How to Access Files on the Flash Drive

- Tablets
  - [www.mcas-alt.org/materials](http://www.mcas-alt.org/materials) open PDF version of documents
  - iPads: “Open in” iBooks to save

- Laptops/computers
  - Windows: My Computer> flash drive “MCAS-Alt”
  - MAC: Desktop> flash drive “MCAS-Alt”

Introduction to MCAS-Alt

2019 MCAS Alternate Assessment

Let’s Agree to:

- Eliminate distractions
  - Cell phones, email, and internet
    - Side chats
- Participate
  - Work with table mates
  - Use all handouts
- Take care of your needs
  - Coffee, breaks
- Use the “Parking Lot”
  - “I have a student who...”

MCAS-Alt Security

Who Should Take MCAS-Alt?

Requirements in Each Grade

Portfolio Strand Requirements

ELA–Writing and STE (Grades 5 and 8)
MCAS-Alt Security Requirements

Role of Teachers in Conducting the MCAS-Alt

- Your role is to ensure that all portfolio evidence is:
  - authentic and portrays student performance accurately
  - not fabricated, replicated, or altered

- Students may participate in similar classroom activities, but evidence must reflect each student's own abilities and performance. (i.e., responses should be unique, not the same for all students.

- ESE may request a fact-finding investigation if irregularities are found or reported.

IEP team must decide annually in each subject whether the student...

- is generally unable to demonstrate knowledge and skills on a paper-and-pencil or computer-based test, even with accommodations, AND
- is addressing learning standards that have been substantially modified due to the severity and complexity of their disability, AND
- receives intensive, individualized instruction in order to acquire and generalize knowledge and skills.

If so, then he or she should take the MCAS-Alt in that subject.

A student may take the standard test in one subject, and an alternate assessment in another.

Massachusetts Department of Elementary and Secondary Education
Criteria that should not be used alone to designate a student for MCAS-Alt

A student should not take MCAS-Alt based solely on whether he/she:
- has previously failed the MCAS test;
- has taken an alternate assessment previously (since this is an annual decision);
- was absent from school excessively;
- has not been provided instruction in the general curriculum;
- has a specific disability (e.g., all students with intellectual disabilities should not automatically take the MCAS-Alt);
- is placed in a program where it is expected that students will take the MCAS-Alt;
- is an English learner (ELL);
- is from a low-income family or is a child in foster care;
- requires use of an alternative augmentative communication system;
- attends a school in which the IEP team was unduly influenced to designate the student for MCAS-Alt in order to receive more credit for school accountability.

Decision-making Tool to determine who should take MCAS-Alt

Other students who may benefit from the MCAS-Alt

If a student with a disability is...
- Achieving the standards at or near grade-level, and
- Presented with unique and significant challenges in demonstrating knowledge and skills on a test like the MCAS, and
- Those challenges cannot be overcome using accommodations on the standard test

Then...
Teams must consider the MCAS-Alt “Grade-level” (grades 3-8) or “Competency” (high school) portfolio.
**But It Could Be More Like This...**

**Learning Standard**
(As written for student in that grade)

**Entry Points**
(Lower level of complexity in current or lower grade)

**Access Skills**
(Developmental skills in a standards-based context)

---

**Sample: Learning Standard, Entry Points, and Access Skills**

**“Essence” of standard:**
Solve mathematical problems involving 3-D shapes

**High School Standard**
H.G-GMD.3
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems

---

**Access Skills**

- For students with emerging **symbolic communication skills** who address **developmental milestones** (e.g., responding to stimuli, grasping object), rather than academic content
- For MCAS-Alt, student must address an access skill in the context of a **standards-based activity** in the required strand/domain for the student’s grade.
- Options for students who cannot produce written work samples:
  - Design instruction that does not require a written product.
  - Scribe the student’s responses (“teacher-scribed work sample”).
  - Photograph or video the student performing the task (with written consent).

---

**Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (Fall 2018)**

Curriculum guide to determine instruction for students with disabilities based on the Massachusetts Curriculum Frameworks.
Standard: Statement of what all students should know and be able to do.

Strand: A group of standards organized around a central idea, concept, or theme.

Cluster: Smaller group of related standards.

Content Area: The subject in which an MCAS-Alt portfolio is submitted; e.g., English Language Arts/Literacy (ELA), Mathematics, Science and Technology/Engineering (STE)

Access Skills: Developmental (communication or motor) skills that are addressed during standards-based academic activities in the content area being assessed. Found at the lowest grade level in each strand/domain.

Entry Points: Outcomes described in the Resource Guide that are based on a learning standard at lower levels of complexity. Shown on a continuum (from More to Less Complex), allows teachers to “spiral” to lower levels of complexity based on student’s needs.

Entry points form the basis of the “measurable outcome” for each strand submitted.

MCAS-Alt Requirements: Grades 3 and 4

<table>
<thead>
<tr>
<th>Student Grade</th>
<th>Content areas</th>
<th>Strands/Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 English Language Arts</td>
<td>One portfolio strand each in:</td>
<td>Reading (Informational OR Literature)</td>
</tr>
<tr>
<td></td>
<td>Language (Vocabulary Acquisition and Use)</td>
<td>Writing (Text Types and Purposes)</td>
</tr>
<tr>
<td>4 English Language Arts</td>
<td>One portfolio strand each in:</td>
<td>Reading (Informational OR Literature)</td>
</tr>
<tr>
<td></td>
<td>Language (Vocabulary Acquisition and Use)</td>
<td>Writing (Text Types and Purposes)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>One portfolio strand for each domain:</td>
<td>Operations and Algebraic Thinking</td>
</tr>
<tr>
<td></td>
<td>Measurement and Data</td>
<td>Number and Operations-Fractions</td>
</tr>
</tbody>
</table>
### MCAS-Alt Requirements: Grade 5

<table>
<thead>
<tr>
<th>Student Grade</th>
<th>Content areas</th>
<th>Strands/Domains</th>
</tr>
</thead>
</table>
| 5             | English Language Arts | One portfolio strand each in:  
  • Reading (Informational OR Literature Text)  
  • Language (Vocabulary Acquisition and Use)  
  • Writing (Text Types and Purposes) |
|               | Mathematics | One portfolio domain each in:  
  • Number and Operations in Base Ten  
  • Number and Operations-Fractions |
|               | Science and Technology/Engineering (STE) | Choose three of the four STE disciplines.  
  For each discipline:  
  • Select one Core Idea  
  • Select six entry points in Core Idea, including three different science practices  
  • Complete one STE Summary Sheet per activity  
  • Include three pieces of primary evidence, one representing each of the three practices |
|               |             | **STE may be completed over 2 years** |

### MCAS-Alt Requirements: Grade 6

<table>
<thead>
<tr>
<th>Student Grade</th>
<th>Content areas</th>
<th>Strands/Domains</th>
</tr>
</thead>
</table>
| 6             | English Language Arts | One portfolio strand each in:  
  • Reading (Informational OR Literature)  
  • Language (Vocabulary Acquisition and Use)  
  • Writing (Text Types and Purposes) |
|               | Mathematics | One portfolio domain each:  
  • The Number System  
  • Ratios and Proportional Relationships |
|               |             | **STE may be completed over 2 years** |

### MCAS-Alt Requirements: Grade 7

<table>
<thead>
<tr>
<th>Student Grade</th>
<th>Content areas</th>
<th>Content areas</th>
</tr>
</thead>
</table>
| 7             | English Language Arts | One portfolio strand each in:  
  • Reading (Informational OR Literature)  
  • Language (Vocabulary Acquisition and Use)  
  • Writing (Text Types and Purposes) |
|               | Mathematics | One portfolio strand for each domain:  
  • Ratios and Proportional Relationships  
  • Geometry |

### MCAS-Alt Requirements: Grade 8

<table>
<thead>
<tr>
<th>Student Grade</th>
<th>Content areas</th>
<th>Content areas</th>
</tr>
</thead>
</table>
| 8             | English Language Arts | One portfolio strand each in:  
  • Reading (Informational OR Literature)  
  • Language (Vocabulary Acquisition and Use)  
  • Writing (Text Types and Purposes) |
|               | Mathematics | One portfolio domain each:  
  • Expressions and Equations  
  • Geometry |
|               | Science and Technology/Engineering (STE) | Choose three of the four STE disciplines.  
  For each discipline:  
  • Select one Core Idea  
  • Select six entry points in Core Idea, including three different science practices  
  • Complete one STE Summary Sheet per activity  
  • Include three pieces of primary evidence, one representing each of the three practices |

|             |             | **STE may be completed over 2 years** |
### MCAS-Alt Requirements: High School (STE)

<table>
<thead>
<tr>
<th>Student grade</th>
<th>Must be assessed in the following</th>
</tr>
</thead>
</table>
| **9 OR 10**   | Science and Technology/Engineering (STE)  
 (based on 2001/2006 STE Curriculum Framework)  
 (STE may be completed over 2 years)  
 3 standards in one of the following disciplines:  
 • Biology  
 • Introductory Physics  
 • Chemistry  
 • OR  
 • Technology/Engineering |

### MCAS-Alt Requirements for High School (ELA, Math)

<table>
<thead>
<tr>
<th>Student grade</th>
<th>Must be assessed in the following</th>
</tr>
</thead>
</table>
| **10**        | English Language Arts  
 Any three Conceptual Categories  
 (one standard in each):  
 • Number and Quantity  
 • Functions  
 • Algebra  
 • Geometry  
 • Statistics and Probability |

### High School Mathematics: May spiral to lower grades, but only in a related domain

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conceptual Categories:**
- Number and Quantity
- Functions
- Geometry
- Statistics and Probability

### Portfolio Strand Requirements

(except for ELA-Writing, and Science and Tech/Eng in grades 5 and 8)
**Elements Required in All Portfolios**

- Artistic Cover
- Portfolio Cover Sheet
- Student's Weekly Schedule
- School Calendar (include any non-school, days or extended school year days)
- Student's Introduction to the Portfolio
- Verification Form (signed by Parent, or log of attempts)

*If needed, Consent Form for photo or video, should be kept on file at school.*

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**“Core Set of Evidence”**

A complete Portfolio Strand must include **at least** the following evidence:

**Core Set of Evidence**

- **Verification Form** (signed by Parent, or log of attempts)
- **Portfolio Cover Sheet** attached to each strand being submitted
- **Data Chart** showing performance of the measurable outcome on at least 8 **different** dates, with brief descriptions that describes what the student did and how they did it.
- **First piece of primary evidence**
  - showing performance of the measurable outcome listed on data chart
  - (*Can be a work sample, video segment, or photograph (or series of photos) that clearly shows a final product.)*
- **Second piece of primary evidence**
  - showing performance of the measurable outcome listed on data chart
  - (*Can be a work sample, video segment, or photograph (or series of photos) that clearly shows a final product.)*

---

**Strand Cover Sheet**

**STRAND COVER SHEET**

A completed Strand Cover Sheet must be included at the beginning of each strand being submitted.

- **Student's Name:** Amy Farrah Fawcett
- **Grade:** 3rd
- **Content Area:** English Language Arts
- **Entry Points:** More Complex
- **Pre-testing can help narrow down the precise skill to be targeted for assessment.**
- **Try out the skill with the student — does it challenge without being overwhelming? Does it seem within the student's range?**

**Measurable Outcome:** A specific goal chosen by the teacher based on an entry point or access skill in the strand/domain required for assessment for a student in that grade.

A measurable outcome identifies the **skill** to be assessed and the **criteria** for mastery.

Evidence submitted in each **portfolio strand** must document the student's performance of the measurable outcome.

---

**How to Select a Skill for the Measurable Outcome**

- Refer to Resource Guide in the content area being assessed.
- Review entry points, starting with “More Complex.”
- Pre-testing can help narrow down the precise skill to be targeted for assessment.

- **Try out the skill with the student — does it challenge without being overwhelming? Does it seem within the student’s range?**

  - If **too challenging**, lower the complexity.
  - If **not challenging enough**, student will master the skill quickly.
  - If skill is **challenging and attainable**, then skill is just right!
Selecting an Entry Point or Access skill to Create a Measurable Outcome

Use Resource Guide to select an entry point or access skill for the student you discussed with your tablemates.

Materials:
- Handout of entry points from the Fall 2018 Resource Guide (also on flash drive)
- 2019 Educator's Manual ("Required Assessments..." section), PowerPoint slides handout, or flash drive

Task:
Create a measurable outcome based on selected entry point or access skill.
- Add % accuracy and % independence that would constitute mastery.
  (Note: percent does not need to be attained; it's an indicator that the skill has been learned)
- Review the verb listed in the entry point or access skill (Bloom's Taxonomy)

What to consider when selecting an Entry Point

- If a condition is listed in the entry point, determine whether condition is "necessary" to address the skill.
  Example: Round whole three-digit numbers to the nearest 100 using place value materials.
  ("...using place value materials" is a condition that is unnecessary to address the skill of rounding. Therefore, it can be deleted.)
  Example: Locate unit fractions on a number line.
  ("...on a number line" is necessary to achieve the skill, so it must be included.)
- Call the Department for approval if you wish to do either of the following:
  o propose an entry point that aligns with the standard, but is not found in the Resource Guide; or
  o use a grade-level standard, rather than an entry point, to create a measurable outcome.

Data Chart required in each strand of ELA–Language and Reading, Mathematics, and High School Science and Tech/Eng

Choice of Data Chart format:
- Line Graph, Bar Graph, or Field Data Chart

What to include on each data chart:
- Student's name
- Learning standard at the student's grade
- Measurable Outcome (skill to be assessed)
- Data points on at least 8 dates on which school is in session
- Percent accuracy and independence on each date (8 different dates required, but 10 are strongly encouraged)
- Brief, clear descriptions for each activity (beneath each date) explaining:
  o "What" the student was asked to do (same skill as in the measurable outcome), and
  o "How" he or she did it, reflecting method or approach

Sample: Bar Graph

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Learning Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcome</td>
<td>Percent Accuracy and Independence</td>
</tr>
<tr>
<td>At least 8 different dates are included on graph.</td>
<td></td>
</tr>
</tbody>
</table>

Brief descriptions of each activity explaining what the student did and how he or she did it.
Data Chart Sample: Line Graph

Purpose of the Brief Descriptions

To document activity performed by student:

- **What** did the student do?
  - Same skill in the measurable outcome, or
  - Multiple skills listed in the measurable outcome (if applicable)
- **How** did the student demonstrate the skill?
  - What instructional methods, approaches, or materials were used?

Include only the skill listed in the measurable outcome in the brief descriptions. Make sure the activities address the MO.

Note: **Generalized Performance (GP)** is a scoring area that measures the use of different instructional approaches to show how the student learned the skill.

Brief Descriptions should:

- ...include the same (or synonymous) “action verb” as the measurable outcome; for example:
  - **Identify**: Label, name, point
  - **Sort**: Categorize, organize, classify
  - **Match**: Correspond, same as, similar to, equal to
  - **Describe**: Explain, give details, portray, express
  - **Compare**: Contrast, list similarities and/or differences, distinguish between, describe characteristics on a list, table, or Venn diagram

**But, be careful:**

- **Identify** ≠ describe or list characteristics or details
Examples of Brief Descriptions (Multiple Skills)

Measurable outcome: Student will identify the major organs of the respiratory system and their functions with 80% accuracy and 100% independence.

Brief description: Student identified the lungs, nose and trachea of the respiratory system and labeled their functions on an interactive whiteboard.

In cases where an entry point includes multiple related skills...

Option 1: Use entry point “as is” with both skills to create a measurable outcome.

Example of Entry Point: “Student will solve number sentences that represent multiplication and division word problems with 80% accuracy and 100% independence”

All work samples and data points must show “solving number sentences involving multiplication and division problems” (i.e., both skills).

OR

Option 2: Modify the entry point to address only one of the skills in the measurable outcome.

Example: “Student will solve number sentences that represent multiplication word problems with 80% accuracy and 100% independence”

All work samples and data points will show “solving number sentences involving multiplication” (i.e., one skill).

Examples of Brief Descriptions (Single skill)

Measurable outcome: Student will illustrate the concept of division using objects with 80% accuracy and 100% independence.

Brief description: To illustrate division student equally divided a group of 8 blocks onto 4 paper plates.

Brief Descriptions for ELA–Reading Strand

- Strands must be based on either Literature or Informational text, not both.
- For ELA–Reading, each data point must include the title of the text.
- If the text is teacher-created or downloaded, a sample of text is required.
- A separate list of published titles with corresponding dates may be included, instead of listing in each brief description.
Activity: Are these brief descriptions acceptable?

1. **Measurable Outcome**: Larry will answer comprehension questions about an informational text with 80% accuracy and 100% independence. (ELA-Reading)
   **Brief Description**: Larry read chapter 1 of the class book, then summarized the main idea.
2. **Measurable Outcome**: Pasquale will connect money to decimals by rounding to the nearest dime with 80% accuracy and 100% independence (Math-NBT)
   **Brief Description**: Pasquale rounded to the nearest dollar to buy lunch.
3. **Measurable Outcome**: Sophia will demonstrate the meaning of a newly created compound word with 80% accuracy and 100% independence (ELA-Language)
   **Brief Description**: Using Styrofoam cups she created compound words (e.g., butter + fly)
4. **Measurable Outcome**: Yi will distinguish between parallel and intersecting lines with 80% accuracy and 100% independence (Math-Geometry)
   **Brief Description**: Worked on EDM during morning group with Miss Sue, identified parallel lines, 3/5 prompted.

Not Acceptable

**Primary Evidence: Work Sample Description**

**WORK SAMPLE DESCRIPTION**

<table>
<thead>
<tr>
<th>Name: Amy Farnab Fowler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date (rev): 10/19/18</td>
</tr>
<tr>
<td>Subject: English Language Arts</td>
</tr>
<tr>
<td>Strand: English Language Arts - Language</td>
</tr>
<tr>
<td>L.A.3.B Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td>Self-Evaluation:</td>
</tr>
<tr>
<td>Accuract: 100%</td>
</tr>
<tr>
<td>Independence: 100%</td>
</tr>
</tbody>
</table>

**Primary Evidence: Sample #1**
Required Information on Primary Evidence

WORK SAMPLE DESCRIPTION

Subject: English Language Arts

Learning Standard:
L.4.2h Recognize and explain the meaning of common idioms, slang, and proverbs.

Measurable Outcomes:
- Amy will express the meaning of common idioms with 80% accuracy and 100% independence.

(Brief description of the activity: what and how?)

Primary Evidence: Sample #2

Self Evaluation

What is Self-Evaluation?

Evidence of instructional choices or reflections by student about his/her work.

For example, the student:

- Reflected on his or her performance
  - What did I work on? How did I do? Where do I need help?
- Selected work for the portfolio
- Chosen materials/activities
- Set own goal(s) for learning
- Graphed own performance
- Monitoring accomplishment of tasks on a checklist
- Used a scoring rubric to rate own performance
- Self-corrected mistakes or edited own writing

- Self-evaluation must be done by the student, not by the teacher.
- Stickers placed on work are not examples of self-evaluation
Examples of Self-Evaluation

Student used symbols and text to respond to questions about his/her work.

Student used symbols and a bingo marker to respond to simple questions about his/her work.

Dates for Evidence Collection

- Dates must be from current school year for **ELA** and **Math** (i.e., 7/1/18–3/29/19); OR
- From current and/or one previous school year for **Science and Tech/Eng** (i.e., 7/1/17–3/29/19)
- Dates for classroom work must reflect days school was in session.
- **Evidence may not include dates** on weekends, holidays, school vacations, snow days, etc., unless marked “homework.”
- Scorers will verify dates with your school calendar.

Primary Evidence: “Teacher-Scribed Work Sample”

- For students who do not produce written work
- Documents a series of trials conducted at the same time
- Labeled with name, date, accuracy, independence, other information as needed.
- Indicates the student’s response (accuracy, independence) to each item/trial using primary mode of communication
- Specifically describes the materials/context of the activity
- Includes more information than a field data chart

Example of a Teacher-Scribed Work Sample

- Standard-based activity
- Accuracy and Ind for each activity
- Overall Accuracy and Independence
- Series of trials conducted at the same time
Photographs Can Be Primary Evidence If...

Photo clearly shows the **end product** of instruction. It may also show a **sequence of steps** leading to the final product.

<table>
<thead>
<tr>
<th>Name: Bradley Student</th>
<th>Date: 9/21/18</th>
<th>Accuracy 100%</th>
<th>Independence 100%</th>
</tr>
</thead>
</table>

**Brief description:** Bradley identified the life cycle of a frog by matching the name of the correct stage with its visual representation.

Primary Evidence *must* address the skill *and* accurately document the student’s performance (accuracy and independence).

### Determining Accuracy and Independence

1. Determine the outcome – What are you asking the student to do?
2. Determine the activity – How will the student perform the skill?
3. Divide the activity into “items” – Each opportunity to perform the skill
4. Use a system to mark each “item” – For example, +, −, I, P

**Sample Brief Description:** Student answered five comprehension questions about *Wayside School* read aloud in class.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Accurate or Inaccurate (+, −)</th>
<th>Independent or Prompted (I, P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>+ (Correct response)</td>
<td>P (Verbal prompt)</td>
</tr>
<tr>
<td>Question 2</td>
<td>− (Incorrect response)</td>
<td>P (Verbal prompt)</td>
</tr>
<tr>
<td>Question 3</td>
<td>+ (Correct response)</td>
<td>P (Gestural prompt)</td>
</tr>
<tr>
<td>Question 4</td>
<td>− (Incorrect response)</td>
<td>P (Verbal prompt)</td>
</tr>
<tr>
<td>Question 5</td>
<td>+ (Correct response)</td>
<td>I (No prompt)</td>
</tr>
<tr>
<td>Overall Percent</td>
<td>60% accuracy (3 of 5 correct)</td>
<td>20% independence (1 of 5 independent)</td>
</tr>
</tbody>
</table>
Assessing ELA—Writing for Students Taking MCAS-Alt

Writing = Expressive Communication:
• Using the student's primary mode of communication to express, recount/retell, explain, clarify, argue, persuade, or summarize, based on a text or topic.

How does your student communicate?

- Oral language
- Sounds
- Symbols (photos, icons)
- Objects
- Gestures
- Sign language
- Eye gaze
- High tech device (e.g., Dynavox)
- Low tech device (e.g., communication book)
- Other?

ELA—Writing: Portfolio Requirements

- Three final writing samples (each on a different topic), including valid dates, percentage of independence
- One baseline writing sample (e.g., outline, draft, graphic organizer)
- Samples may be any combination of the following text types:
  - Argument/opinion: States a claim or preference
  - Informative/explanatory text: Conveys facts or ideas
  - Narrative: Tells a story based on real or imagined events
  - Poetry: Uses figurative language, imagery, sound of words, meter, etc. to express emotion or tell a story
- Three pre-scored rubrics (one state-provided rubric, scored by teacher, for each final sample)

Required Elements for Writing Strand

1 Work Description for each Final Writing Sample
3 Final Writing Samples
3 Writing Rubrics (scored by teacher)
Using the Rubric to Score Writing Samples

Teachers will pre-score their students' final writing samples, using the standardized, state-provided scoring rubric.

- Carefully review the criteria in the rubric.
- Score should be based on the student's actual contribution, not text or changes provided by the teacher.
- Score should reflect that teacher provided text, used fill-in-the-blank worksheet, provided sentence starters, or student responded using single word/picture or list of words.
- Scorers will verify the teacher's scores and change only when it does not reflect the evidence submitted.
- Student working on access skills will score 1 in DSC areas.
- Percent Independence is based on number of prompts relative to total number of words or sentences.

Scoring rubric includes the following scoring areas:

- Level of Complexity (access skills or entry points)
- Demonstration of Skills and Concepts (DSC)
  - Expression of Ideas and Content
  - Use of Vocabulary
  - Text Structure (words, phrases, sentences)
  - Knowledge of Conventions
- Independence (frequency of prompts)
- Note: Self-Evaluation should be listed separately on the Writing Work Description, not on the rubric.

ELA-Writing at Access Skill Level

Student participation is documented during the creation of a written product.

Brief Description:
Student chose from an array of errorless choices in response to materials used in the creation of the written product (poem).
ELA–Writing: Supporting Documentation

Dynamic display shows range of choices available to student to express him/herself.

Topic board (static) shows a different level of communication.

ELA–Writing: Reminders

- **No data chart** is required.
- Include completed **Work Sample Description** for each sample.
- The writing rubric score should reflect only what the student has expressed, not text provided or corrected by the teacher.
- Teacher-scribed work samples for students working on access skills must include a final written product indicating how the student participated in the creation of the sample.
- Writing samples that include bathroom-related routines will not be scored, nor counted toward the minimum required number of samples.

Data Charts:
First Data Point may *not* be above 80% Accuracy and Independence.

**IMPORTANT:** Data charts that begin at or above 80% for both accuracy and independence are not scorable.
Data Charts:
Do not include data points that are 0% Accuracy and 0% Independence.

- Data points listed as 0 percent for both accuracy and independence are not considered valid and will not be scored or included in the required minimum of eight data points that address the measurable outcome.

Massachusetts Department of Elementary and Secondary Education

Assess only the skill listed in the Measurable Outcome. This work sample assesses too many skills.

Entry Point
Identify the main idea in an informational text.

Entry Point
Determine the meaning of general academic words in an informational text.

Entry Point
Give examples of opinions in an informational text.

Including Digital Evidence in the Portfolio

- Enclose a separate CD, DVD, or flash drive in each student's portfolio, if including digital evidence.

- Acceptable digital evidence:
  - PowerPoint
  - Word document
  - .pdf files
  - .txt files
  - .jpg (JPEG)
  - DVD for standard movie formats
    - Video evidence must be 3 minutes or less and have clear audio-visual quality or be transcribed in writing.

Massachusetts Department of Elementary and Secondary Education

Resources
Search for Text, Comment, and/or Magnify a Document

Use Command in place of CTRL for Mac Computers

Where to find:

• Forms and Graphs Online: [www.doe.mass.edu/mcas/alt/resources.html](http://www.doe.mass.edu/mcas/alt/resources.html)

• Registration for January and February/March portfolio review sessions:
  o Flyer will be posted to [www.doe.mass.edu/mcas/alt/resources](http://www.doe.mass.edu/mcas/alt/resources), under “Statewide Training,”
  o Flyer will also be emailed to your school.
  o Registration site is at [www.mcasservicecenter.com](http://www.mcasservicecenter.com)

Technical Support

By telephone (toll-free):
  • 1-866-834-8880 (Measured Progress Tech Support)

By email:
  • TechProductSupport@measuredprogress.org

When requesting support, have available:
  • Your name, school, and district
  • Your computer platform (Windows or Macintosh)
  • A summary of the problem you are experiencing

Expect a response within 24 hours.

Portfolio Submission

Portfolios must be picked up from your school by UPS on or before **Friday, March 29, 2019**.

Late portfolios will not be scored!
Portfolio Requirements: Science and Technology/Engineering (STE) Grades 5 and 8 only

Changes to Science and Technology/Engineering (STE)

- MCAS and MCAS-Alt will be based on the new 2016 STE standards beginning in:
  - 2018–2019: Grades 5 and 8
  - 2019–2020: Grades 5, 8, and 9/10

- **Fall 2018 STE Resource Guides** available on MCAS-Alt website
  - One resource guide for Grades PreK–8, and
  - One resource guide for High School

- STE Resource Guide for High School based on new standards will be available in summer of 2019.

Features of the Massachusetts 2016 STE Standards

- **STE disciplines** (strands):
  - Life Science, Physical Science, Earth and Space Science, and Technology/Engineering

- Topics in each discipline are called **core ideas**.

- In addition to science **content**, the STE Framework emphasizes the use of **8 science practices** that promote engagement in scientific inquiry and engineering design skills.

- Fall 2018 STE Resource Guide for preK–8 includes:
  - entry points and access skills listed in three grade clusters: PreK–grade 2, grades 3–5, and grades 6–8 (same as before).
  - each **entry point** and **access skill** embedded within a science practice.

Fall 2018 STE Resource Guide (Excerpt) – Standards as Written

- Entry Points are listed for grade-spans 3-5 and 6-8.
Portfolio Requirements for STE (Grades 5 and 8)

- **Step 1:** Educators **select a discipline** in which to assess a student:
  - Earth and Space
  - Life Science
  - Physical Science
  - Technology/Engineering

- **Step 2:** Select **one core idea** in the chosen discipline that is relevant, engaging, and challenging.

- **Step 3:** Select at least **six (6) entry points** within one core idea
  - Six entry points together must include at least **three (3) different science practices**
  - All activities should relate to the core idea (i.e. unit of study)

Portfolio Requirements for STE (Grades 5 and 8)

- **Step 4:** Complete and submit one STE Activity Summary Sheet for each activity (total of at least six) with:
  - Student's Name and Date of activity
  - Core Idea
  - Entry Point (or Access Skill) addressed in the activity
  - Science Practice number (1–8) for the selected entry point
  - % accuracy and independence for each task or response, with overall percent
  - Detailed description of each activity

- **Step 5:** Select **three representative pieces of primary evidence, each addressing a different Science Practice.**
  - Attach to corresponding Summary Sheet and include in portfolio.
  - Work samples, photos, and/or video may be submitted.
**STE Summary Sheet**

(Complete one sheet for each activity based on a selected entry point)

- **Name, date, grade, and what will be assessed**
- **Selected entry point or access skill**
- **Description of activity (i.e., materials, instruction, how conducted)**
- **Document each question or task, and the accuracy and independence of student’s responses.**

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**Sample Strand: STE Strand Cover Sheet**

**Sample Strand**

Core Idea: Motion and Stability (Summary Sheet and Work Sample)

**Supporting documentation:** Article on magnetism read by student

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**The Force Be with You!**

After you drew a picture, you might explain if it shows magnetism as someone has something. In this case, there is no specific description of magnetism in the text. Magnetism can be understood as the force that attracts or repels magnetic objects. This text does not provide a clear explanation or description of magnetism, making it challenging to understand the concept from the given information.

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**Work Sample reflects Practice #1 (Ask questions)**
Work Sample reflects Practice #3 (Predict)

THANK YOU

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