MCAS-Alt
Portfolios that Address Access Skills

Fall 2019

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The Importance of 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 Goal (as written)

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

WHAT’S THE CRITICAL SKILL IN THIS GOAL?
“GRASPING”

Criteria for success: “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 become the access skills that allow students to be assessed during a standards-based activity.

• 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 – Biology)
Select an appropriate access skill from the Resource Guide to create a measurable outcome.

**ACCESS SKILLS**
**The student will:**
- Locate objects partially hidden or out of sight (e.g., remove barrier) to expose a ratio
- Use one object to act on another used to demonstrate ratios
- 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)
- Imitate action to create proportional relationships
- Initiate cause-and-effect response (e.g., turn on technology tool to activate ratio computer program)
- Sustain ratio and proportional relationship activity through response
- Gain attention during a ratio activity
- Make a request during ratio activity
- 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)
- Attend visually, aurally, or tactually to materials that demonstrate ratios and proportional relationships

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**ENTRY POINTS**
**The student will:**
**Measurable outcome** includes the access skill + criteria that indicate how the observer will know that the student has successfully performed the task (e.g., latency), including criteria for mastery (e.g., in 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 Data Chart plus 2 pieces of primary evidence = “Core Set of Evidence”
Brief descriptions on the data chart must reflect the skill (i.e., *choose from an array of 2*), the skill embedded in the measurable outcome, and the standards-based activity (i.e., “Go Fish,” worksheet, Jeopardy, poster).

| Brief Description (What was student asked to do and how did he/she do it?) | 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

• Documentation of a series of trials conducted at the same time.
• Labeled with name, date, overall % accuracy and % independence, other information as needed.
• Includes detailed information that:
  o specifically describes the materials/context of the activity
  o indicates the expected response, and the student’s actual response (accuracy and independence) on each item/trial using his/her mode of communication

NOTE: Examples of teacher-scribed work samples are available at www.mcas-alt.org/materials and on the following slides.
Teacher-scribed work samples describe materials, context of the activities, and documents responses on a series of trials conducted at the same time.

Session 1: 5 Trials (Continued on page 2)
(Cont'd)
Session 2:
5 Trials

All blocks were placed back on the Velcro strip to start the process again.

<table>
<thead>
<tr>
<th>Work Stop</th>
<th>Not Asked</th>
<th>6. gave one block to the teacher when teacher said “Give me one” Teacher labeled as “two”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Stop</td>
<td>Not Asked</td>
<td>7. gave one block to the teacher when teacher said “Give me one” Teacher labeled as “three”</td>
</tr>
<tr>
<td>Work Stop</td>
<td>Not Asked</td>
<td>8. gave one block to the teacher when teacher said “Give me one” Teacher labeled as “four”</td>
</tr>
<tr>
<td>Work Stop</td>
<td>Not Asked</td>
<td>9. gave one block to the teacher when teacher said “Give me one” Teacher labeled as “five”</td>
</tr>
</tbody>
</table>

9/12/18

Overall accuracy and independence for all trials completed on the same day.

% Accuracy: 10 /10 = 100%

% Independent: 10 /10 = 100%
This teacher-scribed work sample describes materials, number of trials, and latency for each response.

**Teacher-Scribed Work Sample (example)**

**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 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>
</tbody>
</table>

**Accuracy** 67%  
**Independence** 89%

Overall accuracy and independence
Supporting Documentation for Teacher-Scribed Work Sample

- Does not show a final product or how student participated.
- Only shows the **context** of a learning activity

![Diagram showing farm animals and relationships]

Technology shown above used by student to advance a computer program within 15 seconds of a directive on *Ratio and Proportional Relationships*. 

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Work Sample Description for Teacher-Scribed Work Sample

Name: Student
Date (m/d/y) 9/6/19
ACCURACY: 80%
INDEPENDENCE: 80%

Subject: English Language Arts
Strand: English Language Arts - Reading Informational Text
Learning Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Measurable Outcome: will activate pre-recorded voice output device within 30 seconds of the reader stopping to request more during a literacy activity related to informational text with 80% accuracy and 80% independence.

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 documenting the accuracy and independence of each trial. (See measurable outcome and description on Work Description label)
Another Teacher-Scribed Work Sample: Using a Series of Pictures

Measurable Outcome: The student will locate objects partially hidden or out of sight of Earth, Moon, Sun, stars, solar system, or seasons activity with 80% accuracy and 80% independence.

Date: 1/9/20
100% Accuracy  50% Independence
“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
- continuing or terminating the activity

Do you see evidence of the “student’s voice” in the self-evaluation? Is it authentic?
Examples 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 wanted to use the red switch.

looked at the red switch to indicate

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

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

Massachusetts Department of Elementary and Secondary Education

Additional Materials:  www.mcas-alt.org/materials

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