This form must be completed and uploaded for each student who participated in the FSAA—Datafolio at the conclusion of the assessment.

District Name: Z District
School Name: School A

Student First Name: Julie
Student Last Name: Smith

Student D.O.B.: 05 / 06 / 2007
FLEID Number: FL234567891234

Teacher Statement

By signing below, as the teacher responsible for the production of this student’s FSAA—Datafolio, I certify the following to be true:

1. The student’s work evidence submitted in this FSAA—Datafolio accurately reflects typical instruction based on the content of the Access Points.
2. Each entry presented in this FSAA—Datafolio is authentic and was ethically generated.

Teacher Name: Casey Teacher
Position/Title: ESE teacher

Signature: Casey Teacher
Date: 4/13/2018

Statement of School Administrator or Designee

My signature below verifies that I have reviewed the FSAA—Datafolio with the teacher administering this assessment and, to the best of my knowledge, the evidence and forms are complete, valid, and accurate.

Name: Eleanor Roberts

Signature: Eleanor Roberts
Date: 4/13/2018

Title: Assistant Principal, School A
The Florida Standards Alternate Assessment (FSAA)—Datafolio is a systematic method of data collection of student activities aligned to specific Access Points Standards. For some students, the datafolio is the most meaningful way for them to participate in the FSAA. During this process, the teacher may create a digital recording of a lesson or classroom activity in which a student completes the assessment tasks. This recording is then submitted to Measured Progress, the test developer, for scoring. Once scores are reported, the digital record is destroyed according to state policy.

You are receiving this form because

☐ Your child will be participating in the FSAA—Datafolio. Your signed consent is required for digital recordings to be used as part of the assessment. Consent is voluntary and can be revoked at any time by notifying your child’s teacher in writing.

I have read and understand this request. I give permission for my child, Julie Smith, to be digitally recorded by his/her teacher(s) for the FSAA—Datafolio evidence submission process.

Parent Name: Kara Smith Signature: Kara Smith

Date: 5/10/17

☐ Due to the nature of the classroom setting, your child may be/was inadvertently included in the digital recording of another student’s assessment. If this occurs, your signed consent is required for the recording to be submitted for scoring. Consent is voluntary and can be revoked at any time by notifying your child’s teacher in writing.

I have read and understand this request and give permission to allow an inadvertent recording of my child, _____________________, to be used as part of the assessment process for the intended student.

Parent Name: _____________________ Signature: _____________________

Date: _____________________

☑ A video that includes your child may be used for training teachers on the FSAA—Datafolio administration. If selected for use in teacher training, steps will be taken to avoid disclosure of personally identifiable information. Only a student’s first name will be used. The student’s last name, school, district, and town names will be removed. However, digital recordings cannot be edited to obscure or block student images, and your child’s face may be visible. Your consent is voluntary and can be revoked at any time by notifying your child’s teacher in writing that you are withdrawing consent.

I have read and understand this request. I give my permission for the Florida Department of Education to use FSAA—Datafolio digital recordings that include my child, Julie Smith, in teacher training materials.

Parent Name: Kara Smith Signature: Kara Smith

Date: 5/10/17
### Evidence Collection Form

**Student Name:** Julie Smith  
**Teacher Name:** Casey Teacher  
**District Name:** Z District  
**School Name:** School A  
**FLEID Number:** FL234567891234  
**Assessment Grade:** 4  
**Witness Name:** Elizabeth Baker  
**Witness Signature:** Elizabeth Baker  
**Choice #:** 1 2 3  
**Collection Period:** 1 2 3

**Check One:** Select ONE of the following evidence types for documentation. The information on this form (or the form itself where noted) must be entered in to the Assessment View System (AVS) when submitting the student evidence.

### Observation Evidence  
*Witness Signature Required*
- Provide a description of the activity or task that includes a running record of the opportunities the student was asked to perform.
- Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
- Be sure to grade each opportunity and provide the overall grade as a percentage.
- For all observation evidence, a witness must observe all opportunities as presented to the student and provide his or her signature on this form.

### Digital Recording Evidence  
*Digital Recording Consent Form Required*
- The digital recording file is the student evidence that must be uploaded into the AVS. Therefore this form cannot be uploaded. The information from this form MUST be transcribed into the AVS.
- Include any clarification of the digital recording to ensure that all opportunities and the student’s responses are clear to anyone viewing the recording.
- Include detailed information on the opportunities performed and Level of Assistance provided (N, P, G, V, M, I) in the digital recording.
- Be sure to grade each opportunity and provide the overall grade as a percentage.
- A signed Digital Recording Consent Form must be included in the submission for each student in the digital recording.

### Work Product
- Uploading this form to the AVS (as one electronic file) with the work product is optional IF the INFORMATION from this form has been transcribed into the AVS.
- Provide additional information for the work product submitted along with the actual work product.
- Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
- Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

**Total Number of Opportunities:** 5  
(Minimum 5/Maximum 8)  
**Date of Activity:** September 19, 2017  
**Accuracy Score:** 80%  
**Level of Assistance:** N P G X V M I  
(Select only one. All opportunities for a standard must be submitted at the same LOA.)
**Opportunity / Item Number** | **Teacher Asks** | **Response Options** | **Expected Response** | **Student Response** | **Correct/Incorrect** | **Level of Assistance (N, P, G, V, M, I)** |
---|---|---|---|---|---|---|
**EXAMPLE** | What would you wear if it is rainy and cool outside? | 1. Picture of rain coat  2. Picture of T-shirt  3. Picture of apple | 3 second eye gaze held on picture of rain coat | apple | Incorrect | Verbal |
1 | What is the first step in the pumpkin cycle? | 1. Picture of egg  2. Picture of sapling  3. Picture of pumpkin seed | Point to picture of pumpkin seed | Picture of pumpkin seed | Correct | G |
2 | What is the second step in the pumpkin cycle? | 1. Picture of pumpkin vine  2. Picture of seed  3. Picture of caterpillar | Point to picture of pumpkin vine | Picture of pumpkin vine | Correct | G |
3 | What is the third step in the pumpkin cycle? | 1. Picture of chrysalis  2. Picture of pumpkin flower  3. Picture of sapling | Point to picture of pumpkin flower | Picture of pumpkin flower | Correct | G |
4 | What is the fourth step in the pumpkin cycle? | 1. Picture of small pumpkin  2. Picture of chrysalis  3. Picture of apple | Point to picture of small pumpkin | Picture of small pumpkin | Correct | G |
5 | What is the fifth step in the pumpkin cycle? | 1. Picture of butterfly  2. Picture of tree  3. Picture of big pumpkin | Point to picture of big pumpkin | Picture of butterfly | Incorrect | G |
6 | | | | | | |
7 | | | | | | |
8 | | | | | | |
**Notes:**

**Accuracy**

(Accuracy % = \# correct/total \# of items multiplied by 100.)

80 %

For ELA Standards, please enter the following information:

**Genre (Literature or Informational):** Informational

**Text Title:** “From Seed to Pumpkin”

**Text Author:** Wendy Pfeffer

**Other Relevant Information:**
### Level of Assistance (LOA) Goal Setting Worksheet

**Student Name:** Julie Smith  
**Student ID:** FL234567891234

**Directions:** Please refer to the Chart below to determine the LOA goal to set for each standard.

<table>
<thead>
<tr>
<th>Level of Assistance (LOA) demonstrated during baseline Collection Period</th>
<th>Accuracy Score during baseline Collection Period</th>
<th>Consider Setting LOA Goal at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Engagement (N)</td>
<td>Less than 51%</td>
<td>Physical (P)</td>
</tr>
<tr>
<td></td>
<td>51% or greater</td>
<td></td>
</tr>
<tr>
<td>Physical (P)</td>
<td>Less than 51%</td>
<td>Physical (P) or Gestural (G)</td>
</tr>
<tr>
<td></td>
<td>51% or greater</td>
<td>Gestural (G)</td>
</tr>
<tr>
<td>Gestural (G)</td>
<td>Less than 51%</td>
<td>Gestural (G) or Verbal (V)</td>
</tr>
<tr>
<td></td>
<td>51% or greater</td>
<td>Verbal (V)</td>
</tr>
<tr>
<td>Verbal (V)</td>
<td>Less than 51%</td>
<td>Verbal (V) or Model (M)</td>
</tr>
<tr>
<td></td>
<td>51% or greater</td>
<td>Model (M)</td>
</tr>
<tr>
<td>Model (M)</td>
<td>Less than 51%</td>
<td>Model (M) or Independent (I)</td>
</tr>
<tr>
<td></td>
<td>51% or greater</td>
<td>Independent (I)</td>
</tr>
<tr>
<td>Independent (I)</td>
<td>Less than 51%</td>
<td>Consult with IEP team regarding the suitability of FSAA–Datafolio as the appropriate assessment for the student.</td>
</tr>
<tr>
<td></td>
<td>51% or greater</td>
<td>Consult with IEP team regarding the suitability of FSAA–Datafolio as the appropriate assessment for the student.</td>
</tr>
</tbody>
</table>

### Content Area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Standard</th>
<th>Baseline LOA provided (circle only one)</th>
<th>Baseline Accuracy (%)</th>
<th>LOA Goal (circle only one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>LAFS.4.RI.1.3</td>
<td>N P G V M I</td>
<td>80%</td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N P G V M I</td>
<td></td>
<td>N P G V M I</td>
</tr>
</tbody>
</table>
# Evidence Collection Form

**Student Name:** Julie Smith  
**Teacher Name:** Casey Teacher  
**FLEID Number:** FL234567891234  
**Assessment Grade:** 4  
**Witness Name:** Elizabeth Baker  
**Witness Signature:** Elizabeth Baker

**District Name:** Z District  
**School Name:** School A  
**Standard Code:** LAFS.4.RI.1.3

### Check One:
Select ONE of the following evidence types for documentation. The information on this form (or the form itself where noted) must be entered in to the Assessment View System (AVS) when submitting the student evidence.

- **Observation Evidence** *(Witness Signature Required)*
  - The observation is the student evidence. Provide anecdotal information on page 2 of this document or upload completed Running Record template.
  - Provide a description of the activity or task that includes a running record of the opportunities the student was asked to perform.
  - Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
  - Be sure to grade each opportunity and provide the overall grade as a percentage.
  - For all observation evidence, a witness must observe all opportunities as presented to the student and provide his or her signature on this form.

- **Digital Recording Evidence** *(Digital Recording Consent Form Required)*
  - The digital recording file is the student evidence that must be uploaded into the AVS. Therefore this form cannot be uploaded. The INFORMATION from this form MUST be transcribed into the AVS.
  - Include any clarification of the digital recording to ensure that all opportunities and the student's responses are clear to anyone viewing the recording.
  - Include detailed information on the opportunities performed and Level of Assistance provided (N, P, G, V, M, I) in the digital recording.
  - Be sure to grade each opportunity and provide the overall grade as a percentage.
  - A signed Digital Recording Consent Form must be included in the submission for each student in the digital recording.

- **Work Product**
  - Uploading this form to the AVS (as one electronic file) with the work product is optional IF the INFORMATION from this form has been transcribed into the AVS.
  - Provide additional information for the work product submitted along with the actual work product.
  - Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
  - Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

**Total Number of Opportunities:** 5  
**Accuracy Score:** 80 %  
**Date of Activity:** April 5, 2018  
**Level of Assistance:** N  
P  
G  
V  
X  
M  
I

*(Select only one. All opportunities for a standard must be submitted at the same LOA.)*

---

March 2017
### 2017-2018 FSAA–Datafolio Running Record Template

**Student Name:** Julie Smith  
**Date:** April 5, 2017

<table>
<thead>
<tr>
<th>Opportunity / Item Number</th>
<th>Teacher Asks</th>
<th>Response Options (Teacher determines the number of Response Options.)</th>
<th>Expected Response</th>
<th>Student Response</th>
<th>Correct/Incorrect</th>
<th>Level of Assistance (N, P, G, V, M, I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>What would you wear if it is rainy and cool outside?</td>
<td>1. Picture of rain coat</td>
<td>3 second eye gaze held on picture of rain coat</td>
<td>apple</td>
<td>Incorrect</td>
<td>Verbal</td>
</tr>
<tr>
<td></td>
<td>2. Picture of T-shirt</td>
<td>3. Picture of apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What is the first step in baking cookies?</td>
<td>1. Picture of wet ingredients</td>
<td>Point to picture of wet ingredients</td>
<td>picture of wet ingredients</td>
<td>Correct</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>2. Picture of dry ingredients</td>
<td>3. Picture of stirring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What is the second step in baking cookies?</td>
<td>1. Picture of egg</td>
<td>Point to picture of egg</td>
<td>Picture of stirring</td>
<td>Incorrect</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>2. Picture of wet and dry ingredients</td>
<td>3. Picture of stirring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is the third step in baking cookies?</td>
<td>1. Picture of dry ingredients</td>
<td>Point to picture of dry ingredients</td>
<td>picture of dry ingredients</td>
<td>Correct</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>2. Picture of egg</td>
<td>3. Picture of stirring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What is the fourth step in baking cookies?</td>
<td>1. Picture of stirring</td>
<td>Point to picture of stirring</td>
<td>Picture of stirring</td>
<td>Correct</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>2. Picture of cookie sheet</td>
<td>3. Picture of egg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What is the fifth step in baking cookies?</td>
<td>1. Picture of putting cookies on cookie sheet</td>
<td>Point to picture of spraying cookie sheet</td>
<td>Picture of spraying cookie sheet</td>
<td>Correct</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>2. Picture of oven</td>
<td>3. Picture of spraying cookie sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Picture of whisk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Picture of flour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Picture of mixer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Picture of sugar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Picture of baking powder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**  
80% Accuracy (Accuracy % = \( \frac{\text{# correct}}{\text{total # of items}} \times 100 \))

**For ELA Standards, please enter the following information:**

**Genre (Literature or Informational):** Informational  
**Text Title:** "How to Bake Cookies"  
**Text Author:** Charlie Chef  
**Other Relevant Information:**
**Evidence Collection Form**

**2017–2018 FSAA—Datafolio**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Julie Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name:</td>
<td>Casey Teacher</td>
</tr>
<tr>
<td>District Name:</td>
<td>Z District</td>
</tr>
<tr>
<td>School Name:</td>
<td>School A</td>
</tr>
<tr>
<td>Standard Code:</td>
<td>LAFS.4.RI.1.3</td>
</tr>
</tbody>
</table>

**Assessment Grade:** 4

**FLEID Number:** FL234567891234

**Witness Name:** Elizabeth Baker

**Witness Signature:** Elizabeth Baker

**Choice #:**
- 1
- 2
- 3

**Collection Period:**
- 1
- 2
- 3

---

### Check One: Select ONE of the following evidence types for documentation.

- **Observation Evidence**
  - *Witness Signature Required*
  - The observation is the student evidence.
  - Provide anecdotal information on page 2 of this document or upload completed Running Record template.
  - Provide a description of the activity or task that includes a running record of the opportunities the student was asked to perform.
  - Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
  - Be sure to grade each opportunity and provide the overall grade as a percentage.
  - For all observation evidence, a witness must observe all opportunities as presented to the student and provide his or her signature on this form.

- **Digital Recording Evidence**
  - *Digital Recording Consent Form Required*
  - The digital recording file is the student evidence that must be uploaded into the AVS. Therefore this form cannot be uploaded. The INFORMATION from this form MUST be transcribed into the AVS.
  - Include any clarification of the digital recording to ensure that all opportunities and the student's responses are clear to anyone viewing the recording.
  - Include detailed information on the opportunities performed and Level of Assistance provided (N, P, G, V, M, I) in the digital recording.
  - Be sure to grade each opportunity and provide the overall grade as a percentage.
  - A signed Digital Recording Consent Form must be included in the submission for each student in the digital recording.

- **Work Product**
  - Uploading this form to the AVS (as one electronic file) with the work product is optional IF the INFORMATION from this form has been transcribed into the AVS.
  - Provide additional information for the work product submitted along with the actual work product.
  - Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
  - Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

---

**Total Number of Opportunities:** 5

**Accuracy Score:** 40%

**Level of Assistance:**
- N
- P
- G
- V
- X
- M
- I

**Date of Activity:** November 15, 2017

---

March 2017
### Opportunity / Item Number | Teacher Asks | Response Options (Teacher determines the number of Response Options.) | Expected Response | Student Response | Correct/Incorrect | Level of Assistance (N, P, G, V, M, I)
--- | --- | --- | --- | --- | --- | ---
**EXAMPLE** | What would you wear if it is rainy and cool outside? | 1. Picture of rain coat 2. Picture of T-shirt 3. Picture of apple | 3 second eye gaze held on picture of rain coat | apple | Incorrect | Verbal
2 | What happened after the Pilgrims met Squanto? | 1. Mayflower landed 2. planted corn 3. Cold winter | Point to “Planted corn” | Cold winter | Incorrect | V
4 | What happened after the first Thanksgiving? | 1. Friends with Native Americans 2. First Thanksgiving 3. Mayflower landed | Point to “Friends with Native Americans” | Friends with Native Americans | Correct | V
5 | What happened before the Pilgrims planted corn? | 1. Met Squanto 2. First Thanksgiving 3. Friends with Native Americans | Point to “Met Squanto” | First Thanksgiving | Incorrect | V
6 | | | | | |
7 | | | | | |
8 | | | | | |

**Notes:**

Accuracy (Accuracy % = # correct/total # of items multiplied by 100.)

40%

For ELA Standards, please enter the following information:

| Genre (Literature or Informational): | Informational |
| Text Title: | “The Story of the Pilgrims” |
| Text Author: | Polly Pseudonym |
| Other Relevant Information: |
Evidence Collection Form

Check One: Select ONE of the following evidence types for documentation. The information on this form (or the form itself where noted) must be entered in to the Assessment View System (AVS) when submitting the student evidence.

- **Observation Evidence**
  *Witness Signature Required*
  
  The observation is the student evidence. Provide anecdotal information on page 2 of this document or upload completed Running Record template.
  
  - Provide a description of the activity or task that includes a running record of the opportunities the student was asked to perform.
  - Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
  - Be sure to grade each opportunity and provide the overall grade as a percentage.
  - For all observation evidence, a witness must observe all opportunities as presented to the student and provide his or her signature on this form.

- **Digital Recording Evidence**
  *Digital Recording Consent Form Required*
  
  The digital recording file is the student evidence that must be uploaded into the AVS. Therefore this form cannot be uploaded. The INFORMATION from this form MUST be transcribed into the AVS.
  
  - Include any clarification of the digital recording to ensure that all opportunities and the student’s responses are clear to anyone viewing the recording.
  - Include detailed information on the opportunities performed and Level of Assistance provided (N, P, G, V, M, I) in the digital recording.
  - Be sure to grade each opportunity and provide the overall grade as a percentage.
  - A signed Digital Recording Consent Form must be included in the submission for each student in the digital recording.

- **Work Product**
  
  Uploading this form to the AVS (as one electronic file) with the work product is optional. The INFORMATION from this form has been transcribed into the AVS.
  
  - Provide additional information for the work product submitted along with the actual work product.
  - Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided.
  - Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

Total Number of Opportunities: 5 (Minimum 5/Maximum 8) Date of Activity: April 5, 2018

Accuracy Score: 80 % Level of Assistance: N P G V X M I

(Select only one. All opportunities for a standard must be submitted at the same LOA.)
## 2017-2018 FSAA–Datafolio Running Record Template

**Student Name:** Julie Smith  
**Date:** April 5, 2017

<table>
<thead>
<tr>
<th>Opportunity / Item Number</th>
<th>Teacher Asks</th>
<th>Response Options (Teacher determines the number of Response Options.)</th>
<th>Expected Response</th>
<th>Student Response</th>
<th>Correct/Incorrect</th>
<th>Level of Assistance (N, P, G, V, M, I)</th>
</tr>
</thead>
</table>
| **EXAMPLE**               | **What would you wear if it is rainy and cool outside?**  
1. Picture of rain coat  
2. Picture of T-shirt  
3. Picture of apple | 3 second eye gaze held on picture of rain coat | apple | Incorrect | Verbal |
| 1                         | **What is the first step in baking cookies?**  
1. Picture of wet ingredients  
2. Picture of dry ingredients  
3. Picture of stirring | Point to picture of wet ingredients | picture of wet ingredients | Correct | V |
| 2                         | **What is the second step in baking cookies?**  
1. Picture of egg  
2. Picture of wet and dry ingredients  
3. Picture of stirring | Point to picture of egg | Picture of stirring | Incorrect | V |
| 3                         | **What is the third step in baking cookies?**  
1. Picture of dry ingredients  
2. Picture of egg  
3. Picture of stirring | Point to picture of dry ingredients | picture of dry ingredients | Correct | V |
| 4                         | **What is the fourth step in baking cookies?**  
1. Picture of stirring  
2. Picture of cookie sheet  
3. Picture of egg | Point to picture of stirring | Picture of stirring | Correct | V |
| 5                         | **What is the fifth step in baking cookies?**  
1. Picture of putting cookies on cookie sheet  
2. Picture of oven  
3. Picture of spraying cookie sheet | Point to picture of spraying cookie sheet | Picture of spraying cookie sheet | Correct | V |
| 6                         | **What is the sixth step in baking cookies?** | | | | |
| 7                         | **What is the seventh step in baking cookies?** | | | | |
| 8                         | **What is the eighth step in baking cookies?** | | | | |

**Accuracy**  
(Accuracy % = # correct/total # of items multiplied by 100.)  
**80 %**

For ELA Standards, please enter the following information:

<table>
<thead>
<tr>
<th>Genre (Literature or Informational):</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Title:</td>
<td>“How to Bake Cookies”</td>
</tr>
<tr>
<td>Text Author:</td>
<td>Charlie Chef</td>
</tr>
<tr>
<td>Other Relevant Information:</td>
<td></td>
</tr>
</tbody>
</table>