

Introduction to 2024 MCAS-Alt

Core Concepts–Part A

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Housekeeping

- Everyone is in “listen only” mode.
- There will be specific breaks designated for questions. Please hold questions until that time. Still have questions, email Debra.d.hand@mass.gov
- This presentation is being recorded. A link will be available at <https://profile.measuredprogress.org/MCAS-Alt/login.aspx>.
- If you accidentally close out of Zoom, rejoin using the same link.

Introduction to MCAS-Alt Sessions

- **Part A and Part B** contain the basic information necessary to compile the MCAS-Alt for Reading and Math.
- **ELA–Writing** session focuses on specific requirements for the ELA–Writing strand.
- **Science and Technology/Engineering (STE)** session will provide information for teachers in grades 5, 8, and 9/10 who will conduct the STE alternate assessment.

01

MCAS-Alt Security Requirements

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Educator's Manual, p. 5

Your Role in MCAS-Alt Security

- Teachers must ensure that evidence is
 - authentic and portrays student performance accurately
 - not fabricated, replicated, or altered
- Evidence must reflect each student's unique abilities and performance, *regardless* of participation in similar classroom activities.
- ESE may request a fact-finding investigation if irregularities are found or reported.

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Purposes of the MCAS-Alt

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Why Do We Assess Students with Significant Cognitive Disabilities?

- *It's the law!* All students educated with Massachusetts public funds are required to participate in annual statewide assessments. There is NO opting out.
- To include difficult-to-assess students in statewide assessment and accountability—ALL means ALL!
- To determine whether students with significant cognitive disabilities are receiving instruction based on the state's curriculum frameworks
- To use assessments to provide challenging, standard-based instruction based on data and evidence.

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Overview of the MCAS-Alt Requirements in Each Grade



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Educator's Manual, pp. 14-21

Required Assessments for ELA (Grades 3–8 and 10)

Grade	English Language Arts	Strands
3-8, 10	<p>One Reading strand and One Language strand</p> <p>Include a data chart and two pieces of evidence for each strand</p> <p>(Include text titles on the data chart for reading strand)</p>	<p>Reading Choose <i>either</i>: Informational <u>OR</u> Literature Text</p> <p>Language Choose from the cluster heading: <i>Vocabulary Acquisition and Use</i></p>

ELA-Writing: Attend a separate presentation on unique Writing requirements. Friday, September 29, or Wednesday, October 4.

Required Assessments for Mathematics (Grades 3-8)

Grade	Student must be assessed in the following:	
	Mathematics	Strands/Domains
3-8	<p>Complete two domains in each grade.</p> <p>Include <u>one data chart</u> and <u>two pieces of evidence</u> for <i>each</i> domain.</p>	<p>Grade 3: Measurement and Data <u>and</u> Operations and Algebraic Thinking</p> <p>Grade 4: Number and Operations-Fractions <u>and</u> Operations and Algebraic Thinking</p> <p>Grade 5: Number and Operations-Fractions <u>and</u> Number and Operations Base Ten</p> <p>Grade 6: The Number System <u>and</u> Statistics and Probability</p> <p>Grade 7: Ratios and Proportional Relationships <u>and</u> Geometry</p> <p>Grade 8: Expressions and Equations <u>and</u> Geometry</p>

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Required Assessments for Mathematics (Grade 10)

Grade	Must be assessed in the following	
	Mathematics	Conceptual Categories
10	<p>Choose any three conceptual categories (one standard in each)</p> <p>Include <u>one data chart</u> and <u>two pieces of evidence</u> for <i>each</i> conceptual category.</p>	<ul style="list-style-type: none"> • Numbers and Quantity • Algebra • Functions • Geometry • Statistics and Probability

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Required Assessments in Science and Technology/Engineering (STE)

Grades 5, 8, and High School Science and Technology/Engineering (STE)



Attend a separate presentation on unique STE requirements.

Friday, September 29, or Wednesday, October 4



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Required MCAS-Alt Forms

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Required Elements

**Artistic
Cover**



**Student's
Introduction**

**School
Calendar**
(include any
non-school
days)

*** *Consent Form* for photo
or video kept on file at
school.**

**MCAS-
Alt
Cover
Sheet**

**Verification
Form**
(signed by
parent or
log of
attempts)

**Photo/Video
Consent
Form***
(if needed)



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Sample Portfolio Cover Sheet

MCAS-ALT COVER SHEET

(This page must appear as the first page of the assessment.)

- 1) Student's Name: **Michael Scott**
- 2) State-Assigned Student Identifier (SASID): **1012345678**
- 3) Student's Grade as reported in the Student Information Management System (SIMS): **04**
- 4) School, Educational Collaborative, or Program attended by the student:
Dunder-Mifflin Elementary
- 5) District-School Code: **0210** - **02101234**
DISTRICT SCHOOL
- 6) Address of School or Program:
Hollywood Lane
- 7) Student's sending district, if program is outside the district in which the student lives:
- 8) Contact Information:
Teacher's Name: **Ms. Beesly**
School telephone and email: **beesleyP@dme.org**
- 9) Content area(s) included in this assessment (check all that apply):
☒ English Language Arts ☒ Mathematics ☐ Science and Technology/Engineering
- 10) Will this student take a **standard MCAS test** in any content area in spring 2023? If yes, in which one(s)?
☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

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MCAS-Alt – Assessing Students with Significant Cognitive Disabilities

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Educator's Manual, p. 25

Alternate Academic Achievement Standards to the Massachusetts Curriculum Frameworks for Students with Disabilities ("Resource Guide")

- The Resource Guides incorporate curriculum content standards from the *English Language Arts and Literacy*; *Mathematics*; and *Science and Technology/Engineering (STE) Curriculum Frameworks*.
- The Resource Guides are intended as an instructional guide for students with disabilities who have met the criteria for participating in the alternate assessment.

Poll question:

- How many of you have seen or used the Resource Guides?

CONTENT AREA Mathematics DOMAIN Number and Operations in Base Ten

Strand/Domain: A group of standards organized around a central idea, concept, or theme.

Cluster Headings

powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.A.3 Read, write, and compare decimals to thousandths.

5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form,

Standard: Statement of what *all* students should know and be able to do.

Standard

Perform operations with multi.

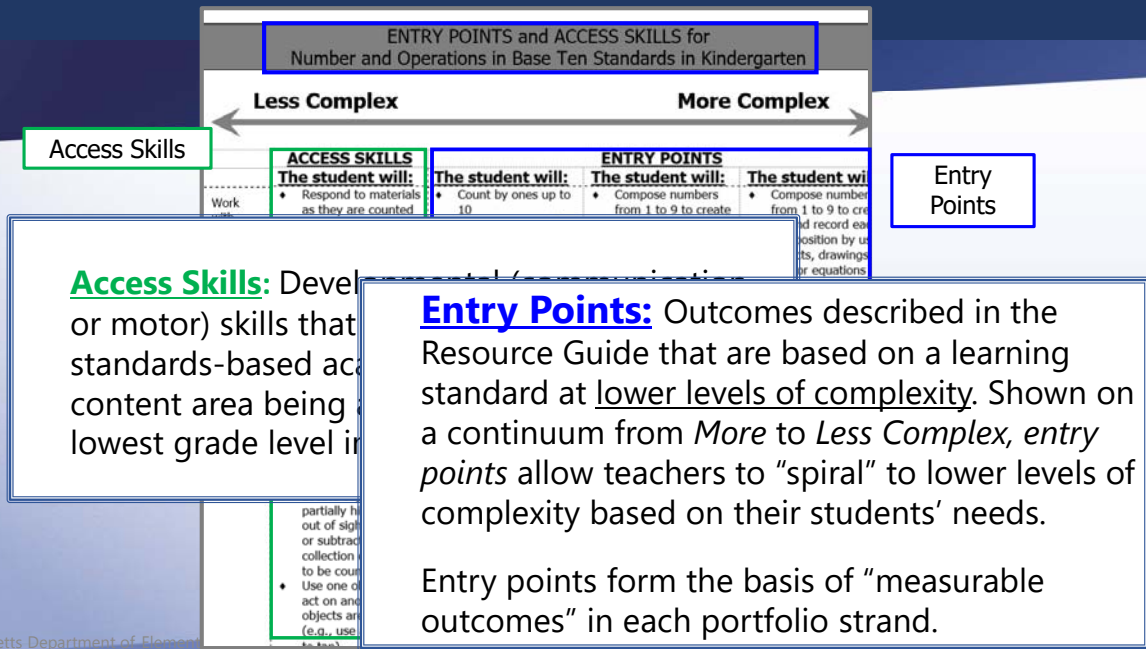
5.NBT.B.5 Fluently multiply multi-digit whole numbers (include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm.

Cluster: A smaller group of related standards.

drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication and division; relate the strategy to a written method and explain the reasoning used.

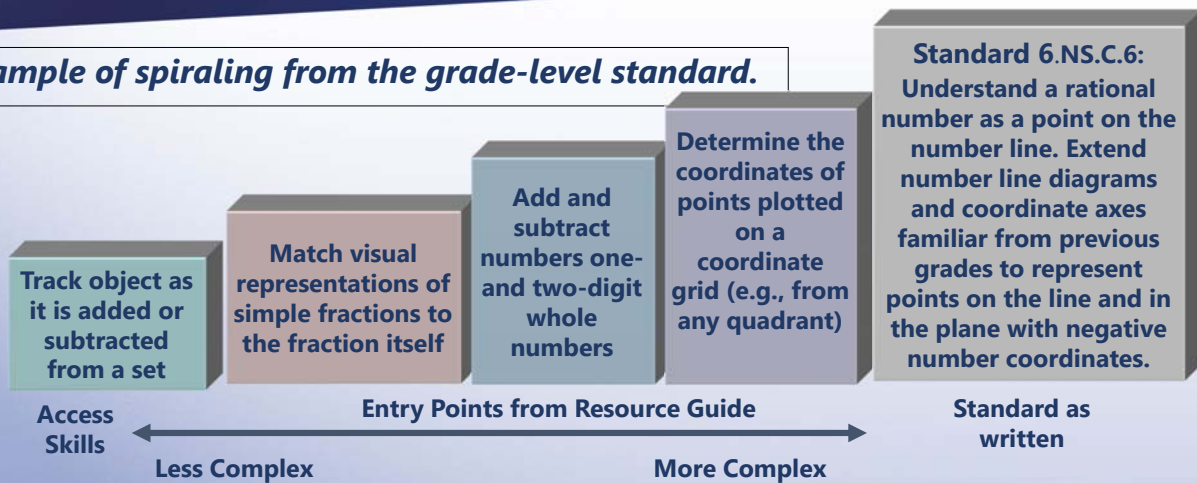
Navigating the Resource Guide

Navigating the Resource Guide (cont'd)



Sample Standard, Entry Points, and Access Skills

Example of spiraling from the grade-level standard.



Access Skills

Educator's Manual, pp. 35, 43

- For students with only **emerging symbolic communication skills** who address early **developmental milestones** (e.g., responding to stimuli, grasping objects, etc.)
 - Access skills must be addressed *in the context of a standards-based activity* in the required strand/domain for the student's grade. For example:
 - *Student activates a device with a pre-recorded word for classmates during an "antonym naming game."* (ELA–Language)
 - *As student releases a block from their grasp, the teacher counts as each block drops into the bin.* (Mathematics–Operations and Algebraic Thinking)
- (Attend the Access Skills session for more information and examples)*

Poll questions

- Who thinks most of their student(s) will use entry points?
- Who thinks most of their student(s) will use access skills?

Assessment Requirements

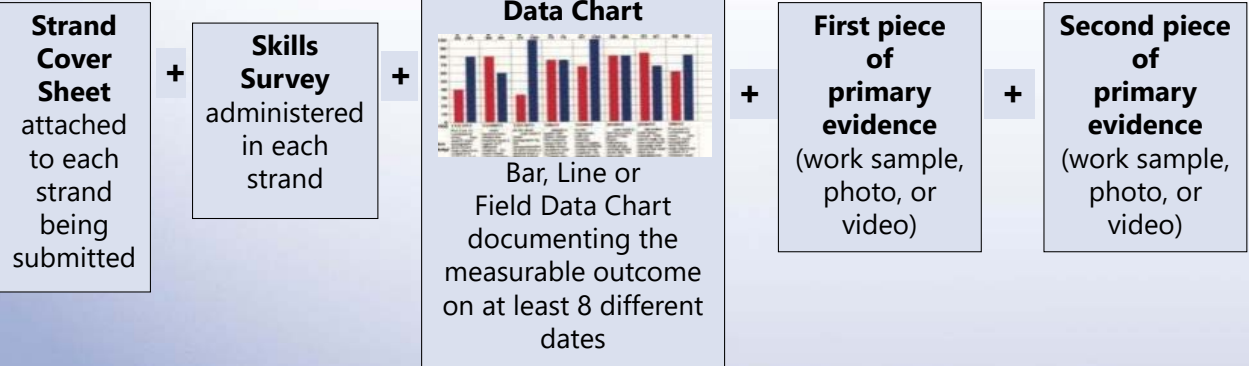
06

- ELA–Reading
- ELA–Language
- Mathematics

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Core Set of Evidence: ELA-Reading, Language, and Mathematics

Educators Manual, p. 28



...Except unique requirements for **ELA–Writing** and **Science and Tech/Eng (STE)**

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MCAS-Alt SKILLS SURVEY

MCAS-Alt SKILLS SURVEY

Student's Name: **Alex Keaton** Grade: **05** Date of Survey: **9/22/2023**

Grade 5 Mathematics

Number and Operations in Base Ten

Using objects, manipulatives, technology, or paper-pencil, student can:	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. Count by ones to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Represent up to 5 objects with numerals, including 0.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Compose numbers from 1 to 9 to create 10, using objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Count by tens to 100.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Count forward beginning from a given number up to 100 (e.g., count on from 23).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Identify "ten more" (or "ten less") than a given two-digit number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Add and subtract single-digit numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Add and subtract two-digit numbers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Round a given amount of money to the nearest dollar (e.g., \$2.57 rounds to \$3.00).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Round whole three-digit numbers to the nearest 100.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Multiply a one-digit number by a two-digit number.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Divide a three-digit number by a one-digit number (without remainders).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The skills survey is required for each strand of the MCAS-Alt

- Requires pre-testing of each student on a range of skills in the required strands/domains. Complete the survey *prior* to choosing an entry point.
- Teachers should select entry points based on the results of the skills survey.
- Print out and include each completed skills survey just behind the student's *Strand Cover Sheet*. This will count in the overall score.

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MCAS-Alt SKILLS SURVEY

This process is intended to:

- Familiarize teachers with the full range of standards and possible entry points
- Help select challenging and appropriate entry points
- Discourage choosing entry points that are too easy
- May result in moving *some* students to other MCAS formats (e.g., standard test with accommodations)

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Guidance on Administering the Skills Survey

Teachers may choose any of the following methods to assess each skill:

- observations, informal assessments, progress reports, or classroom work; OR
- 2-3 **tasks**, based on the examples provided in the survey form; OR
- **tasks designed by the teacher** accommodated to each student's instructional level and needs.

Select entry points for the strand based on *or* related to skills that were checked in columns A, B, or C (i.e., the student has not yet learned the skill).

Scoring Rubric for MCAS-Alt SKILLS SURVEY

A	B	C	D	E
Student cannot perform this skill.	Student performs this skill rarely without support.	Student performs this skill intermittently and only occasionally without support.	Student performs this skill more often than not without support.	Student performs this skill almost all of the time without support.

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Educator's Manual, p. 25

Using Skills Survey Results to Choose an Entry Point or Access Skill

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 related 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, review criteria of 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 MCAS-Alt is the "right" assessment for the student in that subject.

A completed MCAS-Alt Skills Survey must be submitted for each assessed strand.

Insert the completed Skills Survey just after the Strand Cover Sheet in *each* strand.

Sample: MCAS-Alt SKILLS SURVEY (Mathematics—Number and Operations in Base Ten)

MCAS-Alt SKILLS SURVEY

Student's Name: **Alex Keaton** Grade: **05** Date of Survey: **9/22/2023**

Grade 5 Mathematics

Number and Operations in Base Ten

	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)
Using objects, manipulatives, technology, or paper-pencil, student can:					
1. Count by ones to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Represent up to 5 objects with numerals, including 0.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Compose numbers from 1 to 9 to create 10, using objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Count by tens to 100.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Count forward beginning from a given number up to 100 (e.g., count on from 23).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Identify "ten more" (or "ten less") than a given two-digit number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Add and subtract single-digit numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Add and subtract two-digit numbers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Round a given amount of money to the nearest dollar (e.g., \$2.57 rounds to \$3.00).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Round whole three-digit numbers to the nearest 100.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Multiply a one-digit number by a two-digit number.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Divide a three-digit number by a one-digit number (without remainders).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Selecting a Skill for the Measurable Outcome

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Strand Cover Sheet

2024 MCAS-Alt

STR

(A completed Strand Cover Sheet for a student)

(1) Student's Name: Alex Keaton

(2) Student's grade as reported in the Student Information System: 5

(3) a. Content Area (Subject): Mathematics
b. Strand: Number and Operations in Base Ten
c. Learning Standard: 5.NBT.B.6 Find dividends and two-digit divisors, using long division for the relationship between multiplication and division.
(List the standard number for the grade in the strand.)

(4) Level of complexity: Student address:
☐ through an "access skill" practiced during academic instruction (Resource Guide, Page: __)
☒ through an "access skill" practiced during academic instruction (Resource Guide, Page: __)

(5) Measurable outcome: Select a challenge that the student will learn as a result of instruction at the appropriate level of independence required for mastery. (For example, "student will summarize key events in a literary text with 80% accuracy and 100% independence.")

Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.

skill, including augmentative or alternative communication (AAC) system, if used:

Evidence Page Type	My Description
Bar Graph	Rounding
Work Sample Description	10/17 Rounding Round Up
Work Sample Description	10/19 Rounding Robots

(Continued on Additional Cover Sheet)

Measurable Outcome: A specific goal chosen by the teacher based on the results of the skills survey. It is either an entry point or access skill in the strand/domain required for assessment in that grade.

A **measurable outcome** identifies the **skill** to be assessed and the **criteria** for mastery.

Evidence in each strand documents the student's performance of the **measurable outcome**.

Selecting an Entry Point for the Measurable Outcome

- The selected skill should challenge students without being overwhelming. Use the results of the skills survey as a guide.
 - If **too challenging**, adjust to lower complexity by reviewing entry points in a different column.
 - If a student masters the skill quickly, then the skill is **not challenging enough**.
 - Select a more complex entry point.
- If **challenging and attainable**, the skill is **just right!**

Considerations when Selecting an Entry Point (cont'd)

- Review the verb linked to the skill (e.g., describe, identify, match, etc.).
- Review the examples provided with many entry points (e.g., Functions: if input is 20 and output is 25, what is the rule?).
- Understand the meaning of pertinent words or concepts in the entry points (e.g., attributes, equations, exothermic). Consult with a content expert if unsure.
- Look for notes embedded in the Resource Guide.

Unit Fraction:
a fraction with a
numerator of one.

REMEMBER to assess the entry point or access skill you selected.

Optional modifications when an Entry Point includes two or more related skills

Educator's Manual, p. 26

If an entry point includes multiple related skills:

Option 1: Use the entry point “as is” with both skills.

Example:

Entry Point—Solve multiplication and division word problems.

Measurable outcome:

- “Student will solve multiplication and division word problems with 80% accuracy and 100% independence.”

Brief Description:

- “Student solved 6 multiplication and division word problems on a worksheet.”

All **work samples** and **data points** must document both skills: “solving multiplication **and** division word problems” (both skills assessed in the activity).

Evidence must reflect the measurable outcome—assess what you say you will assess!

Optional modifications when an Entry Point includes two or more related skills (Cont'd)

If an entry point includes multiple related skills:

Option 2: Modify the entry point to address only one of the skills.

Example:

Entry Point: *Solve multiplication ~~and division~~ word problems.*

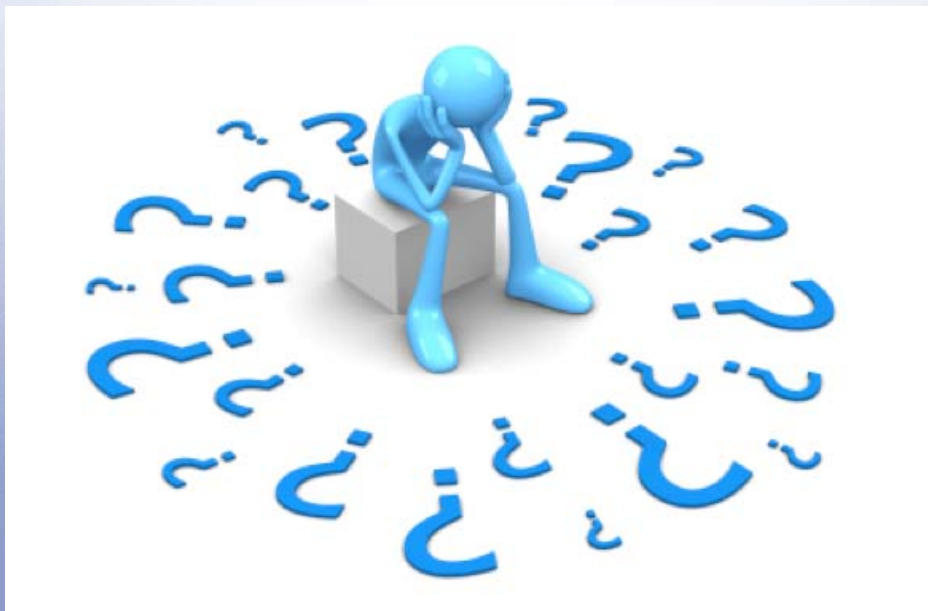
Measurable outcome:

- "Student will solve multiplication word problems with 80% accuracy and 100% independence."

Brief Description:

- "Student solved 5 multiplication word problems on a separate page, then recorded the answer on the worksheet."

All **work samples** and **data points** must document "solving multiplication word problems." (**one skill**)



07 Data Charts and Brief Descriptions

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Data Chart is Required for ELA– Language, ELA– Reading, and Mathematics

Educator's Manual, p. 28

Choice of format:

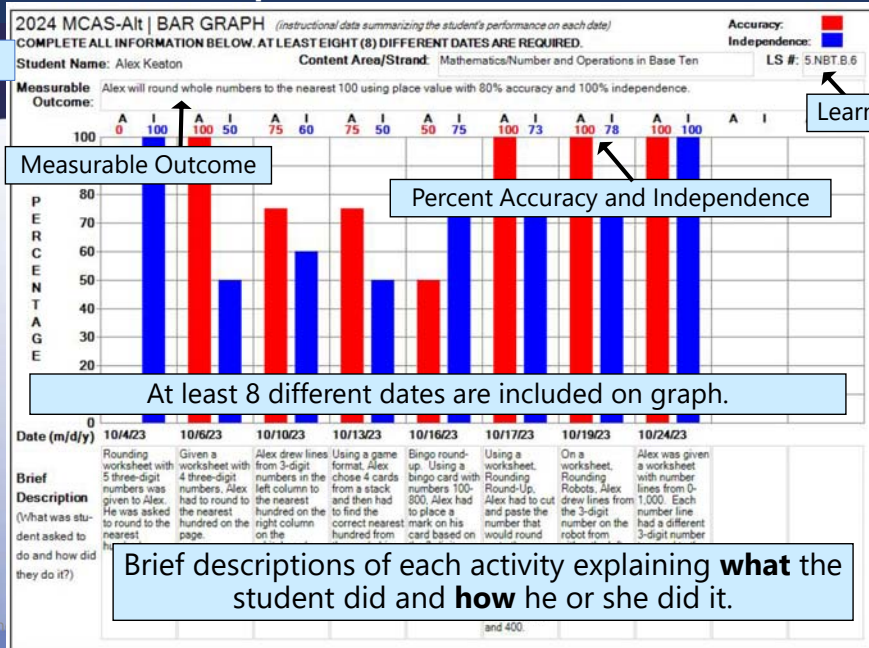
- Line Graph, Bar Graph, or Field Data Chart

What to include on each data chart:

- Student's Name
- Learning Standard (at student's grade level)
- Measurable Outcome (skill to be assessed)
- Data points on at least *8 dates on which school is in session*
- Percent accuracy and independence of responses on each date
- Brief descriptions beneath each date:
 - **"What"** the student was asked to do (based on skill in the measurable outcome), and
 - **"How"** he or she did it, reflecting instructional approaches and formats, where possible

Data Chart: Bar Graph

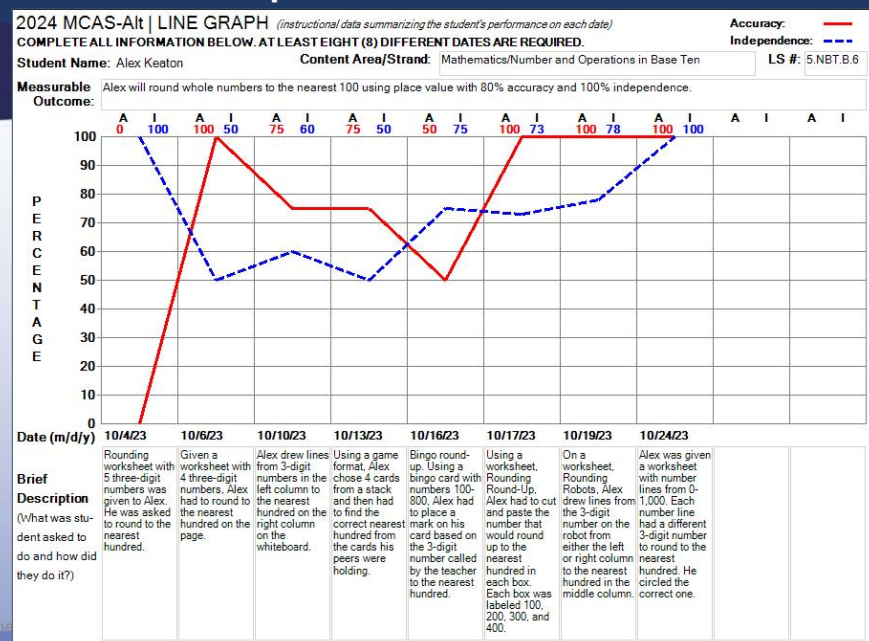
Student Name



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Data Chart: Line Graph



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Data Chart: Field Data Chart

DATA METHOD 1: FIELD DATA CHART
COMPLETE ALL INFORMATION BELOW.

Student Name: Rosie Riverter
Content Area/Strand: English Language Arts - Language
Learning Standard: L.5.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Measurable Outcome: Student will attend visually, aurally, or tactilely to materials related to vocabulary acquisition within 15 seconds with 80% accuracy and 60% independence.

At least eight (8) different dates are required.

Date (m/day/yr):	10/4/23	10/11/23	10/13/23	10/16/23	10/18/23	10/23/23	10/25/23	10/30/23	11/2/23	11/7/23
Accuracy (+ or -)	+ / P	+ / P	+ / I	- / P	- / P	- / P	+ / P	- / P	+ / P	- / P
Independence (I or P)	- / P	- / P	+ / I	- / P	+ / P	+ / P	+ / I	- / P	+ / I	+ / P
Accuracy and Independence for each trial (see KEY)	+ / I	+ / P	+ / I	- / P	- / P	+ / I	+ / I	+ / I	- / P	+ / I
	- / P	+ / I	+ / P	- / P	+ / P	+ / I		+ / P	+ / P	+ / I
	- / P	- / P	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	+ / I	+ / I	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	- / P	+ / I	+ / I	- / P	- / P	- / P		+ / P	+ / I	- / P
	+ / P	+ / P	+ / I	- / P				+ / I	+ / P	+ / I
% Accuracy: SUMMARY for this date	50	60	70	20	50	50	75	90	90	60
% Independence: SUMMARY for this date	38	30	50	20	0	38	50	40	60	50
Brief Description	During a literacy group.	During a literacy group.	During a literacy group.	During a literacy group.	During a literacy group.	During a literacy group.	During morning meeting, the	During literacy group.	During a literacy group.	During a literacy group.

Key to symbols used for data collection

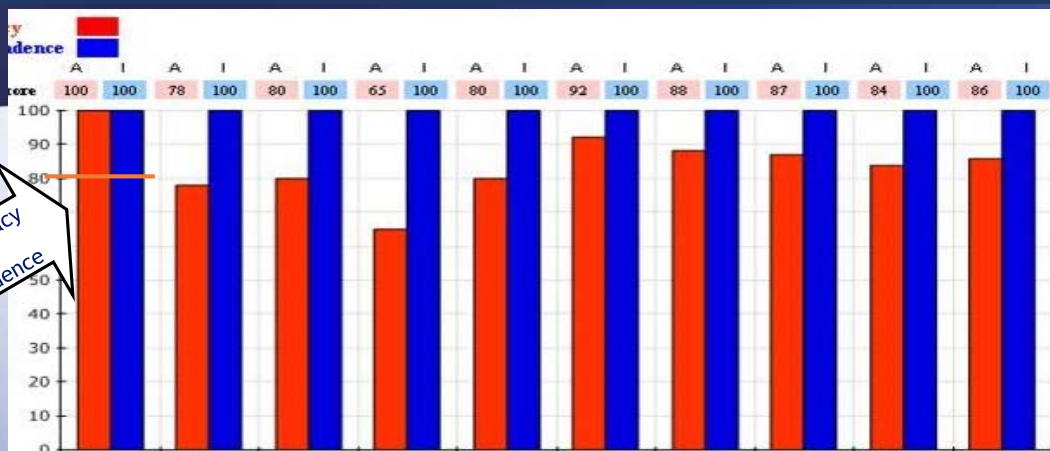
Response-by-response data collection

Which data chart to use?

Bar or Line graphs summarize tasks on each date (e.g., work samples).

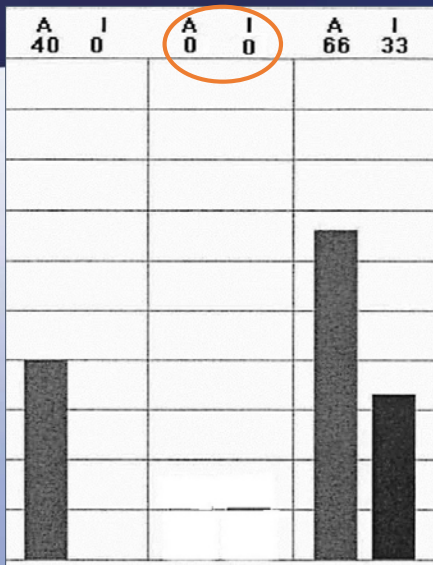
Field data charts record multiple responses on each date.

Data Charts May Not Start at 80% Accuracy and Independence



IMPORTANT: This indicates the student was already able to perform the skill. Data charts that begin at or above 80% in *both* accuracy and independence are **not** scorable.

Data Points may NOT reflect 0% Accuracy AND 0% Independence



Data points listed as 0 percent for **both** accuracy and independence are *not* considered valid data points and will *not* be scored or included in the minimum of eight data points that address the measurable outcome.

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POP BACK AT 1:30!



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Introduction to 2024 MCAS-Alt

Core Concepts—Part b

Debra Hand, DESE
Kevin Froton, Cognia



CONTENTS

- 01 Brief Descriptions
- 02 Primary Evidence
- 03 Calculating Accuracy and Independence
- 04 Self-Evaluation for All Content Areas
- 05 Important Reminder

Purpose of the Brief Descriptions

Brief descriptions document the activity performed by the student.

- **What** skill was assessed?
 - Must reflect the **same** skill (or skills) as the measurable outcome
- **How** did the student demonstrate the skill?
 - What instructional methods, approaches, or materials were used?

NOTE: Generalized Performance (GP) is a scoring area that measures **whether** the student demonstrated the skill using varied instructional approaches.

Brief Descriptions Include a Synonymous Verb as the Measurable Outcome

- **Identify:** Label, name, point
- **Sort:** Categorize, organize, classify
- **Match:** Correspond, same as, similar to, equal to
- **Describe:** Explain, give details, portray, express
- **Compare:** Contrast, list similarities and/or differences, describe characteristics on a list, table, or Venn diagram, distinguish between

Reminder: Identify ≠ describe

Example of a Brief Description

Measurable outcome: Student will represent data from a survey graphically with 80% accuracy and 100% independence.

WHAT

Brief description: Student displayed data from a class survey, on a bar graph, by coloring in the correct categories.

HOW

Include only the skill(s) listed in the measurable outcome in the brief description.

Brief Descriptions for ELA Reading Strand

Alex read "**Ben Goes Fishing**" and answered comprehension questions related to the story on a worksheet.

Alex answered comprehension questions on the computer program, RazKIds, after reading "**Go Away, Lily**".

After reading "**Baby Brother**" in his reading group, Alex answered comprehension questions related to the text on a worksheet.

Alex read "**Anna and the Mummy**" during her speech and language group and then answered questions about the text orally.

On a worksheet, Alex answered comprehension questions after reading "**Ian Builds a Snowman**".

For homework, Alex read "**Ken's Messy Room**" and then answered comprehension questions related to the text on a worksheet.

During his speech/language group, Alex read "**Anna and the Santa Trap**". He then answered questions about the text orally.

After reading "**Daddy is Always Working**", Alex answered comprehension questions related to the text on the worksheet.

For ELA–Reading:

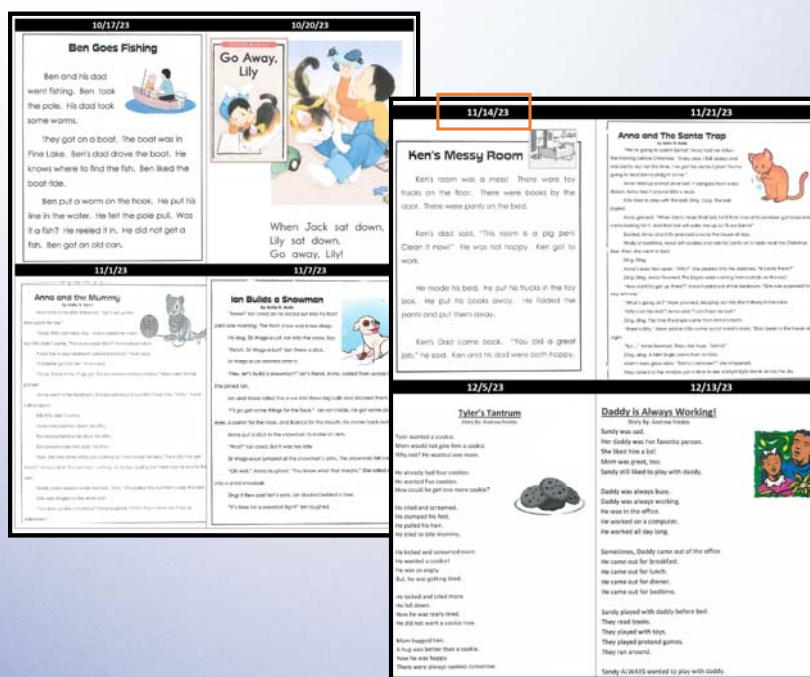
- Each data point must refer to the **title** of the published text.
- If the **title** is **unclear** if **informational or literary**, include a sample.
- A separate list of published titles with corresponding dates may be included.

Strands must be based *either* on **Literature** or **Informational text**, not both.

Ideas for including titles and/or copies of texts:

- Open as a Word or PDF and capture a screenshot of the text.
- Scan the text to a flash drive to include in the binder. (most copy machines have a scan function.)
- Print out the text for inclusion in the binder.

Be sure to place the corresponding dates from the data chart on the text copy.



Activity: Are the following brief descriptions acceptable?

1. **Measurable Outcome:** Larry will describe the central message of a literary text with 80% accuracy and 100% independence. (ELA-Reading)

Brief Description: Larry answered 4 questions about the main idea.

2. **Measurable Outcome:** Pasquale will identify the value of US coins with 80% accuracy and 100 % independence. (Math-NB)

Brief Description: Pasquale sorted nickels, dimes, pennies and quarters.

3. **Measurable Outcome:** Sophia will demonstrate the meaning of a newly-created compound word with 80% accuracy and 100% independence. (ELA-Language)

Brief Description: Sophia put puzzle pieces together to create compound words (butter + fly).

4. **Measurable Outcome:** Yi will solve one or two step equations involving multiplication and/or division with 80% accuracy and 100% independence. (Math-Expressions and Equations)

Brief Description: Yi accurately completed 8 out of 10 problems on IXL during morning group with Miss Sue, no prompting was needed, it was a good day.

Measurable Outcome: Larry will answer comprehension questions about an informational text with 80% acc. and 100 % ind. (ELA-Reading)

Brief Description: Larry answered 4 questions about the main idea.

Measurable Outcome: Pasqual will connect money to decimals by rounding to the nearest dime with 80% acc. and 100 % ind. (Math-NOB)

Brief Description: Pasquale sorted nickels, dimes, pennies and quarters.

Measurable Outcome: Sophia will demonstrate the meaning of a newly created compound word with 80% acc. and 100% ind. (ELA-Lang.)

Brief Description: Sophia put puzzle pieces together to create compound words (butter+fly)

Measurable Outcome: Yi will solve one or two-step equations involving multiplication and/or division with 80% accuracy and 100% independence. (Math-Expressions and Equations)

Brief Description: Yi accurately completed 8 out of 10 problems on **IXL** during morning group with Miss Sue, no prompting was needed, it was a good day

02 Primary Evidence

Work Sample Description for Evidence #1

WORK SAMPLE DESCRIPTION	
<small>(Complete and attach one label to each work sample or write this information directly on each piece. Do not use this label for data charts or videotapes.)</small>	
Name: Alex Keaton	Subject: Mathematics
<ul style="list-style-type: none"> • Student's Name • <u>Date</u> • % Accuracy • % Independence 	Strand: Number and Operations in Base Ten Learning Standard: 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)	Measurable Outcome: Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.
Brief description of the activity: What and How?	

Work Sample: Primary Evidence #1

Educator's Manual, p. 31

Evidence was produced by the student

100% Acc.
73% Ind.

Name Alex

Rounding Round Up 10/17/23

Directions: Cut and paste the numbers with the hundred they round to

73	C 100	185	C 200
123	C	235	C
112	C	174	C
51	C P	170	C P
264	C P 300	427	C 400
312	C	383	C
325	C	350	C P
		449	C

Work Sample Description for Primary Evidence #2

Work Sample Description for all Primary Evidence

WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: Alex Keaton

Date (m/d/y): 10/19/23

ACCURACY: 100%

INDEPENDENCE: 78 %

Subject: Mathematics

Strand: Number and Operations in Base Ten

Learning Standard:

5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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

Measurable Outcome:

Alex will round whole numbers to the nearest 100 using place value with 80% accuracy and 100% independence.

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

On a worksheet, Rounding Robots, Alex drew lines from the 3-digit number on the robot from either the left or right column to the nearest hundred in the middle column.

Work Sample: Primary Evidence #2

Name: Alex

100% Acc.
78% Ind.
Rounding to the nearest hundred
10/19/23

Rounding Robots

Round the numbers on the robots to the nearest hundred. Draw a line from each robot to the correct battery.

Evidence produced by the student

Photographs as Primary Evidence

Entry Point:

"Compare the traits of main characters in a literary text."

Brief

Description:

Jamal orally identified character traits in "Charlotte's Web." The teacher wrote responses in an oversized Venn diagram.

Name: Jamal

Date: 11/17/23

100% Acc./67% Ind.

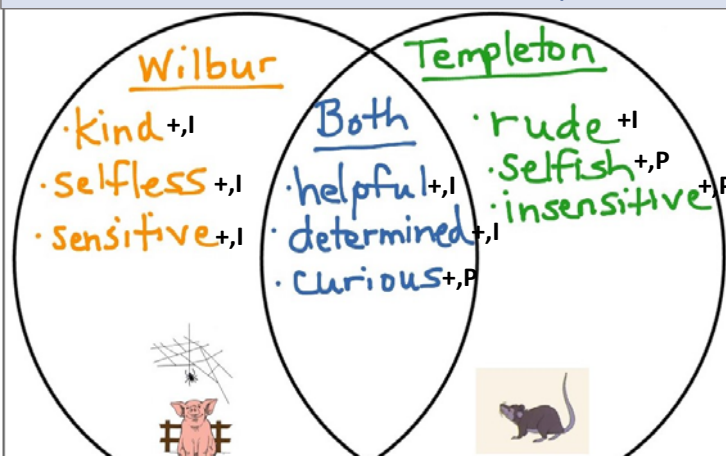


Photo of the whiteboard was included since the product was temporary and too large to include in the binder.

Photos must clearly show:

- the **end product** of instruction;
- OR
- **sequence of steps** leading to the final product.
- **% Acc** and **Ind** for activity in the photo.

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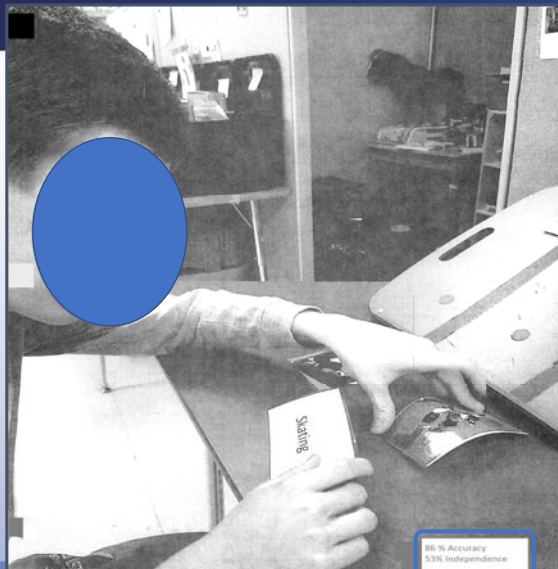
Photographs as Supporting Documentation

Entry Point:

"Student will match an action word to its corresponding picture."

Does this photo clearly show an image of the final product?

NO!



This photograph is considered **supporting documentation**, not primary evidence.

(**Note:** This photograph does not show each trial. A teacher-documented work sample would have been better.)

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Example of a “Teacher-Documented Work Sample”

Describes activities, including materials

Grade Level: 7th Grade
Content Area (Subject): Math
Strand: Ratios and Proportional Relationships
Learning Standards: 7.RP.A.2 Recognize and represent proportional relationships between quantities.

Measureable Outcome: will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch to turn the page of a teacher made story on the computer about ratios and proportions with 80% accuracy and 100% independence. will turn on the technology within 15 seconds of a directive.

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 her 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)

Trial Number	Page Number	Did she turn on technology by pressing her switch to activate the reading?	Latency In seconds	What was the ratio on the page?	+/-	I/P
1	1	No	15+ seconds	For every pig there is one tail	-	
2	1	Yes	4 seconds	For every pig there is one tail	+	I
3	2	Yes	14 seconds	For every sheep there are 2 ears	+	I
4	3	No	15+ seconds	For every cow there are 4 legs	-	I
5	3	No	15+ seconds	For every cow there are 4 legs	-	I
6	3	Yes	10 seconds	For every cow there are 4 legs	+	P
7	4	Yes	3 seconds	For every duck there is 1 beak	+	I
8	5	Yes	1 second	For every goat there are 2 horns	+	I
9	6	Yes	11 seconds	For every horse there are 4 legs	+	I
10						

Access skill during standards-based activity

Series of trials conducted at the same time

Percentage of Accuracy and Independence

Accuracy 67% Independence 89%

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Educator’s Manual, p. 32

Primary Evidence: “Teacher-Documented Work Sample”

- May be submitted for students who do not produce written work.
- Documents a series of trials conducted on the same day.
- Includes more information than a field data chart.
- Specifically describes the materials/context of the activity.
- Indicates the student’s response (accuracy, independence) to each item/trial using his mode of communication.
- Labeled with name, date, accuracy, independence, and other information as needed.

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Digital Evidence

Acceptable digital evidence may include:

- PowerPoint
- Word document
- .pdf files
- .txt files
- .jpg (JPEG)
- Standard movie format



If included, submit digital evidence on a separate CD or flash drive for *each* student.

Reminder: Video evidence must be 3 minutes or less and have high audio-visual quality *or* be transcribed in writing.

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03

Calculating Accuracy and Independence

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Educator's Manual, p. 33

Calculating Accuracy and Independence for Evidence

8 Sentences:

- **7 correct responses =**
88% accurate
- **6 of 8 independent**
responses =
75% independent

10/13/22 Name: Michael

Using Idioms

Idioms are sayings that have a figurative meaning that is different from its literal, or real, meaning.

Example: It rained cats and dogs yesterday.
The idiom in the example is *rained cats and dogs*.
The figurative meaning is heavy rainfall.

Idioms make sentences more interesting.
It rained cats and dogs yesterday is more interesting than saying "It rained very hard."

Idiom Bank

- *out to the open* —
- *slap on the wrist* —
- *under the weather* —
- *raincheck* —
- *bent over backwards* —
- *built in a china shop* —
- *spill the beans* —
- *head in the clouds* —
- *pulling the leg* —
- *hit the hay* —

Below are plain sentences. Rewrite each one using an idiom from the idiom bank.

1. Mrs. Campbell tried very hard to help me.
Mrs. Campbell *bent over backwards*
2. George is walking in a daze.
George is walking *head in the clouds*
3. Emma is not feeling well.
Emma is *feeling under the weather*
4. Ted can't go to the movies today; he wants us to ask him another time.
Ted *can't go to the movies today*
5. Wendy looks exactly like her older sister.
Wendy *looks like a spitting image*
6. I'm tired, so I'm going to sleep.
I'm *tired so I am going to hit the hay*
7. Are you kidding me?
Are you *pulling my leg*?
8. Will you get to the point.
Will you *cut to the chase*?

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Cues and Prompts versus Accommodations

- **Accommodations** allow a student to respond independently. They are not “prompts” and should not be included in the calculation of independence.
 - Examples of accommodations:
 - Use of a text reader
 - Scribe
 - Calculator
 - Giving a directive to refocus attention: “pick up your pencil”
- **Prompts** guide a student to a correct response by giving a verbal, visual, physical, or gestural cue. Prompted responses are considered *non-independent* in the calculation of independence:
 - Examples of prompts:
 - eliminating answer choices or emphasizing one choice over another
 - guidance on responding: “Go back and write more”
- Hand-over-hand assistance is always considered a prompted, non-independent response.

Example of Determining Accuracy and Independence

Educator’s Manual, p. 33

1. Determine the outcome – What are you asking the student to do?
Answering questions, about a book read in class
2. Determine the activity – How will the student perform the skill? **Orally for this activity**
3. Divide the activity into “items” – Each opportunity to perform the skill
Five questions will be asked, each question is an opportunity to perform the skill
4. Use a symbol to mark each “item” – For example, +, - (accuracy), I, P (independence)

NOTE:
Any prompted response = Not independent

Question Number	Accurate (Correct) or Inaccurate (+, -)	Independent or Prompted (I, P)
Question 1	+ (Correct response)	P (Verbal prompt)
Question 2	- (Incorrect response)	P (Verbal prompt)
Question 3	+ (Correct response)	P (Gestural prompt)
Question 4	- (Incorrect response)	P (Verbal prompt)
Question 5	+ (Correct response)	I (No prompt)
Overall Percent	60% accuracy (3 of 5 correct)	20% independence (1 of 5 independent)

04

Self-Evaluation

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Alex's Self-Evaluation

Name Alex Date 10/19/23

Self-Evaluation



The activity I completed today was called Bounding Robots

I thought the activity was (easy) easy with help / challenging).

I asked for help (only a little) sometimes / many times).

I think that I did (my best work) good work / work which needs improvement).



One new thing I learned was

loop between the hunders



One thing that I liked about this activity was

putting the number on the Robots



My goal for the next time I work on this skill is

I will do my best work

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What is Self-Evaluation?

Evidence of choice-making or reflection by the student about his/her work.

For example, the student:

- Reflected on his or her performance
 - What did I work on? How did I do? Where do I need help?
 - Selected work for his/her binder – instills ownership in learning
 - Chose materials/activities - teacher gives a choice of activities and/or
 - which he/she would like to do first
 - Sets own goal(s) for learning
 - Graphed own performance on a grid or table
 - Monitored accomplished tasks on a checklist
 - Completed a scoring rubric to rate own performance
 - Self-corrected mistakes/edited writing
- NOTE: Stickers placed on work by teacher are not considered self-evaluation.



Examples of Self-Evaluation

Self-Evaluation

1. Today I worked on:

reading 	math 1 4 9 5 2 8	science 	history
-------------	------------------------	-------------	-------------

2. I looked at my work.

yes 	no 	maybe
---------	--------	-----------

3. I did my best work.

yes 	no 	maybe
---------	--------	-----------

Student used symbols and text to respond to questions about his/her work.

Teacher printed labels with response options; student colored in response to his/her work.

Self-Evaluation (completed by the student)

I did...

great	okay	not so good

Student used symbols and a bingo marker to respond to simple questions about his/her work.

I think I Did on my work

great 	okay 	not so good
-----------	----------	-----------------






Teacher-Created Examples

Examples of Self-Evaluation (cont'd)

Student engagement with a favorite TV show!

NAME: _____ DATE: _____

SELF ASSESSMENT: WHO ARE YOU AFTER THIS LESSON??





	SHELDON I UNDERSTAND AND CAN DO IT WITHOUT ANY MISTAKES "Don't you think it's wrong if I know it?"	<input type="checkbox"/>
	LEONARD I UNDERSTAND AND CAN DO IT WITH A FEW MISTAKES "Can that's how we role in the Show?"	<input type="checkbox"/>
	RAJ I UNDERSTAND MOST OF THE TIME "Can you at least tell me what went wrong? so okay I can take anything!"	<input type="checkbox"/>
	HOWARD I AM STARTING TO UNDERSTAND "Look what you have created here, its like Nerdsvana"	<input type="checkbox"/>
	PENNY I STILL DON'T UNDERSTAND "I know you think you are explaining yourself, but you're really not"	<input type="checkbox"/>

Teacher-
Created
Examples

Checklist format

Name: _____ Date: _____

Self-Evaluation

- I understood today's lesson.  ☐ yes ☐ no
- I asked questions if there was something I did not understand.  ☐ yes ☐ no
- I put my best effort into completing this assignment.  ☐ yes ☐ no
- The level of this assignment was ☐ easy ☐ just right ☐ challenging.
- I am proud of the quality of my completed assignment.  ☐ yes ☐ no

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Dates for Evidence Collection

Educator's Manual, pp. 2, 16, 23

- Dates must be from the current school year for **ELA** and **Math** (i.e., 7/1/23–3/28/24)
- Dates can be from the current and/or one previous school year for **Science and Tech/Eng** (i.e., 7/1/22–3/28/24)
- Dates for classroom work must reflect days on which school was in session.
- No dates** on weekends, holidays, during school vacations, snow days, etc., unless marked "homework."



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Important Reminder

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MCAS-Alt Submission Deadline



Boxes must be picked up from your school by UPS on or before
Thursday, March 28, 2024.

What's
Next?

ELA-Writing:

September 29, 10:00 a.m.

or

October 4, 1:00 p.m.

Science and

Technology/Engineering:

September 29, 1:00 p.m.

or

October 4, 10:00 a.m.
(for Grades 5, 8, and High
School)



THANK YOU

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