

MCAS Grade-Level and Competency Portfolio Assessments

The Office of Student Assessment Services
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Presenters

- Robert Pelychaty, Manager of Inclusive Assessment
- Kevin Froton, Cognia Program Manager

Logistics for This Session

- Use the Q&A feature to ask a question.
 - Some questions may be covered during the course of the presentation.
 - We will answer some questions at the end of this session.
 - After the session, we will email questions and answers to participants.
 - Email questions about individual records or specific questions about your school/district to mcas@doe.mass.edu instead of asking here.
- Use the thumbs-up icon to “upvote” someone else’s question.
- This session is being recorded and will be available in about a week in the [MCAS Resource Center](#), along with the slides.
 - Slides were also emailed out beforehand and are being posted in the chat.
- Click the “CC” to enable closed captioning (if needed).

Today’s Agenda

1. Who should be considered for a grade-level or competency portfolio
2. What is a grade-level portfolio
3. What is a competency portfolio
4. Requirements
5. Process and how to compile a grade-level or competency portfolio

Who Should be Considered for a Grade-Level or Competency Portfolio?

A student with significant and complex 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 MCAS test, such as partially meeting expectations or a high performance level.
 - NOTE: A score of **Progressing** on the MCAS-Alt is not a “passing score” for the purpose of earning a CD.

Examples of Student Profiles that may be Appropriate for the Grade-Level or Competency Portfolio.

A student with a complex disability should be considered if they produce 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 in grades 3–8 that includes:

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

For 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)

What is a High School Competency Portfolio?

- A collection of specific student work that is comparable in depth, breadth, and difficulty to a student who has achieved the Competency Determination (CD) in that subject by scoring
 - **Work samples only**; no data charts are required
 - Multiple work samples that together demonstrate **all** aspects of the required standards
- If initial submission does not achieve a passing score, the portfolio **may be resubmitted** each year with additional work.
 - A cumulative collection
 - Otherwise, MCAS/MCAS-Alt are not required after grade 10.
- Requirements are described in the [MCAS Grade-Level and Competency Portfolio Manual](#) and on the [MCAS Grade-Level and Competency](#) web page.
- **Feedback Forms** are provided to the school with comments from reviewers.

Competency Portfolio Requirements for ELA and Mathematics

Requirements for ELA and Mathematics competency portfolios are based on the [2017 Curriculum Frameworks](#):

- **ELA**—produce four (4) essays, plus two (2) short responses, based on grade-10 texts (multiple essays and short responses cannot be based on the same text):
 - Each essay and short response must:
 - include multiple drafts that are written entirely by the student, not rewritten by the teacher and indicate a progression of the student’s thinking in each successive draft
 - Responses should not consist of plot summaries, multiple-choice worksheets, short-answer tests, or quizzes.
- **Mathematics**—work samples documenting all aspects of 15 standards (or clusters of standards) from all five conceptual categories.

Science Competency Portfolio Requirements

- Competency portfolio requirements for **Introductory Physics** and **Biology**:
- 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 new [MCAS Grade-Level and Competency Portfolio Manual](#) specific STE requirements.
- Work samples must...
 - Be completed *by the student must demonstrate all aspects of standards selected for the discipline;*
 - *not be corrected by the teacher and submitted as the student’s own work;*
 - *demonstrate the student’s thinking and problem-solving indicating the process used to solve each problem (i.e., show all student work); and*
 - Not included simple multiple-choice, matching, or fill-in-the-blank worksheets.

Cover Sheets for Grade-Level and Competency Portfolios

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):
 HIGH SCHOOL DISCIPLINE (Select one)
 BIOLOGY
 CHEMISTRY
 INTRODUCTORY PHYSICS
 TECHNOLOGY/ENGINEERING

Example of Grade-Level Work Description and Work Sample

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

Student's Name: [REDACTED] 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.
Katrina compared multi-digit numbers to record the results of comparisons using <, > and =.


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

9/21/16

 Comparing Numbers within 1 Million Name: [REDACTED]

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

	Answers
1) 9,579 <u>></u> 9,578	1. <u>></u>
2) 86,142 <u>=</u> 86,142	2. <u>=</u>
3) 7,582 <u><</u> 7,585	3. <u><</u>
4) 32,510 <u>></u> 32,509	4. <u>></u>
5) 2,387 <u>></u> 2,386	5. <u>></u>
6) 915,198 <u><</u> 915,200	6. <u><</u>
7) 781,640 <u>></u> 480,716	7. <u>></u>
8) 886,009 <u><</u> 908,608	8. <u><</u>
9) 97,540 <u>></u> 47,950	9. <u>></u>
10) 382,733 <u>></u> 333,278	10. <u>></u>

Example of Competency Work Description and Work Sample

2019 MCAS Alternative Assessment
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:

- a minimum of four examples of problem solving (i.e., all vital work, leading to the solution)
- evidence of the student's thinking and problem solving (i.e., all vital work, leading to the solution)
- an overall score that exceeds 75% accuracy and 75% independence, with incorrect answers 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 *Teacher's Manual for MCAS-11*.

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

<input checked="" type="checkbox"/> Number and Quantity	<input type="checkbox"/> N-RN.A	<input type="checkbox"/> N-RN.B	<input type="checkbox"/> N-QA
<input type="checkbox"/> Algebra	<input type="checkbox"/> A-SSE.A.B	<input type="checkbox"/> A-APRA	<input type="checkbox"/> A-CED.A
<input type="checkbox"/> Functions	<input type="checkbox"/> F-FA	<input type="checkbox"/> F-F.B.C	<input type="checkbox"/> F-LEA
<input type="checkbox"/> Geometry	<input type="checkbox"/> G-GO.A	<input type="checkbox"/> G-CO.C	<input type="checkbox"/> G-SRT.A.B.C
<input type="checkbox"/> Statistics and Probability	<input type="checkbox"/> S-ID.A	<input type="checkbox"/> S-ID.B.C	<input type="checkbox"/> S-CP.A.B

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = 90%)
How much work did the student do independently? (Level of Independence = 100%)
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. (Their 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.

Massachusetts Department of Elementary and Secondary Education

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

3) $(59 - 3^2) - (5 + 5)$
 $(59 - 9) - (5 + 5)$
 $50 - (5 + 5)$
 $50 - 10 = 40$

4) $(8 \times 2 + 9^2) - 4$
 $(16 + 81) - 4$
 $97 - 4 = 93$

6) $(9 \times 3 + 3^2) - 6$
 $(9 \times 3 + 9) - 6$
 $(27 + 9) - 6$
 $36 - 6 = 30$

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

8) $(26 - 2) - 4 + 2^2$
 $24 - 4 + 2^2$
 $24 - 4 + 4$
 $20 + 4 = 24$

9) $(52 - 2) - 25 - 7^2$
 $50 - 25 - 7^2$
 $50 - 25 - 49$
 $25 - 49 = 24$

Feedback Form Example

MATHEMATICS
Competency Determination Portfolio
FEEDBACK FORM

SASID: _____ Date of Review: Nov 1, 2019 Scorer Code(s): 6365

School/Collaborative: _____ School District: _____ Student's Home District (if different): _____

MCAS APPEAL STATUS: Granted Denied No Determination (Portfolio Incomplete)

or
MCAS-Alt PERFORMANCE LEVEL: Not Meeting Expectations Partially Meeting Expectations Meeting Expectations Exceeding Expectations

Conceptual Category	Grade 10 Level of Complexity Y (yes), N (no)	Accurate and complete Y (yes), N	Independence 75% or higher Y (yes), N (no)	Evidence is (S,I,U,N)*	Specific Comments:
Number and Quantity	N	N	Y	I	Order of operations below grade level, no example exp. operations
Algebra	N	N	Y	I	provide support for complex problems, include alternative solution paths. Please review standards for grade level examples, include them for all
Functions	N	N	Y	I	Please submit 2 step equations or more complex, watch accuracy. Please only use math questions for accuracy percentage.
Geometry	Y	N	Y	I	Use isosceles triangles, problems involving ratios of angles
Statistics and Probability	N	N	Y	I	Please review language & examples in standard.

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/math/framework/framework/10portfolio/label.html>
- 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:

Please provide feedback on work samples in sheets please

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%)
 - **Acceptable prompts**—Redirecting student's attention; reminding student to show work, include correct units, round to nearest 10th
 - **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.
Show all work: include drafts with edits, steps in solving problems, final version or solution. Complete Work Description forms.

Process and Resources to complete a portfolio

1. Determine the student(s) for whom a competency or GL portfolio would be appropriate.
2. Principal and other adults familiar with the student decide whether to pursue this option.
3. Review the portfolio submission requirements.
4. Identify staff who can collaborate (e.g., special educators, content teachers, curriculum coordinators).
5. Review MA Curriculum Frameworks, portfolio requirements, and the [MCAS Grade-Level and Competency Portfolio](#) web page.
6. Instruct student(s) on the standards required for the portfolio.
7. Collect samples of student's work guided by the required standards.
8. Be aware of submission deadlines.

THANK YOU

The Office of Student Assessment Services



781-338-3625



mcas@doe.mass.edu



www.doe.mass.edu/mcas



75 Pleasant Street, Malden, MA 02148