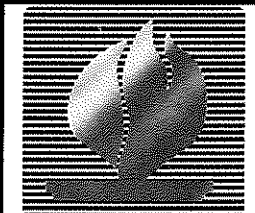


NYC Department of Education

SANDI





STUDENT ANNUAL NEEDS DETERMINATION INVENTORY

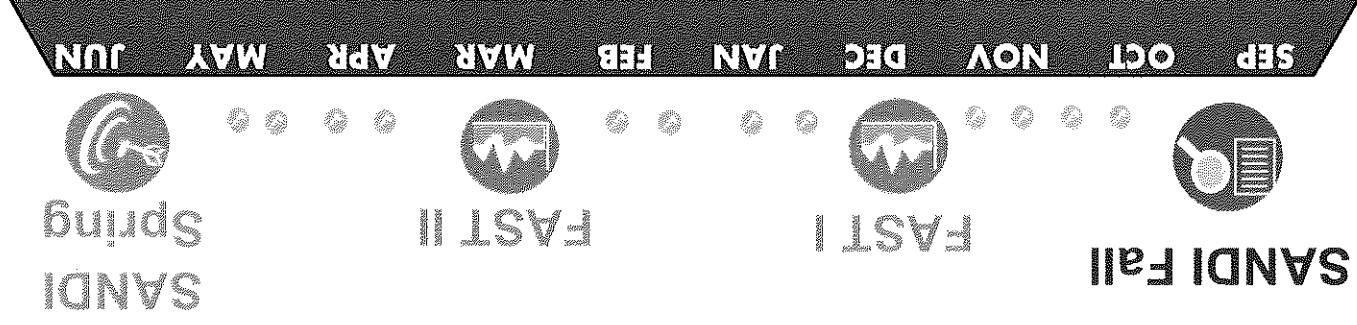


RIVERSIDE COUNTY OFFICE OF EDUCATION
KENNETH M. YOUNG
Riverside County Superintendent of Schools

Lakeshore®

Assessment Framework & Timeline

-  Baseline assessments gauge students' starting point at the beginning of a year, course, or unit
-  Curriculum-embedded assessments and checks for understanding are used on an ongoing basis to provide teachers with immediate feedback on student learning (lessons)
-  Benchmark assessments tests students' performance of skills throughout the year to inform ongoing instruction
-  End-of-Year assessments gauge students' ending point at the culmination of the school year



Session Objectives

- What is SANDI-FAST?
- What do the assessments look like?
- How is it used to guide IEP writing?

What does the assessment look like?

WHAT IS SANDI?

Purpose of the SANDI:

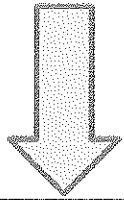
- Assesses areas of student performance
- Features subtests in Reading, Writing, Communication Development, Math, Fine Motor, Gross Motor, Vocational Education and Community, Adaptive Daily Living, Social Emotional, and Science
- Identifies each student's strengths and areas of need

Purpose of the SANDI:

- Prioritizes student need areas and targets IEP goals
- Guides writing of standards-based IEP goals
- Informs instructional decisions:
 - > Student grouping
 - > Lesson planning
 - > Standards based classroom instruction
 - > FAST testing level and targeted instruction

Accessing Grade Level Standards

Spiraling K-12 and 12-K



1. Read closely to determine what the text says ... make logical inferences; cite specific textual evidence when writing/speaking to support conclusions drawn from text.

Grade 11-12.1: Cite strong and thorough..... including determining where the text leaves matter uncertain (109).

Grade 9-10.1: Cite strong and thorough textual evidence to support... (106, 107).

Grade 8.RI.1: Cite the textual evidence that most strongly supports analysis of what the text says explicitly, ... (104, 105).

Grade 7.RI.1: Cite several pieces of textual evidence to support... (102, 103).

Grade 6.RI.1: Cite textual evidence to support analysis of what text says explicitly (99, 101).

Grade 5.RI.1: Quote accurately from a text ... to draw inferences (94).

Grade 4.RI.1: Refer to details and examples in a text ... in drawing inferences (90, 92, 93).

Grade 3.RI.1: Ask & answer questions to demonstrate understanding of text (84, 85).

Grade 2.RI.1: Ask & answer “Wh” questions (SANDI # 75, 78).

Grade 1.RI.1: Ask & answer questions about details in text (SANDI # 62, 66, 67, 69).

Grade K.RI.1: With prompting and support, ask & answer question about details (SANDI # 1, 3, 4, 7, 8, 14, 20, 21, 22, 25, 40, 44).



Purpose of the SANDI:

Grade 1.RI.1: Ask & answer questions about details in text (*SANDI*)

62, 66, 67, 69).

- | | |
|--|---|
| L.1
L.6
RF.2
RI.1
RI.7
RL.2
RL.7 | 62. Identifies 10 pictures when given 1 identifying attribute (e.g., color, size, shape, category) of a picture in a field of 2. L2-SD ☑ |
| RF.3
RI.1
RI.2
RI.7
RL.10 | 66. Reads and follows 5 simple instructions to perform actions (e.g., eat, drink, jump, walk, write). Cue: Print action verbs on index cards. Show one card at a time and say, "Please do this." ☑ |
| L.6
RI.1
RI.2
RL.1
RL.10 | 67. Answers 5 questions, in 2-3 word phrases using PMC, about key details in informational text (age-appropriate newspaper/magazine article about a current event) during shared reading time. Cue: "Answer these questions about the article we read." ☑ |

Label Standards, Strands, Domains

Strands for ELA

Reading for Literature (RL)

Reading for Informational
Text (RI)

Reading: Foundational
Skills (RF)

Writing (W)

Speaking & Listening (SL)

Language (L)

Domains for Math

Counting and Cardinality (CC)

Operations and Algebraic
Thinking (OA)

Number and Operations in
Base Ten (NBT)

Numbers and Fractions (NF)

Measurement and Data (MD)

Geometry (G)

SANDI: Grade.Strand.Standard
(Also correct: Strand.Grade.Standard)

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Subtest View

Subtests, Performance Items, Scoring Rubric, Standard Links

Only Show IEP Items

READING													
Standard	Rubric Score												
Re	Wr	Ma	CD	FM	GM	SE	TE	TC	AD	Sc	IEP	C	A

Key: 0 = Not Introduced 1 = Initial 2 = Partial 3 = Developed 4 = Proficient Reading Score: 146/436

26. Identifies 5 familiar survival signs and symbols.

K.RF.1
K.RF.3
K.RI.1
K.RI.6

27. Identifies 5 familiar food establishments.

K.RF.1
K.RF.3
K.RI.1
K.RI.6

28. Completes an ABC inset puzzle (at least 10 letters). Cue: "Put this ABC puzzle together."

Birth to Pre-K
K.RF.1
K.RI.5

29. Matches symbols/pictures to 5 activities (e.g., matches a book to reading, a pencil to writing, a spoon to eating, a toilet to bathroom, a swing to recess, a calculator to math). Cue: "Here is a _____. What do you do with it?"

K.RF.3
K.RI.3
K.RI.4
K.RI.6
K.RI.7

30. Follows a personal daily schedule (object/picture word/electronic) by going to the designated area and beginning task/activity for 5 consecutive scheduled tasks. Attach Sample

K.RF.1
K.RF.3
K.RI.10
K.RI.3

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4
---	---	---	---	---

Consistent System includes:

Subtests, Performance Items, Scoring Rubric, Standard Links, Testing Materials/Support Documents, IEP Focus

Reading	Standard	Rubric Score			
56. Produces/verbalizes phonemes for 5 long vowels. L2-SD	K.L.6, K.RF.1, K.RF.2, K.RF.3				4
57. Identifies letters in 5 three-letter words by reading each letter from left to right. Cue: Place a list of 5 words (e.g., cat, leg, hip, cup, dog) in front of the student and say, "Spell each word."	K.L.6, K.RF.1, K.RF.2, K.RF.3				4
58. Reads 10 words at a kindergarten level. L2-SD	K.RF.3, K.RF.4, K.RI.10, K.RL.10				4
59. Makes and reads 4 new rhyming words in each of the following 5 word families by substituting the first letter/phoneme: .at, .ot, .it, .ot, and .um. L2-SD	1.L.6, 1.RF.2, 1.RF.3				3
60. Decodes/reads 10 CVC words. L2-SD	1.L.3, 1.RF.2				4
61. Fills in missing vowels to make 5 words. Cue: Give student a list of 5 words with missing vowels (e.g., c_l, d_g, b_y, p_n, h_t) and say, "Add (write/say) the missing letter to make a word."	1.L.1, 1.L.2, 1.RF.2, 1.RF.3				3
62. Identifies 10 pictures when given 1 identifying attribute (e.g., color, size, shape, category) of a picture in a field of 2. L2-SD	1.L.1, 1.L.6, 1.RF.2, 1.RI.1, 1.RI.7, 1.RL.2, 1.RL.7				4
63. Reads by identifying 25 familiar survival signs/symbols. L2-SD	1.L.5, 1.RF.1, 1.RF.2, 1.RF.3, 1.RI.10				4
64. Reads 20 common high-frequency words. L2-SD	1.RF.1, 1.RF.2, 1.RF.3, 1.RI.10, 1.RL.10				4
65. Reads 10 words at a first-grade level. L2-SD	1.RF.3, 1.RF.4				4
66. Reads and follows 5 simple instructions to perform actions (e.g., eat, drink, jump, walk, write). Cue: Print action verbs on index cards. Show one card at a time and say, "Please do this."	1.RF.3, 1.RI.1, 1.RI.2, 1.RI.7, 1.RL.10				4
67. Answers 5 questions, in 2_	1.L.6, 1.RI.1, 1.RI.2, 1.RL.1, 1.RL.10				3
68. Reads a 100-word text at a first-grade level with fluency. L2-SD	1.L.5, 1.RF.1, 1.RF.3, 1.RF.4, 1.RI.10, 1.RL.10			2	
69. Listens to a first-grade story and describes/compares 5 key details about 2 characters, 2 settings, and 1 major event using PNIC. L2-SD (IEP)	1.L.5, 1.RF.1, 1.RF.1, 1.RI.2, 1.RI.7, 1.RL.1, 1.RL.2			2	

Access to SANDI Rubric

Working With Fall 2016/2017 Sandbox Ian Cherry

Student Annual Needs Determination Inventory (SANDI)

Only Show IEP Items

READING

Standard

Rubric Score

Save

Point Value	Percent	Definition & Prompt Level	Correct Response Out of 3	Correct Response Out of 5	Correct Response Out of 10
4	80%	Independent / Proficient Cue with 1 verbal redirection	3 / 3	4 / 5	8 / 10
3	60% - 79%	Supported / Developed Cue with 1 verbal redirection and 1 prompt: verbal or gestural	2 / 3	3 / 5	6 / 10
2	40% - 59%	Emerging / Partial Cue with 1 verbal redirection and 2 - 4 prompts: verbal, gestural or physical	1 / 3	2 / 5	4 / 10
1	< 39%	Beginning / Initial Cue with 1 verbal redirection and 5 or more prompts: verbal, gestural, physical or hand over hand	1 / 3	1 / 5	2 / 10
0	0%	Not Introduced / Future Skill Skill is not in student's repertoire; may be a future skill that has not been introduced or taught to student	0 / 3	0 / 5	1 / 10

Key: 0 = Not Introduced

1. Looks at or turns

2. Expresses 5 different emotions: happy, sad, excited, screaming, laughing, crying, or neutral (movement). Insert

3. Responds to gestures and facial expressions toward and acknowledgment.

4. Responds to facial expressions by looking toward and acknowledgment.

SANDI Scoring Rubric

core: 100/436

While testing, the SANDI Rubric can be accessed by clicking on the "key"

SANDI Scoring Rubric

Point Value	Percent	Definition & Prompt Level	Correct Response Out of 3	Correct Response Out of 5	Correct Response Out of 10
4	80%	Independent / Proficient Cue with 1 verbal redirection	3 / 3	4 / 5	8 / 10
3	60% - 79%	Supported / Developed Cue with 1 verbal redirection and 1 prompt: verbal or gestural	2 / 3	3 / 5	6 / 10
2	40% - 59%	Emerging / Partial Cue with 1 verbal redirection and 2 – 4 prompts: verbal, gestural or physical	1 / 3	2 / 5	4 / 10
1	< 39%	Beginning / Initial Cue with 1 verbal redirection and 5 or more prompts: verbal, gestural, physical or hand over hand	1 / 3	1 / 5	2 / 10
0	0%	Not Introduced / Future Skill Skill is not in student's repertoire; may be a future skill that has not been introduced or taught to student	0 / 3	0 / 5	1 / 10

SANDI TESTING

What does it look like?

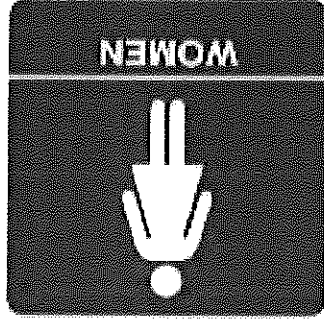
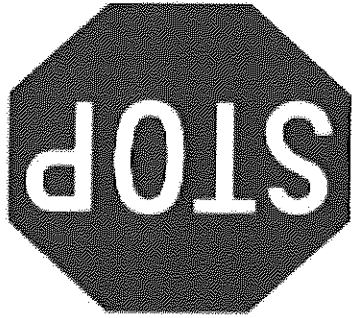
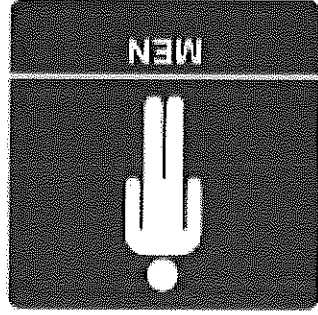
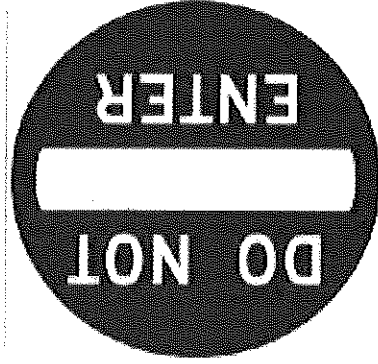
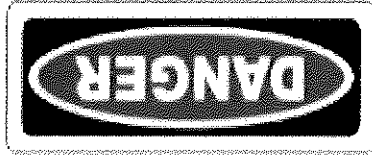
SANDI Supports the Student's Preferred Mode of Communication (PMC)

- Verbal
- Pointing
- Eye gaze
- Sound approximation
- Picture Communication
- Yes/no gesture
- Other augmentative device
- Visual supports (e.g., yes/no cards, number line, etc.)

SANDI Testing Materials

Appendix B: Reading

Item 63: Reads 25 Familiar Survival Signs



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SANDI Testing Materials



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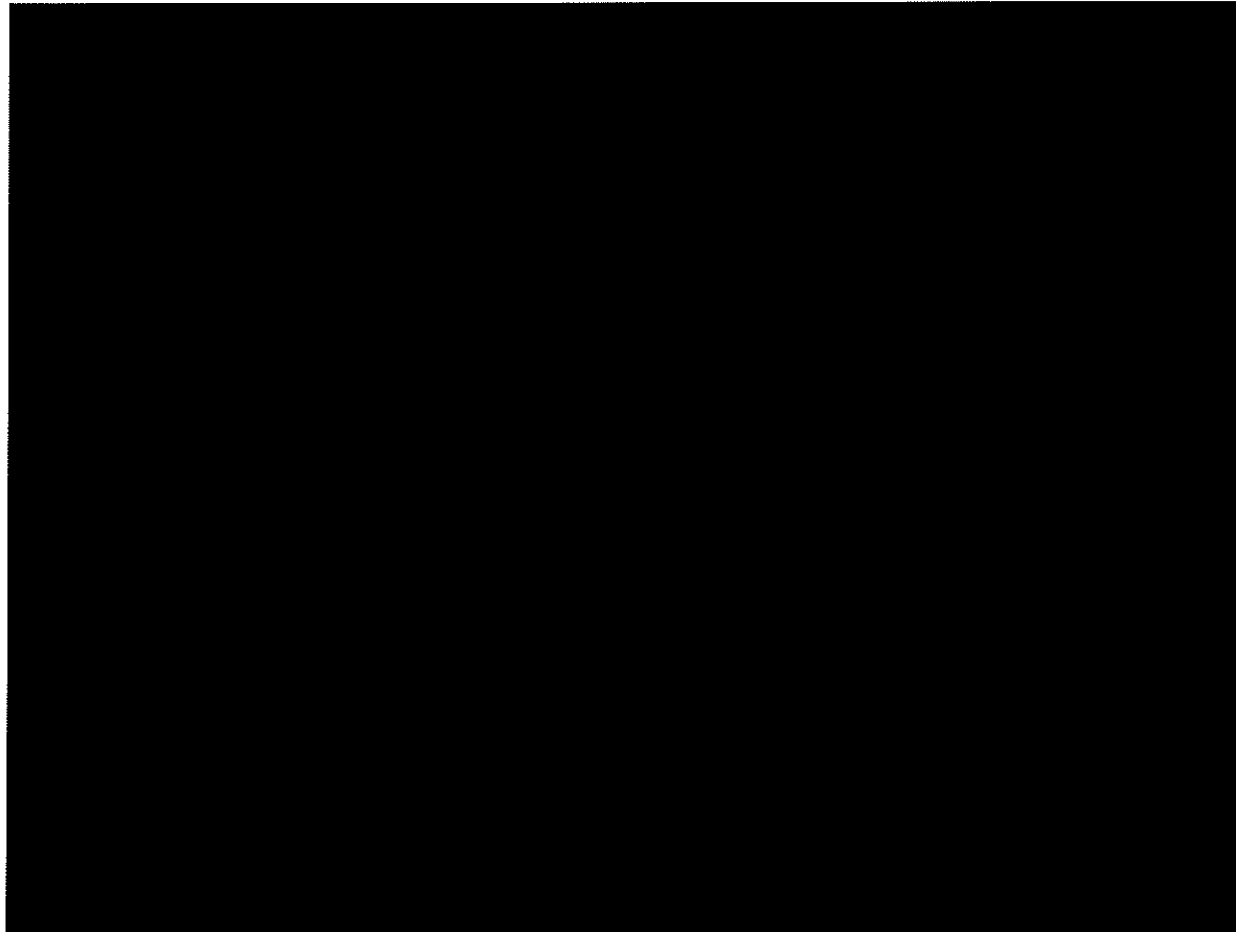
SANDI Testing Administration

SANDI Scoring Rubric

Point Value	Percent	Definition & Prompt Level	Correct Response Out of 3	Correct Response Out of 5	Correct Response Out of 10
4	80%	Independent/ Proficient Cue with 1 verbal redirection	3 / 3	4 / 5	8 / 10
3	60% - 79%	Supported / Developed Cue with 1 verbal redirection and 1 prompt: verbal or gestural	2 / 3	3 / 5	6 / 10
2	40% - 59%	Emerging / Partial Cue with 1 verbal redirection and 2 – 4 prompts: verbal, gestural or physical	1 / 3	2 / 5	4 / 10
1	< 39%	Beginning / Initial Cue with 1 verbal redirection and 5 or more prompts: verbal, gestural, physical or hand over hand	1 / 3	1 / 5	2 / 10
0	0%	Not Introduced / Future Skill Skill is not in student's repertoire; may be a future skill that has not been introduced or taught to student	0 / 3	0 / 5	1 / 10

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SANDI Testing Administration



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SANDI Testing Administration

“Writes a 5-sentence journal entry based on a journal topic starter (hard copy or digital).”

Carefully read the Rubric:

- > Accuracy/Quantity (left side of box)
- > Quality (right side of box)

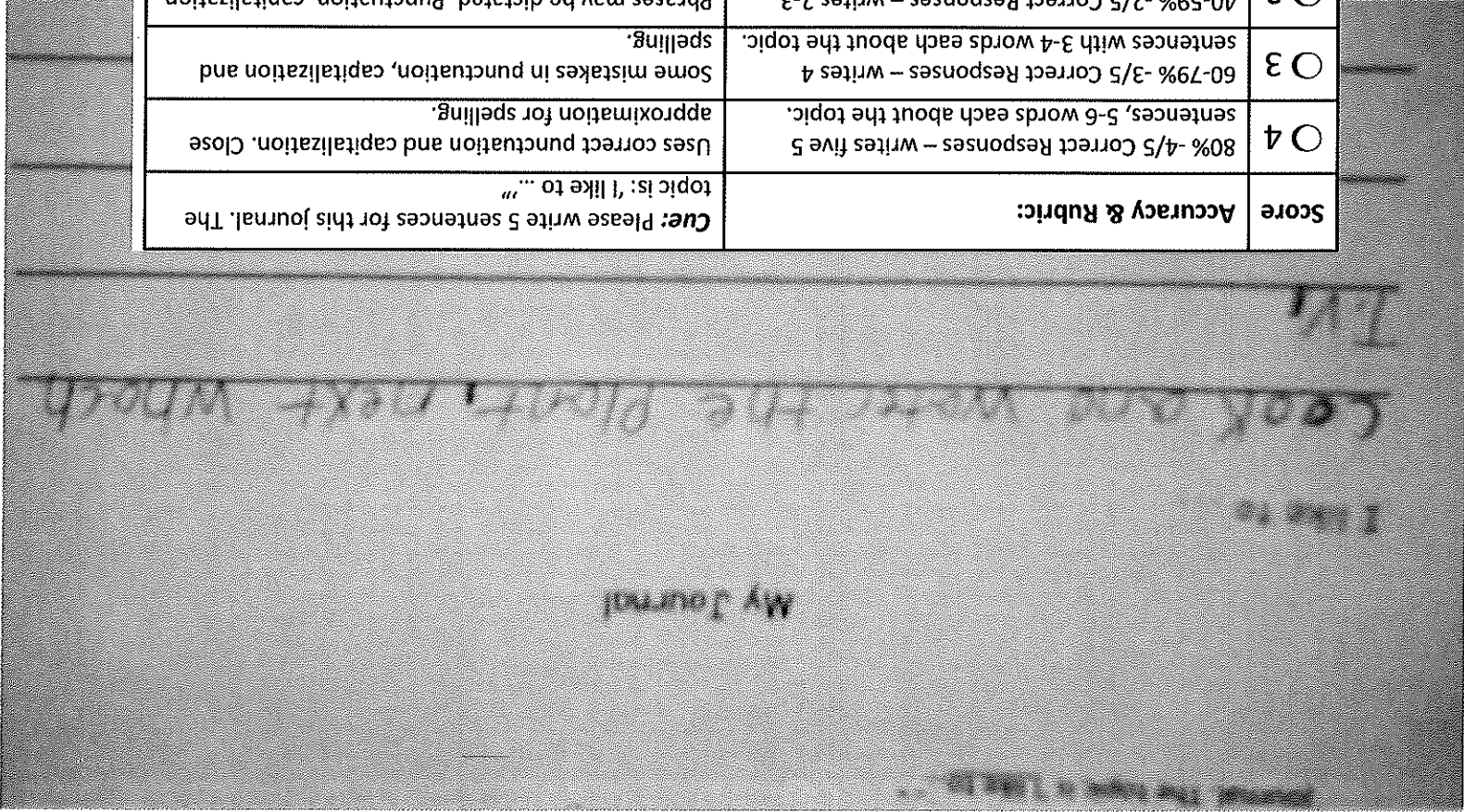
Score	Accuracy & Rubric:	Cue: Please write 5 sentences for this journal. The topic is: 'I like to ...'”
0	0%-0/5 Correct Responses – writes 0 sentences about the topic.	Does not attend to the task.
1	1 – 39% -1/5 Correct Responses – does not share any content for this journal.	May scribble or write, but not connected to topic. Punctuation, capitalization, spelling not scored.
2	40-59% -2/5 Correct Responses – writes 2-3 phrases of 1-2 words each about the topic.	Phrases may be dictated. Punctuation, capitalization and spelling are not scored.
3	60-79% -3/5 Correct Responses – writes 4 sentences with 3-4 words each about the topic.	Some mistakes in punctuation, capitalization and spelling.
4	80% -4/5 Correct Responses – writes five 5 sentences, 5-6 words each about the topic.	Uses correct punctuation and capitalization. Close approximation for spelling.

SANDI Testing Administration

L3 Writing Item #48
Writes 5-Sentence
Journal Entry

© Riverside County Office of Education

SANDI Testing Administration



Score	Accuracy & Rubric:	Cue: Please write 5 sentences for this journal. The topic is: 'I like to ...'
0	0% -0/5 Correct Responses – writes 0 sentences about the topic.	Does not attend to the task.
1	1 – 39% -1/5 Correct Responses – does not share any content for this journal.	May scribble or write, but not connected to topic. Punctuation, capitalization, spelling not scored.
2	40-59% -2/5 Correct Responses – writes 2-3 phrases of 1-2 words each about the topic.	Phrases may be dictated. Punctuation, capitalization and spelling are not scored.
3	60-79% -3/5 Correct Responses – writes 4 sentences with 3-4 words each about the topic.	Some mistakes in punctuation, capitalization and spelling.
4	80% -4/5 Correct Responses – writes five 5 sentences, 5-6 words each about the topic.	Uses correct punctuation and capitalization. Close approximation for spelling.

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WHERE DO YOU START TESTING?

Match the IEP Goal to the SANDI

1. Match the current IEP goal to a SANDI item.

Match the IEP Goal to the SANDI

- 26. Identifies 5 familiar survival signs and symbols.
L1-SD ☑

K.RF.1
K.RF.3
K.RI.1
K.RI.6

0	1	2	3	4
---	---	---	---	---

- 27. Identifies 5 familiar food establishments.
L1-SD ☑

K.RF.1
K.RF.3
K.RI.1
K.RI.6

0	1	2	3	4
---	---	---	---	---

- 28. Completes an ABC inset puzzle (at least 10 letters). Cue: "Put this ABC puzzle together."

Birth to Pre-K
K.RF.1
K.RI.5

0	1	2	3	4
---	---	---	---	---

Current IEP Goal Reading:

Gerardo will match 10 words to a picture / symbol in a field of 3 with 80 accuracy on 5 consecutive days.

- 30. Follows a personal daily schedule (object/picture /word/electronic) by going to the designated area and beginning task/activity for 5 consecutive scheduled tasks.
Attach Sample

K.RF.1
K.RF.3
K.RI.10
K.RI.3

0	1	2	3	4
---	---	---	---	---

Test the Range

1. Match the current IEP goal to a SANDI item.
2. Test the IEP goal and a set range.

Test the Range

26. Identifies 5 familiar survival signs and symbols.
L1-SD

K.RF.1
K.RF.3
K.RI.1
K.RI.6

0	1	2	3	4
---	---	---	---	---

27. Identifies 5 familiar food establishments.
L1-SD

K.RF.1
K.RF.3
K.RI.1
K.RI.6

0	1	2	3	4
---	---	---	---	---

28. Completes an ABC inset puzzle (at least 10 letters). Cue: "Put this ABC puzzle together."

Birth to Pre-K
K.RF.1
K.RI.5

0	1	2	3	4
---	---	---	---	---

29. Matches symbols/pictures to 5 activities (e.g., matches a book to reading, a pencil to writing, a spoon to eating, a toilet to bathroom, a swing to recess, a calculator to math). Cue: "Here is a _____. What do you do with it?"

K.RF.3
K.RI.3
K.RI.4
K.RI.6
K.RI.7

0	1	2	3	4
---	---	---	---	---

30. Follows a personal daily schedule (object/picture /word/electronic) by going to the designated area and beginning task/activity for 5 consecutive scheduled tasks.
Attach Sample

K.RF.1
K.RF.3
K.RI.10
K.RI.3

0	1	2	3	4
---	---	---	---	---

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Identify Scores

1. Match the current IEP goal to a SANDI item.
2. Test the IEP goal and a set range.
3. Identify the items that scored 4's.
4. Identify the items that scored 2's and 3's.

HOW IS SANDI USED TO GUIDE IEP WRITING?

Develop Present Levels of Performance with SANDI Data

21. Identifies self in photograph by using PMC. Cue: Point to student in photograph of 2 or more people and say, "Who is this?"

RL.7
RI.7
RI.1
RF.3
L.6

Birth to Pre-K

0	1	2	3	4
---	---	---	---	---

22. Shows preference for a familiar text about a familiar topic by choosing the same book 4 out of 5 occasions using PMC. Cue: "What is your favorite book?"

RI.1
RF.1
RI.2
RI.5
RL.7
SL.2

Birth to Pre-K

0	1	2	3	4
---	---	---	---	---

23. Identifies an illustration in a favorite story using PMC. Cue: "Point to the picture of the _____."

L.6
RF.1
RI.10
RL.1
RL.10
RL.3

Birth to Pre-K

0	1	2	3	4
---	---	---	---	---

24. Turns book right side up and turns pages one at a time. Cue: Place the book upside down with the back cover on top and say, "Read the book."

RI.4
RF.1
RF.4
RI.5

Birth to Pre-K

0	1	2	3	4
---	---	---	---	---

25. Points to 5 familiar age-appropriate objects (e.g., book, pencil, cup, toothbrush), when placed in front of him/her in a field of 3. Cue: "Point to/touch the _____."

L.6
RF.3
RI.1
RI.2
RI.1
RL.2

Birth to Pre-K

0	1	2	3	4
---	---	---	---	---

For a new IEP goal based on Student Need Areas:

1. **Determine student's need areas – Items with scores of 2 & 3**

2. **Prioritize items:**

Age Level

Learning Level

Curricular Focus

Parent Priorities

3. **Select and Flag IEP Target**

23. Identifies an illustration in a favorite story using PMC.
Cue: "Point to the picture of the _____."

Birth to Pre-K
L.6
RF.1
RI.10
RL.1
RL.10
RL.3

0 1 2 3 **4**

24. Turns book right side up and turns pages one at a time.
Cue: Place the book upside down with the back cover on top and say, "Read the book."

Birth to Pre-K
L.4
RF.1
RF.4
RI.5

0 1 2 3 **4**

25. Points to 5 familiar age-appropriate objects (e.g., book, pencil, cup, toothbrush), when placed in front of him/her in a field of 3. Cue: "Point to/touch the _____."

Birth to Pre-K
L.6
RF.3
RI.1
RI.2
RL.1
RL.2

0 1 2 **3** 4

26. Identifies 5 familiar survival signs and symbols.
L1-SD ☑

RF.1
RF.3
RI.1
RI.6

0 1 **2** 3 4

27. Identifies 5 familiar food establishments.
L1-SD ☑

RF.1
RF.3
RI.1
RI.6

0 1 **2** 3 4

28. Completes an ABC inset puzzle (at least 10 letters). Cue: "Put this ABC puzzle together."

Birth to Pre-K
RF.1
RI.5

0 1 **2** 3 4

29. Matches symbols/pictures to 5 activities (e.g., matches a book to reading, a pencil to writing, a spoon to eating, a toilet to bathroom, a swing to recess, a calculator to math). Cue: "Here is a _____. What do you do with it?" Insert

RF.3
RI.3
RI.4
RI.6
RI.7

0 1 **2** 3 4

Comment: IEP

Choose a skill for a new IEP Goal

RF.1	0	1	2	3	4
RF.3	0	1	2	3	4
RI.1	0	1	2	3	4
RI.6	0	1	2	3	4
Birth to Pre-K	0	1	2	3	4
RF.1	0	1	2	3	4
RF.3	0	1	2	3	4
RI.3	0	1	2	3	4
RI.4	0	1	2	3	4
RI.6	0	1	2	3	4
RI.7	0	1	2	3	4

Past Ratings
No past ratings found.

27. Identifies 5 familiar food establishments. L1-SDW

28. Completes an ABC inset puzzle (at least 10 letters). Cue: "Put this ABC puzzle together."

29. Matches symbols/pictures to 5 activities (e.g., matches a book to reading, a pencil to writing, a spoon to eating, a toilet to bathroom, a swing to recess, a calculator to math). Cue: "Here is a _____, What do you do with it?" Insert

Comment IEP

IEP Target:

Comments:

Fall 2016/2017 - Can match schedule pictures for cup/snack, swing/recess, backpack/going home.

Attachments:

07/16/2016 - Schedule cards

Choose a skill for a new IEP Goal

Annual Goal	Criteria	Method	Schedule
<p>The behavior or/skill that is to be demonstrated within the IEP year.</p>	<p>How well must the student perform: accuracy, duration, frequency, distance, over _____time period for how long.</p>	<p>What procedure will be used to measure progress?</p>	<p>Dates or intervals at which the progress monitoring evaluation will occur.</p>

Ellen will draw on information from text and illustrations by matching 5 pictures to 5 activities on her daily schedule with 80% accuracy in 5/5 days AMB teacher/data. GL/CF/SANDI item

Annual Goal	Criteria	Method	Schedule
Given a daily visual schedule, Ellen will match 5 pictures to 5 activities	with 80% accuracy in 5/5 consecutive days.	As measured by staff using data collection sheets.	Progress to be evaluated every 2 weeks.

WHAT SANDI DATA MIGHT I SEE AT A MEETING?

Reading	Standard	Rubric Score					
L2-SD	K.L.6, K.RF.1, K.RF.2, K.RF.3						56. Produces/verbalizes phonemes for 5 long vowels.
L2-SD	K.L.6, K.RF.1, K.RF.2, K.RF.3						57. Identifies letters in 5 three-letter words by reading each letter from left to right. Cue: "Place a list of 5 words (e.g., cat, leg, hip, cup, dog) in front of the student and say, "Spell each word."
L2-SD	K.RF.3, K.RF.4, K.RL.10, K.RL.10						58. Reads 10 words at a kindergarten level.
L2-SD	L.L.6, L.RF.2, L.RF.3	3					59. Makes and reads 4 new rhyming words in each of the following 5 word families by substituting the first letter/phoneme: _at, _et, _it, _ot, and _um.
L2-SD	L.L.3, L.RF.2	4					60. Decodes/reads 10 CVC words.
L2-SD	L.L.1, L.L.2, L.RF.2, L.RF.3	3					61. Fills in missing vowels to make 5 words. Cue: Give student a list of 5 words with missing vowels (e.g., c_l, d_g, b_y, p_n, h_l) and say, "Add (write/say) the missing letter to make a word."
L2-SD	L.L.1, L.L.6, L.RF.2, L.RL.1, L.RL.7, L.RL.2, L.RL.7	4					62. Identifies 10 pictures when given 1 identifying attribute (e.g., color, size, shape, category) of a picture in a field of 2.
L2-SD	L.L.5, L.RF.1, L.RF.2, L.RF.3, L.RL.10	4					63. Reads by identifying 25 familiar survival signs/symbols
L2-SD	L.RF.1, L.RF.2, L.RF.3, L.RL.10, L.RL.10	4					64. Reads 20 common high-frequency words
L2-SD	L.RF.3, L.RF.4	4					65. Reads 10 words at a first-grade level.
L2-SD	L.RF.3, L.RL.1, L.RL.2, L.RL.7, L.RL.10	4					66. Reads and follows 5 simple instructions to perform actions (e.g., eat, drink, jump, walk, write). Cue: Print action verbs on index cards. Show one card at a time and say, "Please do this."
L2-SD	L.L.6, L.RL.1, L.RL.2, L.RL.1, L.RL.10	3					67. Answers 5 questions, in 2.
L2-SD	L.L.5, L.RF.1, L.RF.3, L.RF.4, L.RL.10, L.RL.10	2					68. Reads a 100-word text at a first-grade level with fluency.
L2-SD (IRF)	L.L.6, L.RL.1, L.RL.1, L.RL.2, L.RL.7, L.RL.1, L.RL.2	2					69. Listens to a first-grade story and describes/compares 5 key details about 2 characters, 2 settings, and 1 major event using IRF.

**Seeing the
subtest data
can help at a
meeting.**

Teachers and Parents can discuss:

- What are the student's strengths?
- What are the student's need areas?
- What goal are you aligning to? Why?
- What other skills will the student learn?
- What skills can I work on at home?
- How?

FAST Benchmark I & II

STUDENT ANNUAL NEEDS
DETERMINATION INVENTORY

SANDI

RIVERSIDE COUNTY
OFFICE OF EDUCATION
KENNETH M. YOUNG
Riverside County Superintendent of Schools



Lakeshore®

SANDI-FAST

SANDI

Administered in Fall with update before IEP

Prepares Present Levels of IEP & Standards linked IEP goals

Informs instruction

Provides data for Collaboration and student progress

Assesses all areas of total student

FAST

Administered Fall and Winter - Benchmark 1 & 2

Prepares students for Alternate Assessment with specific instructional focus

Informs instruction

Provides data for collaboration and student progress

Assesses specific standards

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WHAT DOES FAST LOOK LIKE?

FAST Benchmark 1

Level 1, RI.1, Item 4

Testing Instructions

Item 4: Level 1 – RI.1, SL.1 - Benchmark 1

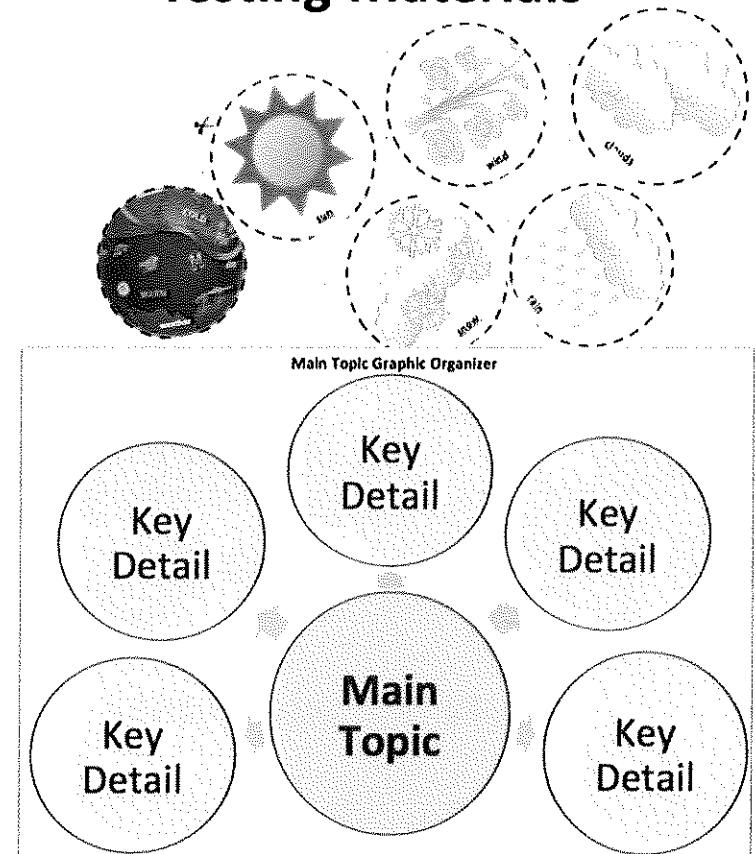
Reader; Main Topic Graphic Organizer; Weather Picture Cards

Student will ask and answer questions by recalling the main topic of the story using pictures on a graphic organizer. **Example sequence:** Place the *How Is the Weather? Reader* in front of the student and say, "Let's read the story together. This is the front cover. First read the title. The title is *How Is the Weather?* Help me turn the pages." Then say, "Let's read the vocabulary words on page 2." (point to page number, and then read each word while pointing to the pictures) Read slowly, giving the student voice support to encourage him/her to say words being read while pointing to each word and the corresponding picture. Use hand over hand if needed to turn each page. Emphasize left-to-right, top-to-bottom sequence by pointing to the text and pictures. Move the Reader to stay in view. Place the *Weather Picture Cards* left to right (Weather picture first) in front of the student. Name each picture by saying, "This is _____. It is the _____ (main topic or key detail)." Move the pictures to the side in random order within reach of student. Place the *Main Topic Graphic Organizer (GO)* in front of the student and point to the headings. Say, "Main Topic goes here (point) and Key Details here." (point). "Look at this picture. Is it the *main topic* (point to GO) or a *key detail*? Tell or show me, or place it in the box." (gesture toward GO) Give wait time for processing and repeat the cue, if needed. Repeat the sequence for all cards. **Note:** Prompts are counted after the student is given a cue and a repeat cue for each trial. Additional prompts should be used only to assist student to attend and stay on task, and will affect scoring (see rubric below). Prompts are cumulative for all trials of the activity. Stop and score the student once 5 prompts are given.

Response: Student answers the cue by correctly indicating by verbalizing and/or placing pictures or pointing to the correct box on the GO for each picture. Student may use his/her preferred mode of communication, including eye gaze, gestures, picture communication, or communication device to indicate the answer. For students with visual impairment, describe the materials, enlarge the article and/or create a tactile outline/symbol for each picture.

- A. 0 points: Does not attend to any cue with 5 or more gestural, verbal, or partial/full physical prompts.
- B. 1 point: Orients toward activity for at least 2-4 seconds with 5 or more gestural, verbal, or partial/full physical prompts.
- C. 2 points: Indicates 1 correct answer including weather with 2-4 gestural, verbal, or partial physical prompts.
- D. 3 points: Indicates 2-3 correct answers including "weather" with no more than one gestural prompt.
- E. 4 points: Indicates 4-6 correct answers with no prompts.

Testing Materials



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FAST Benchmark 2

Level 1, RI.1, Item 4

Testing Instructions

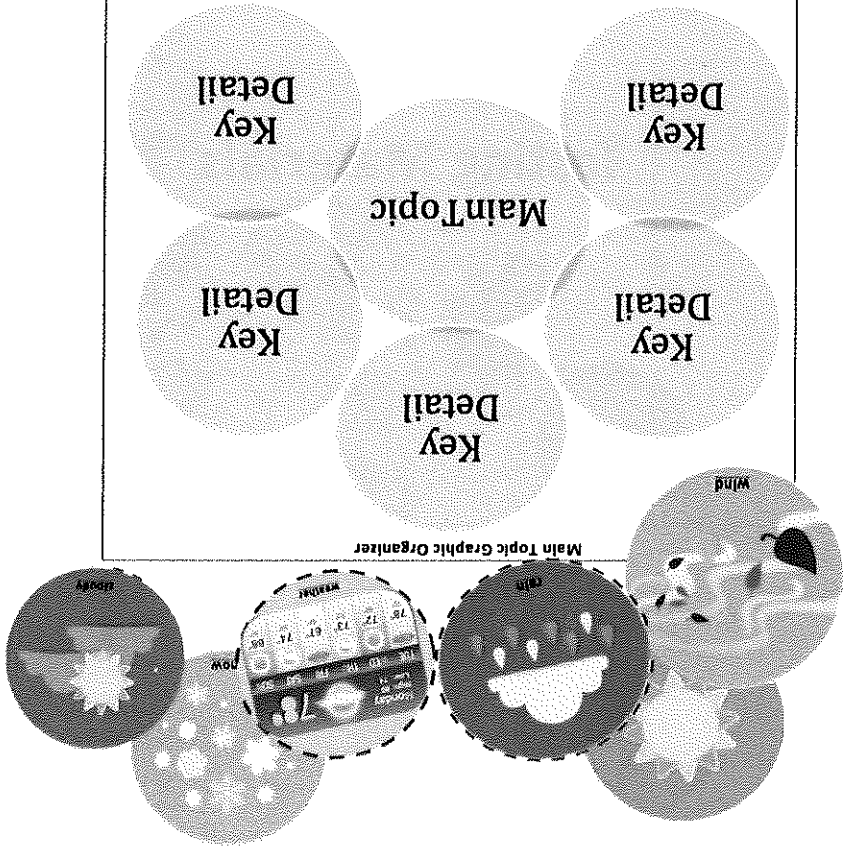
Hem 4: Level 1 – RI.1, SL.1 - Benchmark 2
Reader, Main Topic Graphic Organizer, Weather Picture Cards

Student will ask and answer questions by recalling the main topic of the story using pictures on a graphic organizer. *(sample sequence: Place the main topic of the story using Reader in front of the student and say, "Let's read the story together. This is the front cover. First read the title. The title is All kinds of Weather. Help me turn the pages." Then say, "Let's read the vocabulary words and pictures on page 2." (Point to the page number, and then read each word while pointing to the pictures.) Read slowly, giving the student voice support to encourage him/her to say words being read while pointing to each word and the corresponding picture. Use hand over hand if needed to turn each page. Emphasize left to right, top to bottom sequence by pointing to the text and pictures. Move the Reader to stay in view. Place the Weather Picture Cards left to right ("Weather" picture first, it is the Main Topic) in front of the student. Name each picture by saying, "This is _____ (main topic or key detail)." Move the pictures to the side in random order within reach of the student. Place the Main Topic Graphic Organizer (GO) in front of the student and point to the headings. Say, "Main Topic goes here (point) and Key Details here (point to four circles). Look at this picture. Is it the main topic (point to GO) or a key detail? Tell or show me, or place it in the box (gesture toward GO)." Give wait time for processing and repeat the cue, if needed. Repeat the sequence for all cards. Note: Prompts are counted after the student is given a cue and a repeat cue for each trial. Additional prompts should be used only to assist student to attend and stay on task, and will affect scoring (see rubric below). Prompts are cumulative for all trials of the activity. Stop and score the student once 5 prompts are given.*

Response: Student answers the cue by correctly indicating by verbalizing and/or placing pictures or pointing to the correct box on the GO for each picture. Student may use his/her preferred mode of communication (AAC), including eye gaze, gestures, picture communication, or communication device to indicate the answer. For students with visual impairment, describe the material, enlarge the GO and/or create a tactile outline/symbol for each picture.

A. 0 points: Does not attend to any cue with 5 or more (gestural, verbal, or partial/physical prompts).

Testing Materials



FAST Benchmark 1

Level 1, OA, Item 4

Testing Instructions

Item 4: Level 1 - OA - Benchmark 1

Add to 5 Graphic Organizer and Problems; Picture Card Sets

Student will represent addition by adding to 5 using sets of pictures of objects on a graphic organizer. *Example sequence:* Place *Add to 5 Graphic Organizer (GO) and Problems* in front of the student with the fish *Picture Card Set* cut apart, mixed, and stacked next to the GO. Read problem No. 1 (pointing to words and images) and say, "Put 5 fish in the container. Use both blue fish and orange fish to make 5." Give wait time and repeat the problem and cue, if needed. Repeat the sequence for the sets of balls and sets of fruit. *Note: Additional prompts should be used only to assist student to attend and stay on task, and will affect scoring (see rubric below). Prompts are cumulative for all trials of the activity. Stop and score the student once 5 prompts are given.*

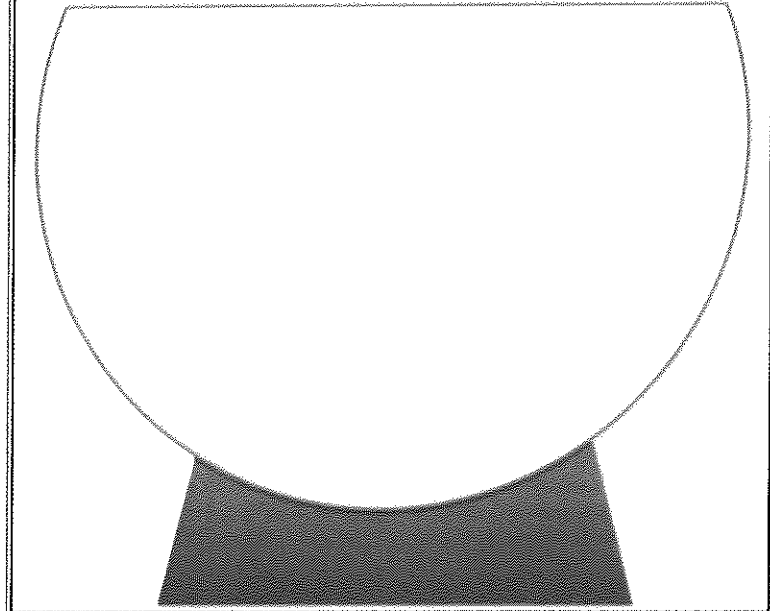
Response: Student places the pictures of objects in the GO to show 5 pictures with both colors/items for each problem. For students with physical limitations, allow students to use eye gaze, touching, or pointing to indicate the placement of each picture. For students with visual impairments, use objects and modify the GO to give tactile borders.

- A. **0 points:** Does not attend to any cue with 5 or more gestural, verbal, or partial/full physical (refuses hand over hand) prompts.
- B. **1 point:** Orients toward activity and makes any combination of pictures for at least 1 problem, with 5 or more gestural, verbal, or partial/full physical prompts.
- C. **2 points:** Indicates 1 correct picture equation with quantities equaling 5 using both colors/items, with 2-4 gestural, verbal, or partial physical prompts.
- D. **3 points:** Indicates 2 correct picture equations with quantities equaling 5 using both colors/items with one gestural prompt.
- E. **4 points:** Indicates 3 correct picture equations with quantities equaling 5 using both colors/items, with no prompts.

Testing Materials

Add to 5 Graphic Organizer and Problems

1. Put 5 fish in the container. Use both blue fish and orange fish to make 5.
2. Put 5 balls in the container. Use both soccer balls and basketballs to make 5.
3. Put apples in the container. Use both green apples and red apples to make 5.



FAST Benchmark 2

Level 1, OA, Item 4

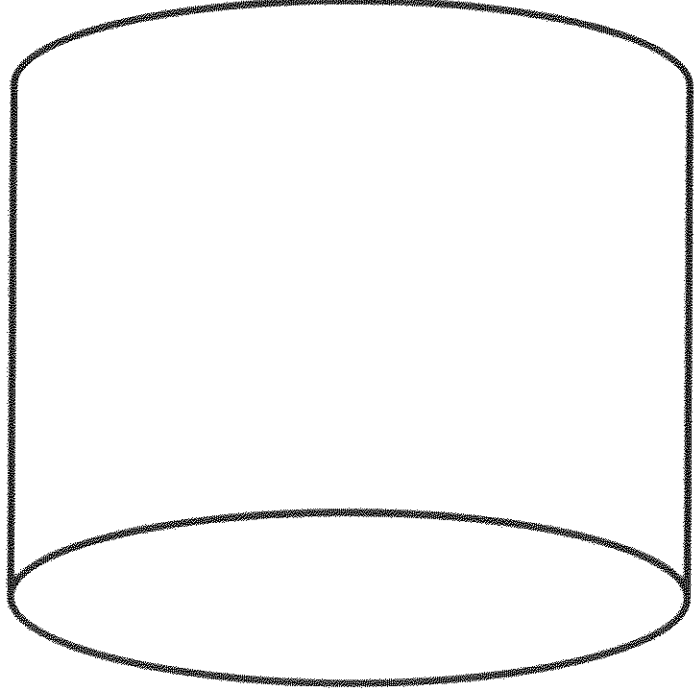
Testing Materials

Add to 5 Graphic Organizer and Problems

1. Put 5 puppies in the container. Use both brown puppies and black puppies to make 5.

2. Put 5 cars in the container. Use both blue cars and gray cars to make 5.

3. Put ice cream cones in the container. Use both strawberry ice cream cones and chocolate ice cream cones to make 5.



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Testing Instructions

Add to 5 Graphic Organizer, Problems; Picture Card Sets

Item 4: Level 1 - OA - Benchmark 2

Student will represent addition by adding to 5 using sets of pictures of objects on a graphic organizer. *Example sequence:* Place *Add to 5 Graphic Organizer (GO)* and *Problems* in front of the student with the fish *Picture Card Set* cut apart, mixed, and stacked next to the GO. Read problem No. 1 (pointing to words and images) and say, "Put 5 puppies in the container. Use both brown puppies and black puppies to make 5. Use the pictures to solve the problem." Give wait time and repeat the problem and cue, if needed. Repeat the sequence for the sets of cars and sets of ice cream cones. *Note:* Additional prompts should be used only to assist student to attend and stay on task, and will affect scoring (see rubric below). Prompts are cumulative for all trials of the activity. Stop and score the student once 5 prompts are given.

Response: Student places the pictures of objects in the GO to show 5 pictures with both colors/items for each problem. For students with physical limitations, allow students to use eye gaze, touching, or pointing to indicate the placement of each picture. For students with visual impairments, use objects and modify the GO to give tactile borders.

A. 0 points: Does not attend to any cue with 5 or more gestural, verbal, or partial/full physical (refuses hand over hand) prompts.

B. 1 point: Orients toward activity and makes any combination of pictures for at least 1 problem, with 5 or more gestural, verbal, or partial/full physical prompts.

C. 2 points: Indicates 1 correct picture equation with quantities equaling 5 using both colors/items, with 2-4 gestural, verbal, or partial physical prompts.

D. 3 points: Indicates 2 correct picture equations with quantities equaling 5 using both colors/items with one gestural prompt.

E. 4 points: Indicates 3 correct picture equations with quantities equaling 5 using both colors/items, with no prompts.

FOR MORE INFORMATION

Any questions can be directed to

PeriodicAssessment@schools.nyc.gov

