MCAS Alternate Assessment (MCAS-Alt)

Portfolios that Address Access Skills and Low Entry Points

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“Although a student’s IEP objectives may be the overriding learning focus for that student, providing him or her with the opportunity to practice those objectives in the context of the general classroom and to receive instruction on those objectives in the context of general education activities represents one fundamental way of ensuring that students with significant disabilities do participate in the general curriculum.”

IEP as Written

“Lee will grasp a toothbrush for 2 to 4 seconds.”

WHAT’S THE CRITICAL SKILL?

“Given a tool, Lee will be able to grasp it for 2 to 4 seconds without dropping it in 50% of sessions observed.”
Critical skills allow students to access the general curriculum.

- Grasp materials as they are counted.
  (Mathematics: The Number System)
- Grasp materials representing a key idea or detail in a story, poem, folktale, or myth.
  (ELA–Reading - Literature)
- Grasp materials related to plants.
  (Science and Technology/Engineering – Life Science)
Refer to **Access Skills** listed in the Resource Guide and select the correct developmental milestone (critical skill) to create a measurable outcome.

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**ACCESS SKILLS (continued) for Ratios and Proportional Relationships Standards in Grade 6**

<table>
<thead>
<tr>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS SKILLS</strong>&lt;br&gt;The student will:</td>
<td><strong>ENTRY POINTS</strong>&lt;br&gt;The student will:</td>
</tr>
<tr>
<td>- Locate objects partially hidden or out of sight (e.g., remove barrier) to expose a ratio&lt;br&gt;- Use one object to act on another used to demonstrate ratios&lt;br&gt;- Turn on/off technology used to demonstrate ratios and proportional relationships (e.g., turn on voice-generating device to describe a relationship using “to/for every” language)&lt;br&gt;- Imitate action to create proportional relationships&lt;br&gt;- Initiate cause-and-effect response (e.g., turn on technology tool to activate ratio computer program)&lt;br&gt;- Sustain ratio and proportional relationship activity through response&lt;br&gt;- Gain attention during a ratio activity&lt;br&gt;- Make a request during ratio activity&lt;br&gt;- Choose from an array of two in adding and/or subtracting activity (e.g., choose materials to be distributed in a ratio and proportional relationship activity)&lt;br&gt;- Attend visually, aurally, or tactiley to materials that demonstrate ratios and proportional relationships</td>
<td></td>
</tr>
</tbody>
</table>
Measurable outcome should include criteria that indicate how the observer will know the student successfully performed the task (e.g., latency) and what is considered mastery for this task (e.g., 80% of sessions observed.)

**Measureable Outcome:** will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch within 15 seconds of a directive with 80% accuracy and 100% independence.

- Mastery for this task
- Latency
Example of a “Core Set of Evidence”

1) One data chart

2) Additional primary evidence
   (e.g. teacher-scribed work sample)

3) Additional primary evidence
   (e.g. teacher-scribed work sample)

= Core set of evidence
Brief descriptions on the data chart must reflect the skill (choose from an array of 2), the standard embedded in the measurable outcome (ELA–Language: synonyms), and the standards-based activity (Go Fish, worksheet, Jeopardy, poster).

| Brief Description | Student chose from an array of 2 errorless choices to play synonym Go Fish. | Student chose from an array of 2 errorless choices to complete a synonym worksheet with a partner. | Student chose from an array of 2 errorless choices to help complete a synonym Jeopardy with his classmates. | Student chose from an array of 2 errorless choices to help complete a synonym poster with his class. |
Teacher-Scribed Work Sample

★ For students who do not produce written work

★ Documentation of a series of trials conducted at the same time

★ Includes detailed information that:
  - Specifically describes the materials/context of the activity
  - Indicates the student’s response (accuracy, independence) to each item/trial using his/her mode of communication

★ Labeled with name, date, accuracy, independence, other information as needed.

(See following examples of Teacher Scribed Work Samples)
Student: Student  
Teacher Scribed Work Sample DATA SHEET  

Date: 2/15/18

MATH: Operations and Algebraic Thinking

Measurable Outcome: Within 15 seconds of the instruction, [student] will give materials to be counted with 80% accuracy and 80% independence.

Materials: Hexagon shapes on Velcro board

Description: will give teacher objects (up to 5) one at a time after pulling them off of a Velcro board while the teacher counts each object out loud.  Sd: “Give me one”

<table>
<thead>
<tr>
<th>Session 1 (5 trials)</th>
<th>Detailed Description of Each Trial: took off blocks from his velcro strip/board:</th>
<th>Score: (+/- and I/P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Stop Not Asked</td>
<td>1. gave one block to the teacher while teacher labeled as &quot;one&quot; when teacher said &quot;Give me one.&quot;</td>
<td>+ I</td>
</tr>
<tr>
<td>Work Stop Not Asked</td>
<td>2. gave one block to the teacher when teacher said &quot;Give me one&quot; teacher labeled as &quot;two.&quot;</td>
<td>+ I</td>
</tr>
<tr>
<td>(he continued working)</td>
<td>3. gave one block to teacher when teacher said &quot;Give me one&quot; teacher labeled as &quot;three.&quot;</td>
<td>+ I</td>
</tr>
<tr>
<td>Work Stop Not Asked</td>
<td>4. gave one block to teacher when teacher said &quot;Give me one&quot; teacher labeled as &quot;four.&quot;</td>
<td>+ I</td>
</tr>
<tr>
<td>(he continued working)</td>
<td>5. gave one block to teacher when teacher said &quot;Give me one&quot; teacher labeled as &quot;five.&quot;</td>
<td>+ I</td>
</tr>
</tbody>
</table>

Describes materials and context of the activities

Documents a series of trials conducted at the same time
Indicates the student’s response

<table>
<thead>
<tr>
<th>Session 2</th>
<th>(All blocks were placed back on velcro strip to start same process again) (5 trials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Stop</td>
<td>Not Asked</td>
</tr>
<tr>
<td>6.</td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “one”</td>
</tr>
<tr>
<td>7.</td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “two”</td>
</tr>
<tr>
<td>8.</td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “three”</td>
</tr>
<tr>
<td>9.</td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “four”</td>
</tr>
<tr>
<td>10.</td>
<td>gave one block to the teacher when teacher said “Give me one” Teacher labeled as “five”</td>
</tr>
</tbody>
</table>

Summary of accuracy and independence for all trials on the same day.

% Accuracy: \(\frac{10}{10} = 100\%\)

% Independent: \(\frac{10}{10} = 100\%\)
### Teacher-Scribed Work Sample

**Grade Level:** 7th Grade  
**Content Area (Subject):** Math  
**Strand:** Ratios and Proportional Relationships

#### Measureable Outcome:
will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch within 15 seconds of a directive. with 80% accuracy and 100% independence.

#### Brief Description:
During a math work session, turned on technology by pressing an access switch to turn the page of a teacher made book on the computer within 15 seconds of a directive. The book taught about ratios and proportional relationships by showing her a series of farm animals using the phrase “for every” to talk about how many of each appendage each animal had. (ex: for every cow there are 4 legs)

<table>
<thead>
<tr>
<th>Trial Number</th>
<th>Page Number</th>
<th>Did she turn on technology by pressing her switch to activate the reading?</th>
<th>Latency In seconds</th>
<th>What was the ratio on the page?</th>
<th>+/-</th>
<th>I/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every pig there is one tail</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>4 seconds</td>
<td>For every pig there is one tail</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Yes</td>
<td>14 seconds</td>
<td>For every sheep there are 2 ears</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every cow there are 4 legs</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every cow there are 4 legs</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Yes</td>
<td>10 seconds</td>
<td>For every cow there are 4 legs</td>
<td>+</td>
<td>P</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>Yes</td>
<td>3 seconds</td>
<td>For every duck there is 1 beak</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>Yes</td>
<td>1 second</td>
<td>For every goat there are 2 horns</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>Yes</td>
<td>11 seconds</td>
<td>For every horse there are 4 legs</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accuracy: 67%**  
**Independence: 89%**
Supporting Documentation

- Represents the **context** of a learning activity
- Does not show a final product or student participation.

Technology used by the student to advance a computer program on *Ratio and Proportional Relationships.*
After reading an informational text “The Polar Region,” the student was presented with a pre-recorded switch with the message “more please.”

The student’s responses were recorded to determine if the switch was activated within 30 seconds after reading stopped.
Thumbnail picture of each page documents the accuracy and independence for each trial.
Measurable Outcome: The student will locate a partially hidden object related to the solar system (moon) with 80% accuracy and 80% independence.

Date: 1/17/17
Student A
Accuracy 100%   Independence 50%
Thinking About Self-Evaluation

★ Student choice-making and evaluation of one’s own work are essential components of...self determination, which is an important predictor of successful post-school outcomes. (Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1998)

Self-Evaluation: Students Making Choices within a Standards-Based Activity

- Choice of materials, response format, order of events
- Choice of partner
- Choice to continue or terminate the activity
- Can you see evidence of the “student’s voice” in the self-evaluation? Is it authentic?
Example of Self Evaluation

Self-Evaluation:

was asked which switch she would like to use to turn on the technology, the red switch or the green switch. looked at the red switch to indicate she wanted to use the red switch.

<table>
<thead>
<tr>
<th>After trial, when shown pictures of work &amp; stop, chose to: (circle below)</th>
<th>Detailed Description of Each Trial:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work</strong></td>
<td>took off blocks from his velcro strip/board:</td>
</tr>
<tr>
<td><strong>Stop</strong></td>
<td>1. gave one block to the teacher, while teacher labeled as &quot;one&quot; when teacher said &quot;Give me one&quot;</td>
</tr>
<tr>
<td><strong>Not Asked</strong></td>
<td>2. gave one block to the teacher when teacher said &quot;Give me one.&quot; Teacher labeled as &quot;two&quot;</td>
</tr>
</tbody>
</table>

His teacher provides him with icons representing “all done” and “keep working.” He chooses to keep working.
Contact Information

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