MCAS-Alt SKILLS SURVEY

Introduction

The MCAS-Alt Skills Survey is a standardized component of the statewide alternate assessment (MCAS-Alt) that must be administered by the teacher to each student **BEFORE** selecting an entry point or access skill in the subject required for assessment. The survey will help determine a student's current level of knowledge, skills, and abilities so that challenging entry points can be selected in each strand. The survey will also familiarize teachers with the range of entry points in a strand/domain that may be selected for the assessment.

The results of the Skills Survey should be used as the basis for selecting an entry point or access skill listed in the *Resource Guide to the Massachusetts Curriculum Framework for Students with Disabilities*. A follow-up skills survey will not be required after teaching the skill, although it may be helpful to conduct the survey after the skill has been taught, especially if the student will attend a different classroom the following year.

Instructions for Completing the Skills Survey:

Conduct a brief assessment of each skill in the required strand/domain for a student in that grade. Check one box (A–E) for each skill in the required strand/domain(s). Teachers may use any combination of the following methods to conduct a brief assessment of each skill:

a) observations, informal assessments, progress reports, or classroom work; OR
b) 2–4 tasks, based on the **examples** provided in the survey form; or **tasks designed by the teacher** that are accommodated for each student's instructional level and needs.

If using specific tasks or activities to assess the student, please use the following protocol for each skill:

1) Present the first task to the student.
2) If the student does not respond on the first attempt, repeat the task with a verbal reminder or other prompt (if needed), but do not give the answer. (Note: If a prompt is given, the response may be accurate, but is not independent.)
3) If the student responds to the first task, give a second, more complex task. Repeat with a prompt if needed. Make notes on the survey form to remind you of the student's performance of each task.
4) If the student does not respond to the second task, even with a prompt, do not introduce a third task. Simply mark an "X" in the column (A, B, C, D, or E) that most closely describes his or her performance of the skill.
5) Introduce the next task in the survey. Repeat steps 2 through 4 until all skills in the required strand/domain are assessed.

Once the survey has been completed for each required strand/domain, review the results and proceed as follows:

- **Select a related or higher-level-of-complexity entry point from the Resource Guide based on any skill that has been checked in columns A, B, or C**.
- **Do not select an entry point for any skills checked in columns D or E**.
- **If column A ("unable to perform the skill") is checked for all skills in the strand/domain**, consider assessing an access skill (i.e., a motor or communication skill).

- **If columns D and/or E are checked for most of the skills in the strand/domain**, then the IEP team should consider whether the standard MCAS test (paper or online) or grade-level/competency portfolio would be more appropriate for the student in that subject.

Submit a completed MCAS-Alt Skills Survey for each assessed strand in the student's portfolio, just after the Strand Cover Sheet. A strand without a Skills Survey will be considered incomplete.

Descriptors for each column listed on the following pages:

A	B	C	D	E
Student is **unable** to perform this skill. ---------OR-------- Teacher is unable to assess student on this skill.	Student is just starting to learn this skill and demonstrates the skill only **rarely** without support. --- Student performs this skill accurately with **0-25% independence**. ---------OR-------- Student performs this skill independently with **0-25% accuracy**.	Student demonstrates this skill **intermittently** and only **occasionally** without support. --- Student performs this skill accurately with **26-50% independence**. ---------OR-------- Student performs this skill independently with **26-50% accuracy**.	Student demonstrates this skill **more often than not** without support. --- Student performs this skill accurately with **51-75% independence**. ---------OR-------- Student performs this skill independently with **51-75% accuracy**.	Student demonstrates this skill **almost all the time** without support. --- Student performs this skill accurately with **76-100% independence**. --------OR--------- Student performs this skill independently with **76-100% accuracy**.

* % Independence refers to the average percent of unprompted responses by the student.

Student's Name_____ Grade_____ Date of Survey_____

Grade 4 Mathematics

Number and Operations—Fractions

	Identify/recognize fractions:	A 0% (unable)	B Up to 25% (rarely)	C Up to 50% (occasionally)	D Up to 75% (more often than not)	E Up to 100% (almost always)
1.	Identify ½ and whole using manipulatives and/or familiar objects.					
2.	Partition a whole into 1/2, 1/3, and 1/4 equal parts.					
3.	Compare parts of the same whole (quarter, third, half) to determine the relative size of each.					
4.	Compare fractions of the same whole with like denominators to determine which is greater (e.g., ¼ or ¾).					
5.	Label points on a number line with simple fractions with like denominators (e.g., label 1/6, 3/6, 5/6 on the same number line).					
6.	Demonstrate one or more fractions that are equivalent to ½ using models or manipulatives (e.g., 2/4, 3/6, 4/8).					
7.	Compare two fractions with unlike denominators and indicate which is greater or less (1/3 or 3/5).					
	Operations with fractions:					
8.	Add and subtract "unit fractions" with like denominators (e.g., ¼ + ¼ = ?).					
9.	Add and subtract fractions with like denominators (e.g., 1/8 + 3/8 = ? and 5/8 – 3/8 = ?).					
10.	Multiply simple fractions by a whole number (e.g., 3/5 X 5 = 15/5 = 3).					
11.	Multiply fractions by fractions (e.g., 2/4 X 4/5 = 8/20).					
12.	Convert simple decimals to simple fractions and vice versa (e.g., .25 = ¼; ½ = .50).					