MCAS Alternate Assessment (MCAS-Alt)
Portfolios that Address Access Skills and Low Entry Points

Access Skills

• “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.  
  (High School Science and Technology/Engineering – Life Science)

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.)

**Measurable 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)

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).

Teacher-Scribed Work Sample

- 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 expected response and the student’s actual response (accuracy, independence) to each item/trial using his/her mode of communication
- Labeled with name, date, accuracy, independence, other information as needed.

NOTE: See examples of Teacher Scribed Work Samples on the following slides or at www.mcas-alt.org/materials
(continued)

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

<table>
<thead>
<tr>
<th>Work Stop</th>
<th>Not Asked</th>
<th>Teacher labeled</th>
<th>% Accuracy</th>
<th>% Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>(All blocks were placed back on velcro strip to start same process again)</td>
<td>(5 trials)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 6. gave one block to the teacher when teacher said “Give me one.” Teacher labeled as “One.” + I
- 7. gave one block to the teacher when teacher said “Give me one.” Teacher labeled as “Two.” + I
- 8. gave one block to the teacher when teacher said “Give me one.” Teacher labeled as “Three.” + I
- 9. gave one block to the teacher when teacher said “Give me one.” Teacher labeled as “Four.” + I
- 10. gave one block to the teacher when teacher said “Give me one.” Teacher labeled as “Five.” + I

Totals: % Accuracy: 10 / 10 = 100%, % Independent: 10 / 10 = 100%

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 within 15 seconds of a directive on Ratio and Proportional Relationships.

Teacher-Scribed Work Sample

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>9/6/18</td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
</tbody>
</table>

- Tech Used: Hiretix technology to prepare switch to activate the switch.
- Supervisor: Teresa Crossley

Technology used by the student to advance a computer program within 15 seconds of a directive 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.
**Teacher-Scribed Work Sample**

**Student**

1/8/19

Measurable Outcome: The student will locate a partially hidden object related to the solar system (moon) with 80% accuracy and 80% independence. (Measurable outcome on Work Description 1/18/19)

**Teacher-Scribed Work Sample Using a Series of Pictures**

**Measurable Outcome:** The student will locate a partially hidden object related to the solar system (moon) with 80% accuracy and 80% independence.

Date: 1/9/19

Student A

100% Accuracy 50% Independence

**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,
- partner,
- 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. She 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>Work</td>
<td>Stop</td>
</tr>
<tr>
<td>Work</td>
<td>Stop</td>
</tr>
<tr>
<td>(he continued working)</td>
<td>1. gave one block to the teacher, while teacher labeled as “one”</td>
</tr>
</tbody>
</table>

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

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**Contact Information**

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Additional Materials: [www.mcas-alt.org/materials](http://www.mcas-alt.org/materials)

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