Grade: 10

Content Area: Science and Technology/Engineering

Strand: Biology 2

Learning Standard: 4.1
(1) Student's Name

(2) Student's grade as reported in the Student Information Management System (SIMS): 10

(3) a. Content Area (Subject): Science and Technology/Engineering
   b. Strand: Science and Technology/Engineering - Biology 1 (High School)
   c. Learning Standard(s): 4.1 Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth.
   (List standards for the grade in which the student was reported in SIMS.)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)
   \( \square \) at "grade-level" expectations (use Work Descriptions for "grade-level" or "competency" portfolio)
   \( \checkmark \) through "entry points" (list page on which entry point is found in the Resource Guide):
   \( \) through "access skills" (practiced during academic instruction based on the grade-level standard listed above)
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(5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence").

will be able to identify the organs of the digestive system with 80% accuracy and 80% independence.

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill. List any augmentative and/or alternative communication (AAC) system, if used:

small group or 1:1 setting, staff support, visual prompts, choices to choose from (field of 2), teacher scribed responses

Primary evidence checklist (optional):
Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Graph</td>
<td>Digestive System</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>digestive system parts - identification</td>
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<tr>
<td>Work Sample Description</td>
<td>Digestive System matching</td>
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<tr>
<td>Work Sample Description</td>
<td>Labeling Digestive System sketch</td>
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(Continue list on additional paper, if needed.)
DATA METHOD 2: BAR GRAPH

Student Name: [Student Name]
Content Area/Strand: Science and Technology/Engineering/Biology 1 (High School)

Learning Standard: 4.1 Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth.

Measurable Outcome: will be able to identify the organs of the digestive system with 80% accuracy and 80% independence.

Accuracy: [Accuracy Level]
Independence: [Independence Level]

<table>
<thead>
<tr>
<th>Date (m/d/y)</th>
<th>Percentage</th>
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</thead>
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<tr>
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<td>80</td>
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<tr>
<td>1/23/2014</td>
<td>80</td>
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</tbody>
</table>

Brief Description:

- During science class in a small group setting, the teacher read an intro to the digestive system article, and the student was asked to verbally identify the organs of the digestive system.
- During science class in a 1:1 setting, the student identified organs on a diagram of the digestive system and then matched them with the words that described them.
- During science class in a 1:1 setting, the student identified organs on the diagram of the digestive system by verbally identifying them to the teacher.
- During science class in a small group setting, the student identified the organ of the digestive system when the teacher pointed to it on a poster.
- During science class in a 1:1 setting, the student reviewed the terms and verbally identified the lumen of the digestive system by verbally identifying the organ by name.
- During science class, the student had to verbally identify organs of the digestive system and correctly match them to the teacher's list.
- During science class, the student had to verbally identify organs of the digestive system and correctly place them on a sketch of the body.
- During science class, the student had to verbally identify organs of the digestive system from a picture in the textbook.
WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: [blank]
Date (m/d/y): 1/22/2014
ACCURACY: 80%
INDEPENDENCE: 80%

Subject: Science and Technology/Engineering
Strand: Biology 1 (High School)
Learning Standard:
4.1 Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth.

Measurable Outcome:
will be able to identify the organs of the digestive system with 80% accuracy and 80% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

During science class in a 1:1 setting, had to identify the correct digestive system organ picture with its name. Teacher assisted by reading the names and gluing the two matching pieces with assistance.

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

It was fun to do.

I didn't like this.
Identify the digestive picture and the name for it.

- Rectum
- Stomach
- Liver
- Large Intestine
- Small Intestine
Subject: Science and Technology/Engineering
Strand: Biology 1 (High School)
Learning Standard:
4.1 Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth.

Measurable Outcome:

will be able to identify the organs of the digestive system with 80% accuracy and 80% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

During science class in a 1:1 setting, had to verbally identify organs of the digestive system from a sketch of the system. Teacher wrote the names of each of the parts for her. She did this by being given a choice of two answers.
Identify each digestive part below.

- Mouth
- Esophagus
- Liver
- Large intestine
- Rectum