace the flow of heat energy through the processes in the water cycle (ESS-H-A1)		0	1	2
3	Describe the effect of natural insulation on energy transfer in a closed system (ESS-H-A1)		0	1	2
13	Explain how stable elements and atoms are recycled during natural geologic processes (ESS-H-B1)		0	1	2
15	Identify the sun-driven processes that move substances at or near Earth's surface (ESS-H-B2)		0	1	2

17	Determine the relative ages of rock layers in a geologic profile or cross section (ESS-H-C2)		0	1	2
18	Use data from radioactive dating techniques to estimate the age of earth materials (ESS-H-C2)		0	1	2
22	Analyze data related to a variety of natural processes to determine the time frame of the changes involved (e.g., formation of sedimentary rock layers, deposition of ash layers, fossilization of plant or animal species) (ESS-H-C5)		0	1	2

Method of Assessment Key 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision	Total Points _____/132 Excellent (100-132) Good (67-100) Fair (33-66) Needs Improvement (0-32) *Students must score Fair, Good, or Excellent *Students must score Fair, Good, or Excellent
Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> _____ Teacher Signature </div> <div style="width: 45%;"> _____ Date </div> </div>	

Evangeline Parish Public Schools
Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____
Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of **US History:**

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

_____	_____	_____	_____
Content Teacher Signature	Date	Teacher w/IEP Authority	Date
_____	_____	_____	_____
Counselor Signature	Date	Principal	Date
_____		_____	
Supervisor of Special Education		Date	

US History			
Louisiana Student Standard Code	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
Historical Thinking Skills			
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> conducting short and sustained research evaluating conclusions from evidence (broad variety, primary and secondary sources) evaluating varied explanations for actions/events determining the meaning of words and phrases from historical texts 		0 1 2

	analyzing historians' points of view		
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • differing political, social, religious, or economic contexts • similar issues, actions, and trends • both change and continuity 		0 1 2
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position		0 1 2
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent		0 1 2
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources		0 1 2
Western Expansion to Progressivism			
US.2.1	Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion		0 1 2
US.2.2	Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming		0 1 2
US.2.3	Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement		0 1 2
US.2.4	Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy		0 1 2
US.2.5	Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization		0 1 2

US.2.6	Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response		0 1 2
US.2.7	Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions		0 1 2
US.2.8	Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement's successes and failures		0 1 2
Isolationism through the Great War			
US.3.1	Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories		0 1 2
US.3.2	Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region		0 1 2
US.3.3	Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war		0 1 2
US.3.4	Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort		0 1 2
US.3.5	Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI		0 1 2
US.3.6	Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles		0 1 2
Becoming a World Power through World War II			
US.4.1	Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society		0 1 2
US.4.2	Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism		0 1 2

US.4.3	Describe the impact of major technological innovations and scientific theories of the 1920s on American society		0 1 2
US.4.4	Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis		0 1 2
US.4.5	Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States		0 1 2
US.4.6	Examine the causes of World War II and explain the reasons for U.S. entry into the war		0 1 2
US.4.7	Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort		0 1 2
US.4.8	Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society		0 1 2
US.4.9	Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war		0 1 2
US.4.10	Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War		0 1 2
Cold War Era			
US.5.1	Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism		0 1 2
US.5.2	Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions		0 1 2

US.5.3	Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events		0 1 2
US.5.4	Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States		0 1 2
US.5.5	Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War		0 1 2
The Modern Age			
US.6.1	Compare and contrast the domestic policies of the post-Cold War presidencies		0 1 2
US.6.2	Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society		0 1 2
US.6.3	Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region		0 1 2
US.6.4	Describe events that changed American people's perceptions of government over time		0 1 2
US.6.5	Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions		0 1 2
US.6.6	Trace the rise in domestic and foreign terrorism and analyze its effect on America's way of life		0 1 2

Method of Assessment Key 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision	Total Points _____/80 Excellent (60-80) Good (40-59) Fair (20-39) Needs Improvement (0-19) *Students must score Fair, Good, or Excellent
Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;"> _____ Teacher Signature </div> <div style="width: 45%; text-align: center;"> _____ Date </div> </div>	

Evangeline Parish Public Schools

Alternative Pathway Performance Based Assessment (APPBA)

Student _____ Student # _____ DOB _____ Grade _____

Course _____

Teacher of Record _____ Teacher with IEP Authority _____

List the two most recent test administration scores in the area of _____:

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

End of Course (EOC) Score _____ Date End of Course (EOC) Administered _____

- ☐ I certify that the above named student **has** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

- ☐ I certify that the above named student **has not** demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

_____	_____	_____	_____
Content Teacher Signature	Date	Teacher w/IEP Authority	Date
_____	_____	_____	_____
Counselor Signature	Date	Principal	Date
_____		_____	
Supervisor of Special Education		Date	

Subject: _____			
Standard	Standard	Method of Assessment	0=No Evidence 1=Limited Evidence 2=Proficient or Above Rating from 0 to 2
			0 1 2

			0 1 2
			0 1 2
			0 1 2
			0 1 2

<p>Method of Assessment Key</p> <ol style="list-style-type: none"> 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of Technology 6. Other 7. **If a student is given 1 or 2 points for a given standard, there must be a method of measurement that supports the decision 	<p>Total Points _____/</p> <p>Excellent ()</p> <p>Good ()</p> <p>Fair ()</p> <p>Needs Improvement ()</p> <p>*Students must score Fair, Good, or Excellent</p>
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Statement of Assurance (Required): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.

Teacher Signature

Date

Additional Resources

<https://www.louisianabelieves.com/docs/default-source/academics/alternative-pathways-to-a-high-school-diploma-implementation-guide.pdf?sfvrsn=2>

<http://www.louisianabelieves.com/docs/default-source/jumpstart/2017-jump-start-convention---session-c---jump-start-for-all-students---alternate-pathways-to-a-diploma-for-students-with-significant-disabilities.pdf?sfvrsn=5>