**ELA–Writing: Access Skills and Low Entry Points**
Prepared by: Laura Hines, MCAS-Alt Teacher Consultant
FALL 2018

**Purpose of the MCAS-Alt ELA–Writing Strand**
- Convey students’ thoughts and ideas, demonstrate skills and knowledge
- Develop students’ expressive communication skills to create permanent products for the portfolio
- **ELA–Writing does not assess:**
  - the physical act of writing; e.g., physically grasping a pen/pencil, making a mark on paper
  - keyboarding skills
  - tracing or copying letters or words

**Writing to Communicate**
- **Students at a pre-symbolic communication level** will most likely create written products that reflect the use of access skills (e.g., “Choose from an array of errorless choices related to the creation of a written product”)
- **Students with emerging or established communication systems** may create written products that reflect lower-complexity entry points (e.g., “Express an opinion without deviating from a specific topic or text.”)

**Use the state rubric to score the selected text type**
- **Opinion (grades 3–5)/Argument (grades 6–8 and 10):** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence (from a text, where possible).
- **Informative/Explanatory text:** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
- **Narrative:** telling a story based on real or imagined events from a text or personal experience. Can be fiction, drama (script), personal reflection, or an event sequence.
- **Poetry:** using figurative language (e.g., similes, metaphors), imagery, sounds of words (e.g., rhyme), meter, and/or repetition to express emotion or tell a story.
ELA—Writing Requirements

• Use entry points and access skills in “Text Types and Purposes” cluster

• Students should use their primary mode of communication to produce work samples.

• Required: One baseline writing sample and three final writing samples

• Teachers will pre-score the 3 final samples only, using the state-provided rubrics.

• No data charts are required.
Informative/Explanatory: Work Description Label

WORK SAMPLE DESCRIPTION
INFORMATIVE/EXPLANATORY TEXT (FINAL)

Name: Dylan Student
Date (incl.) : 1/4/19

INDEPENDENCE: 20%
Self Evaluation
Please provide your own description of the student.

Student chose “not finished” from the AAC device, when asked if they wanted to continue.

Briefly describe what the student was asked to do and how the teacher did.

Student was asked to provide 3 facts about “Pizza” and a “Computer”. Teacher read several books that demonstrated excellent, detailed descriptions.

Learning Standard: W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Measurable Outcome:
Dylan will convey related information on a given topic with 60% accuracy and 80% independence.

Informative/Explanatory: Final Work Sample

Student Response: Student provided at least 3 details about the object using features and prompts on the high tech AAC device.

Data Collection: A = accurate and independent
S = accurate but independent
P = accurate with prompt
I = inaccurate with prompt

Example: On the first slide, the teacher presented a picture of a pizza and asked, “Tell me about it.” The student pointed to the AAC device. “It a food, it’s round, it’s delicious, it’s a food, it’s round, it’s delicious.”

DATE: 1/4/19

<table>
<thead>
<tr>
<th>Item</th>
<th>Expected Response</th>
<th>Actual Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pizza</td>
<td>It’s cheesy, round, it’s a food, it’s round.</td>
<td>It’s cheesy, round, it’s a food, it’s round.</td>
</tr>
<tr>
<td>2. Computer</td>
<td>It’s black, it’s a computer, you can use it for work, it’s white.</td>
<td>It’s black, it’s a computer, you can use it for work, it’s white.</td>
</tr>
<tr>
<td>3. Pizza</td>
<td>It’s cheesy, round, it’s a food, it’s round.</td>
<td>It’s cheesy, round, it’s a food, it’s round.</td>
</tr>
<tr>
<td>4. Computer</td>
<td>It’s black, it’s a computer, you can use it for work, it’s white.</td>
<td>It’s black, it’s a computer, you can use it for work, it’s white.</td>
</tr>
<tr>
<td>5. Pizza</td>
<td>It’s cheesy, round, it’s a food, it’s round.</td>
<td>It’s cheesy, round, it’s a food, it’s round.</td>
</tr>
</tbody>
</table>

Supporting Documentation

Supporting documentation provides important information so scorers can understand which vocabulary the student has available.

Pre-Scored Final Sample: Informative/Explanatory

Student: Dylan
Date of Completion: 1/4/19

ELA Writing Scoring Rubric

<table>
<thead>
<tr>
<th>Level of Complexity</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Morgan’s responses were clear, concise, and relevant.</td>
<td>3</td>
</tr>
<tr>
<td>2.0</td>
<td>Morgan’s responses were clear, concise, and relevant, with minor errors.</td>
<td>2</td>
</tr>
<tr>
<td>3.0</td>
<td>Morgan’s responses were clear, concise, and relevant, with major errors.</td>
<td>1</td>
</tr>
</tbody>
</table>

Profile:
- Morgan’s responses were clear, concise, and relevant.
- Morgan’s responses were clear, concise, and relevant, with minor errors.
- Morgan’s responses were clear, concise, and relevant, with major errors.

Support: Morgan’s responses were clear, concise, and relevant.

Knowledge of Text Structure:
- Morgan’s responses were clear, concise, and relevant.
- Morgan’s responses were clear, concise, and relevant, with minor errors.
- Morgan’s responses were clear, concise, and relevant, with major errors.

Explanatory of Text:
- Morgan’s responses were clear, concise, and relevant.
- Morgan’s responses were clear, concise, and relevant, with minor errors.
- Morgan’s responses were clear, concise, and relevant, with major errors.

Vocabulary and Sentence Structure:
- Morgan’s responses were clear, concise, and relevant.
- Morgan’s responses were clear, concise, and relevant, with minor errors.
- Morgan’s responses were clear, concise, and relevant, with major errors.

Motivation:
- Morgan’s responses were clear, concise, and relevant.
- Morgan’s responses were clear, concise, and relevant, with minor errors.
- Morgan’s responses were clear, concise, and relevant, with major errors.
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**Narrative: Work Description Label**

WORK SAMPLE DESCRIPTION
NARRATIVE TEXT (FINAL)

Name: Dylan Student

Date (m/d/y): 9/7/18

INDEPENDENCE: 100%

Self-Evaluation

Given an array of pictures to complete a sentence about a personal experience at home, student had to make a choice. Teacher put a check over student's choice.

Learning Standard: W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Measurable Outcome: Dylan will retell events using pictures, words, or phrases with 80% accuracy and 80% independence.

**Narrative: Final Work Sample**

9/7/18

**Pre-Scored Final Work Sample: Narrative**

Dylan

100%

**Narrative: Work Description Label**

WORK SAMPLE DESCRIPTION
NARRATIVE TEXT (FINAL)

Name: Ralph Student

Date (m/d/y): 9/11/18

INDEPENDENCE: 100%

Self-Evaluation

Ralph will orient and manipulate material related to the creation of a written product with 80% accuracy and 100% independence.

Learning Standard: W.6.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Measurable Outcome: Ralph will orient and manipulate material related to the creation of a written product with 80% accuracy and 100% independence.
Narrative: Final Work Sample “We are Going to the Shelter”

We will take our van to the shelter. We will see The animals may be loud. We made treats for them.

Poetry: Work Description

WORK SAMPLE DESCRIPTION (POETRY)

Subject: English Language Arts
Strand: English Language Arts - Writing (Poetry)

Learning Standard: W.9-10. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).

Measurable Outcome: Jorga will generate a written product related to the creation of a written product within 15 minutes with 80% accuracy and 100% independence.

Name: Jorga Student
Date (write): 9/14/18

Teacher-Scribed Work Sample

• Includes a description of what the student was asked to do and how the student participated and contributed to the final product
• Describes the materials/context of the activity
• Indicates the student’s responses (percent of accuracy and independence) to each item/trial using his/her mode of communication
• Includes name, date, accuracy, independence, and other required information

Pre-Scored Final Sample: Narrative

<table>
<thead>
<tr>
<th>Component</th>
<th>Level of Complexity</th>
<th>Knowledge of Language and Content</th>
<th>Use of Vocabulary</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Simple</td>
<td>Writing sample not submitted, or unexpected, or unable to determine a subject, or context in which to write.</td>
<td>Vocabulary was not an assigned, but not unrelated to the assignment, or it was a selection of words that did not provide context.</td>
<td>Student required frequent prompting to complete writing (75% or less independence).</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>The writing sample contains some characteristics of the writing sample not submitted, or unexpected, or unable to determine a subject, or context in which to write.</td>
<td>The vocabulary was not an assigned, but not unrelated to the assignment, or it was a selection of words that did not provide context.</td>
<td>Student required frequent prompting to complete writing (75% or less independence).</td>
</tr>
<tr>
<td></td>
<td>Complex</td>
<td>The writing sample contains characteristics of the writing sample not submitted, or unexpected, or unable to determine a subject, or context in which to write.</td>
<td>The vocabulary was not an assigned, but not unrelated to the assignment, or it was a selection of words that did not provide context.</td>
<td>Student required frequent prompting to complete writing (75% or less independence).</td>
</tr>
</tbody>
</table>

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### Poetry: Final Work Sample

**Shows student's participation in the creation of a poem.**

**LEAVES FALL SOFTLY ON THE GROUND**
- **Material:** Leaves
  - Does not release even with prompting

**SQUIRRELS RUN AND PLAY**
- **Material:** Fur Swatch
  - Releases 11 seconds independently

**ACORNS FALL**
- **Material:** Acorns
  - Releases 10 seconds independently

**ACORNS ROLL**
- **Material:** Acorns
  - Releases 14 seconds independently

**THE SQUIREL RUNS AWAY**
- **Material:** Fur Swatch
  - Releases 11 seconds independently

Accuracy: 80%

Independence: 80%

### Pre-Scored Final Sample: Poetry

**Student:** Jorge

**Date:** 9/14/18

**2019 MCAS-MA ELA: Writing Scoring Rubric**

<table>
<thead>
<tr>
<th>Level of Complexity</th>
<th>Expressive of Planned Theme</th>
<th>Knowledge of Content</th>
<th>Text Structure</th>
<th>Use of Vocabulary</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>No use of imaginative, poetic or figurative language; or very minimal effort or care to express ideas; all text repetitive</td>
<td>Writing sample contains complete thoughts expressed with details, descriptions, or elaboration; or written entirely as a list of facts, stories, or events</td>
<td>Ideas expressed with organization, transition, or development; or narrative shows understanding of story, theme, or event</td>
<td>Vague, unclear, repetitive, or unclear choices of words or phrases; or repetitive or unclear choices of words or phrases; or use of words with no relation to ideas and/or ideas irrelevant to text</td>
<td>No work description, assignment, or all work provided by teacher</td>
</tr>
<tr>
<td>1</td>
<td>Low or no original voice, or words, or could not be published due to incoherence or incoherence in language or poem form (poetry)</td>
<td>Writing sample contains complete thoughts expressed with details, descriptions, or elaboration; or written entirely as a list of facts, stories, or events</td>
<td>Ideas expressed with organization, transition, or development; or narrative shows understanding of story, theme, or event</td>
<td>Vague, unclear, repetitive, or unclear choices of words or phrases; or repetitive or unclear choices of words or phrases; or use of words with no relation to ideas and/or ideas irrelevant to text</td>
<td>No work description, assignment, or all work provided by teacher</td>
</tr>
</tbody>
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**Maximum Score:** 8%

### Required Elements for Writing

1 Baseline Writing Sample

3 Final Different Writing Samples

3 Pre-Scored Rubrics

### Thinking about Self-Evaluation

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

**Self Evaluation: Students Making Choices**

- Choices of materials, response format, order of events
- Choice of partner
- Choice of continuing or terminating the activity
- Do you see evidence of the “student's voice” in the self-evaluation? Is it authentic?

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**Contact Information**

**Massachusetts Department of Elementary and Secondary Education**

Student Assessment Office (781-338-3625)
- Debra Hand (MCAS-Alt) – [dhand@doe.mass.edu](mailto:dhand@doe.mass.edu)
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- Kevin Froton – [froton.kevin@measuredprogress.org](mailto:froton.kevin@measuredprogress.org)

**Website**
- [www.mcas-alt.org/materials](http://www.mcas-alt.org/materials)