Who Should Be Considered for a “Grade-level” or “Competency” Portfolio?

Consider students with significant disabilities who:

- perform classroom work at or near grade-level;
- cannot demonstrate knowledge and skills on the MCAS test in that grade and subject;
- is attempting to earn a “passing score” on the test in that subject

- NOTE: A score of *Progressing* on the MCAS-Alt is **not** a “passing score” for the purpose of earning a CD.
Students who may be well-suited for a “grade-level” or “competency portfolio”

A student with a disability should be considered if he/she produces grade-level work in the classroom, but has, for example:

- a significant emotional, behavioral, or other disability and is unable to maintain concentration to participate in standard testing, even with accommodations;
- a significant health-related disability, neurological disorder, or other complex disability and is unable to meet the demands of a prolonged test administration;
- a significant motor, communication, or other disability and requires more time than is reasonable or available for testing.
What is a “Grade-Level” Portfolio (grades 3–8)?

- A collection of work samples “at grade-level expectations” produced by a student who cannot show what they know on the MCAS test.

- Includes work samples only; no data charts are required
  - Multiple work samples that together demonstrate all aspects of the required standard
  - Each work sample should address one standard.
  - Grade-level Work Description forms

- Includes in each subject:
  - Mathematics—A total of 10 standards must be documented in the student’s work.
  - ELA—3 standards each in Reading-Literature and Reading-Informational text; plus four (4) writing samples (one in each of three text types, and one selected by student)
  - STE—A total of 9 standards (3 in each of 3 selected disciplines)

- Specific ELA, Math, and STE requirements are described in 2020 Educator’s Manual for MCAS-Alt.
What is a High School “Competency” Portfolio?

• A collection of high school work samples submitted to earn a Competency Determination (CD) and meet the MCAS graduation requirements.
  o Work overall must be comparable to that of a student who has achieved the CD in that subject.
• If initial submission does not achieve a “passing” score,” portfolio may be resubmitted each year with additional work.
  o Otherwise, MCAS/MCAS-Alt are not required after grade 10.
• Requirements are described in the 2020 Educator’s Manual for MCAS-Alt and on the MCAS-Alt web page.
• Feedback Forms are provided to the school with comments from reviewers.
“Next-Generation” ELA and Mathematics Competency Portfolio Requirements

- General requirements for ELA and Mathematics competency portfolios, based on 2017 Curriculum Frameworks:
  - **ELA**—produce four (4) essays, plus two (2) short responses, based on grade-10 text
  - **Mathematics**—document 15 standards (or clusters of standards) from all five conceptual categories.
  - Student work samples must address all aspects of required standards.
  - Specific ELA and Mathematics requirements are described in the *2020 Educator’s Manual for MCAS-Alt*. 
NEW Science and Technology/Engineering “Competency” Portfolio Requirements

• New “Next-generation” competency portfolio requirements for Introductory Physics and Biology (if submitted for the first time in spring 2020):
  o General requirements, based on the 2016 STE Curriculum Frameworks:
    ▪ Biology—A total of 8 standards (5 required and 3 discretionary) selected across the core ideas.
    ▪ Introductory Physics—A total of 7 standards (5 required and 2 discretionary) selected across the core ideas.
    ▪ See 2020 Educator’s Manual for MCAS-Alt for specific STE requirements.

• Use previous “legacy” standards and portfolio requirements for: Chemistry and Technology/Engineering, and for previously submitted Biology and Introductory Physics competency portfolios.

Massachusetts Department of Elementary and Secondary Education
**Grade-Level Portfolio Cover Sheet**

(Include at front of portfolio only if submitting a Grade-Level portfolio for a student in grades 3–8 who is performing at grade level expectations.)

If this is a Grade-Level Portfolio, indicate the content area(s) submitted:

- [ ] ELA
- [ ] MATHEMATICS
- [ ] SCIENCE AND TECHNOLOGY/ENGINEERING

If this is a high school Competency Portfolio, indicate the content area(s) submitted:

- [ ] ELA
- [ ] MATHEMATICS
- [ ] SCIENCE AND TECHNOLOGY/ENGINEERING (STE):
  - [ ] BIOLOGY
  - [ ] CHEMISTRY
  - [ ] INTRODUCTORY PHYSICS
  - [ ] TECHNOLOGY/ENGINEERING
Example: “Grade-level” Work Description and Student Work

Student’s Name: [Blank]  Date work was produced: 9/21/16

Student’s grade: 4

Content Area (Check one):  □ English Language Arts  ✔ Mathematics  □ Science and Technology/Engineering

Strand/Domain: 4. NBT.2

Learning Standard: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Katrina compared multi-digit numbers using >, =, and < to record the results of comparisons.

What was the student’s overall percent of accuracy on this assignment? (Level of Accuracy = 100 %)

How much of this assignment was done independently by the student (i.e., without the use of prompts, guidance, coaching, or suggestions)? (Level of Independence = 100 %)

If Independence percentage is less than 100%, what type of assistance did the student receive on the attached work sample?

Describe any accommodations the student received (e.g., scribe, read-aloud, calculator, assistive/augmentative technology, etc.). Note: Use of accommodations does not affect the Independence percentage.

Work read aloud

Comparing Numbers within 1 Million

Name: [Blank]

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &gt;</td>
</tr>
<tr>
<td>2. =</td>
</tr>
<tr>
<td>3. &lt;</td>
</tr>
<tr>
<td>4. &gt;</td>
</tr>
<tr>
<td>5. &gt;</td>
</tr>
<tr>
<td>6. &lt;</td>
</tr>
<tr>
<td>7. &gt;</td>
</tr>
<tr>
<td>8. &lt;</td>
</tr>
<tr>
<td>9. &gt;</td>
</tr>
<tr>
<td>10. &gt;</td>
</tr>
</tbody>
</table>

Use >, < or = to compare the two numbers.

1) 9,579 > 9,578
2) 86,142 = 86,142
3) 7,582 < 7,585
4) 32,510 > 32,509
5) 2,387 > 2,386
6) 915,198 < 915,200
7) 781,640 > 480,716
8) 886,009 < 908,608
9) 97,540 > 47,950
10) 382,733 > 333,278
Example: “Competency” Work Description and Student Work

WORK DESCRIPTION
for “Next-Generation” High School Competency Portfolio in
MATHEMATICS

(Attach one WORK DESCRIPTION to each work sample in the portfolio)

Student’s Name: ___________________________ Date work was produced: 11-16-17

This Work Description includes the clusters of content standards found in the 2017 Massachusetts Curriculum Framework for Mathematics. Refer to the section on the requirements for competency portfolios.

To be submitted as evidence in the Mathematics competency portfolio, the attached work sample must include:
- at least one example of problems solved correctly by the student for the content cluster or group of clusters listed below (unless otherwise indicated);
- evidence of the student’s thinking and problem solving (i.e., all student work, leading to the solution);
- an overall score that exceeds 75% accuracy and 75% independence, with noted errors and corrections marked.

Note: Work corrected by the teacher may not be submitted as the student’s own work.

Additional mathematics competency portfolio requirements are available in the Elementary Manual for MCAS-AR.

Please indicate the conceptual category (i.e., Number and Quantity) and cluster or group of clusters documented in the attached work sample:

☐ Number and Quantity
☐ A-SSE
☐ A-APR
☐ A-CED
☐ A-REA
☐ A-REI
☐ Functions
☐ F-F.I.
☐ F-F.III.
☐ F-LE
☐ Geometry
☐ G-CO
☐ G-GPE
☐ G-GMD
☐ Statistics and Probability
☐ S-ID
☐ S-ID.B
☐ S-ID.C
☐ S-CP

ON THE ATTACHED WORK SAMPLE:
What score did the student receive? ___________________________ (Level of Accuracy = ___ %)
What was the student’s level of independence? ___________________________ (Level of Independence = ___ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

Calculator

What was the student asked to do to complete the attached work sample? (i.e., what was the assignment?)

Solve the problems using the order of operations.

Name: ___________________________ Score: 90%
Teacher: ___________________________ Date: 11-16-17

Order of Operations

1. \(3 \times (14 - 2) + 9^2\)
   \(3 \times 12 + 9^2\)
   \(3 \times 12 + 81\)
   \(36 + 81 = 117\)

2. \((75 - 5^2) - (29 - 4)\)
   \((75 - 25) - (29 - 4)\)
   \(50 - 25 = 25\)

3. \((59 - 3)^2 - (5 + 5)\)
   \((59 - 3)^2\) - (5 + 5)
   \(56 - 8 = 48\)
   \(50 - 10 = 40\)

4. \((8 \times 2 + 9^2) - 4\)
   \((8 \times 2 + 8) - 4\)
   \((16 + 8) - 4\)
   \(20 - 4 = 16\)

5. \((28 - 2) - 4 + 2^2\)
   \((28 - 2) - 4 + 2^2\)
   \(24 - 4 + 2^2\)
   \(20 + 4 = 24\)

6. \((-9 \times 3 + 3^2) - 6\)
   \((-9 \times 3 + 9) - 6\)
   \((-9 \times 3 + 9) - 6\)
   \(21 - 6 = 15\)

7. \((4 + 3)^2 + (10 - 2)\)
   \((4 + 3)^2 + (10 - 2)\)
   \(7^2 + (10 - 2)\)
   \(49 + 8 = 57\)

8. \((26 - 2) - 4 + 2^2\)
   \((26 - 2) - 4 + 2^2\)
   \(22 - 4 + 2^2\)
   \(20 + 4 = 24\)

(52 - 2) - 25 - 7^2
   \((52 - 2) - 25 - 7^2\)
   \(50 - 25 - 7^2\)
   \(25 - 49 = 24\)
Example: STE “Competency” Portfolio Feedback Form

<table>
<thead>
<tr>
<th>Conceptual Category</th>
<th>Grade 10 Level of Complexity</th>
<th>Accurate and complete</th>
<th>Independence 75% or higher</th>
<th>Evidence is (S,I,U,N)</th>
<th>Specific Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Quantity</td>
<td>N-RNA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Order of Operations Below Grade Level, No Exemplar Examples</td>
</tr>
<tr>
<td>Algebra</td>
<td>A-SSE.A,B</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Please review standards for Grade 7 examples, include exam for aid.</td>
</tr>
<tr>
<td>Functions</td>
<td>F-I.F.A</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Review isosceles triangles, problems involving ratios of angles</td>
</tr>
<tr>
<td>Geometry</td>
<td>G-CO.A</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Please review language &amp; examples in standard.</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td></td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
- Encourage resubmission of portfolio with additional student work in areas that are incomplete.
- Additional review of 2017 Mathematics Curriculum Framework may be needed to fully document learning standard(s) (see Comments above).
- Show all work by the student. Responses by themselves are insufficient.
- Please review submission requirements.
- Please attach Grade 10 Work Description Label to each work sample, available online at: http://www.doe.mass.edu/mcasappeals/file/portfolio/guidelines.htm
- One or more work samples were either not scored by the teacher or were scored incorrectly.
- Type and frequency of assistance provided to student was not indicated.

KEY
- Evidence is:
  - (S) – Sufficient in this standard
  - (I) – Insufficient in this standard (more evidence needed)
  - (U) – Unmatched to standard
  - (N) – Not submitted for this standard

General Comments:
How are portfolios scored?

Content experts will review portfolios for the following characteristics:

• Are all required **strands** and **standards** submitted?
• Does the work address **all aspects** of each standard?
• Is work at **grade-level** complexity?
• Are student’s responses **accurate**? (>75%)
• Is work produced **independently**? (>75%)
  
  o **Acceptable prompts**—Redirecting student’s attention; reminding student to show work, include correct units, round to nearest 10\(^{th}\)
  
  o **Unacceptable prompts**—Model or show sample problems on board or at top of worksheet; provide step-by-step supports to solve a problem

• The answer alone isn’t enough.
  
  o Show all work: include drafts with edits, steps in solving problems, final version or solution.
  
  o **Complete Work Description forms.**
Also consider these options...

• Students who previously took standard MCAS tests should consider taking MCAS retests, in addition to submitting “competency” portfolio.
  o Beyond grade 10, a student can submit (or resubmit) a portfolio and take retest.
  o Remember that all participation after grade 10 is optional.

• Also consider submitting an MCAS Performance Appeal.
  o Cohort Appeal, OR
  o Portfolio Appeal (in cases where a cohort does not exist)
MCAS Performance Appeal: Update

• Grade 10 “next-generation” tests have different scaled score requirements to meet the Competency Determination (CD).
• Score range to submit a cohort appeal has also changed.

<table>
<thead>
<tr>
<th>Grade 10 MCAS tests</th>
<th>Next-Gen Score for CD</th>
<th>Legacy Score for CD</th>
<th>Next-Gen Score Range for Cohort Appeal</th>
<th>Legacy Score Range for Cohort Appeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>455</td>
<td>220</td>
<td>455–462</td>
<td>220–228</td>
</tr>
<tr>
<td>Mathematics</td>
<td>469</td>
<td>220</td>
<td>469–476</td>
<td>220–228</td>
</tr>
<tr>
<td>Sci &amp; Tech/Eng</td>
<td>---</td>
<td>220</td>
<td>---</td>
<td>220-228</td>
</tr>
</tbody>
</table>
Resources

- **ELA, mathematics, and STE staff** in your school/district:
  - check that portfolio evidence is matched to specific standards
  - assist in adapting activities for individual learners
  - plan and/or conduct instructional activities

- Use **Feedback Forms** from previously submitted “competency” portfolios to guide future submissions.

- **Portfolio samples** that scored *Needs Improvement* posted to [MCAS-Alt](https://www.mcas-alt.com) and [MCAS Appeals web pages](https://www.mcas-appeals.com)

- **2020 Educator’s Manual for MCAS-Alt**
  - Grade-level (Pp. 55-58) and Competency Portfolio requirements (Pp. 61-72).
  - Work Description Labels (Pp. 65, 75-80)
How Should Schools Approach the Task of Compiling a Competency Portfolio?

1. Determine the students for whom a competency portfolio would be appropriate.
2. Principal and other adults familiar with the student decide to pursue this option.
3. Review submission requirements.
4. Identify staff who can collaborate (e.g., special educators, content teachers, curriculum coordinators).
5. Review MA Curriculum Frameworks, portfolio requirements, and portfolio samples posted to MCAS-Alt and Appeals web pages.
6. Instruct student on the standards required in the portfolio.
7. Collect samples of student’s work for the portfolio.
8. Follow submission deadline requirements.
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