2019 MCAS-Alt

STRAND COVER SHEET

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

(1) Student's Name: **Amy Farrah Fowler**

(2) Student's grade as reported in the Student Information Management System (SIMS): **04**

(3) a. Content Area (Subject): **English Language Arts**
   b. Strand: **Language**
   c. Learning Standard: **L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.**
      (List the standard number for the grade in which the student was reported in SIMS.)

(4) Level of complexity: Student addressed the learning standard in this strand ...

☐ through an "access skill"  ☑ through an "entry point"  
   practiced during academic instruction  (Resource Guide, Page: 151)

For a student working at "grade-level," use Work Descriptions for Grade Level or Competency Portfolios, instead of this form.

(5) Measurable outcome: Select a challenging skill from the Resource Guide that the student is expected to learn as a result of instruction, at the appropriate level of complexity, and the percent of accuracy and independence required for mastery. (for example, "student will summarize key events in a literary text with 80% accuracy and 100% independence").

**Amy will show/express the meaning of common idioms with 80% accuracy and 100% independence.**

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill, including augmentative or alternative communication (AAC) system, if used:

**Text read when needed, concrete examples.**

**Primary Evidence Checklist (optional):**

Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Graph</td>
<td>bar graph</td>
</tr>
<tr>
<td>Work Sample Description in a pickle</td>
<td></td>
</tr>
<tr>
<td>Work Sample Description wet behind ears.</td>
<td></td>
</tr>
</tbody>
</table>

(Continue list on additional paper, if needed.)
DATA METHOD 2: BAR GRAPH (instructional data summarizing the student’s performance on each date)

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student Name: Amy Farrah Fowler

Content Area/Strand: English Language Arts/English Language Arts - Language

Learning Standard: L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Measurable Outcome: Amy will show/express the meaning of common idioms with 80% accuracy and 100% independence.

<table>
<thead>
<tr>
<th>Date (m/d/y)</th>
<th>Accuracy</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/19</td>
<td>A 0</td>
<td>I 100</td>
</tr>
<tr>
<td>9/13/19</td>
<td>A 100</td>
<td>I 0</td>
</tr>
<tr>
<td>9/19/19</td>
<td>A 100</td>
<td>I 60</td>
</tr>
<tr>
<td>9/20/19</td>
<td>A 100</td>
<td>I 50</td>
</tr>
<tr>
<td>10/3/19</td>
<td>A 100</td>
<td>I 80</td>
</tr>
<tr>
<td>10/8/19</td>
<td>A 100</td>
<td>I 75</td>
</tr>
<tr>
<td>10/11/19</td>
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<td>I 100</td>
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<td>11/1/19</td>
<td>A 100</td>
<td>I 90</td>
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<tr>
<td>11/5/19</td>
<td>A 100</td>
<td>I 83</td>
</tr>
<tr>
<td>11/14/19</td>
<td>A 90</td>
<td>I 100</td>
</tr>
</tbody>
</table>

Brief Description:
- Baseline: Student was given 10 idioms and asked to express their meaning either aloud or by drawing.
- Student was given 4 idioms after reading the Amelia Bedelia book. She was asked to express the meaning of the idioms on a worksheet.
- Student was given 10 silly sayings and 10 idioms. She was asked to express the meaning of the idioms by matching the silly sayings to the idioms.
- Student was given 10 silly sayings and 10 idioms. She was asked to express the meaning of the idioms by matching the silly sayings to the idioms.
- Played a game about idioms.
- During partner work, each student was given idioms and asked to express the silly and real meaning in pictures, drawings, and posters on a template, individual data taken.
- After being read the idiom, student would express the meaning on the whiteboard. Small group activity, individual (acc) individual taken by paraprofessional.
- Student went through 12 flash cards that had idioms written on them. She had to match the “silly statement” with the actual meaning of the idioms by drawing a line between two columns (10 idioms)
Name: Amy Farrah Fowler  
Date (m/d/y): 10/16/19  
ACCURACY: 100%  
INDEPENDENCE: 100%  

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)

See attached sheet.

Subject: English Language Arts  
Strand: English Language Arts - Language  
Learning Standard:  
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Measurable Outcome:  
Amy will show/express the meaning of common idioms with 80% accuracy and 100% independence.

Briefly describe what the student was asked to do and how he/she did it:  
Student was given task cards and played with a partner to say what the silly meaning of the idiom was and then express the real meaning. She used it in a sentence and drew out the meaning. Accuracy and independence was only taken on expressing the meaning of the idiom.
"In a pickle" Idiom Illustrations

Idiom: In a pickle

Silly Meaning:

Real Meaning:
"Help!"
"I'm stuck!"

Idiom in a sentence: I can't reach the plate, I'm in a pickle.

"Raining cats and dogs"

Idiom: Raining cats and dogs

Silly Meaning:

Real Meaning:
"Raining so hard!"

Idiom in a sentence: It's raining cats and dogs.

Name: Amy
Date: 10-16-19
A: 100%
I: 100%
Name: Amy Farrah Fowler
Date (m/d/y): 12/19/19
ACCURACY: 100%
INDEPENDENCE: 60%

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)
Amy chose this worksheet to put in her portfolio because "I worked hard and I want to show my hard work".

Subject: English Language Arts
Strand: English Language Arts - Language
Learning Standard:
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Measurable Outcome:
Amy will show/express the meaning of common idioms with 80% accuracy and 100% independence.

Briefly describe what the student was asked to do and how he/she did it:

After reading a book containing idioms, Amy was given 5 new idioms to determine the meaning and write them on the worksheet.
Directions: Write the meaning of each phrase on the lines below.

1. wet behind the ears: inexperienced

2. keep your head: do not get mad

3. crack the whip: being demanding

4. raining cats and dogs: raining hard

5. skating on thin ice: almost in trouble

Amy

12/19/19 A: 100° F: 60°
Self-Assessment: How did I do?

Name: Amy  Date: 12-19-19

1.) Today's topic was:
   - Math
   - ELA
   - Science

2.) What did I work on?
   - 9 problems

3.) The work I did today was:
   - Easy
   - Right at my level
   - Too hard

4.) My effort was:
   - Excellent
   - Good
   - Okay
   - Poor