Civics for MCAS-Alt

(Grade 8)

Fall 2024

dese MASSACHUSETTS Department of Elementary and Secondary Education

Presenters

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Features of Civics Assessment

- **Core idea (Topics):**
  - ***A) Foundation and development of the U.S. political system & government***
  - ***B) Institutions and structure of U.S. government & Massachusetts state and local governments***
  - ***C) Rights and responsibilities, the U.S. Constitution, and news & media literacy***
- **Practices**: Encourages a **range of instructional approaches** for each core idea. Each core idea integrates specific civic practices and embeds them within the entry point.
- **Curriculum**: Allows educators to teach and assess a cohesive **civics unit**, rather than assessing single skills in isolation.
- **Cross-curriculum** opportunities and encourages assessment of multiple entry points (or access skills) in a single-strand (informational text, vocabulary acquisition, writing)

Overview of Civics

Civics assessment for the MCAS-Alt is comprised of three Core Ideas:

- **Core Idea A:** Foundations and development of the U.S. political system and Government (practices 1, 4, and 5)
- **Core Idea B**: Institutions and structure of US government and Massachusetts state and local governments (practices 1, 3, and 6)
- **Core Idea C:** Rights and responsibilities, the US Constitution, news and media literacy (practices 1,2, and 7)

Complete one MCAS-Alt Skills Survey. (One survey that contains all three Core Ideas)

MCAS-Alt Civics Skills Survey

1. Civics Skills Survey is completed one for each of the Core Ideas.
2. Teachers should check boxes to see if a student can perform the practice independently, at least sometimes independently.
3. Then, the teacher will select entry points for assessment that best meets the student's level of need.

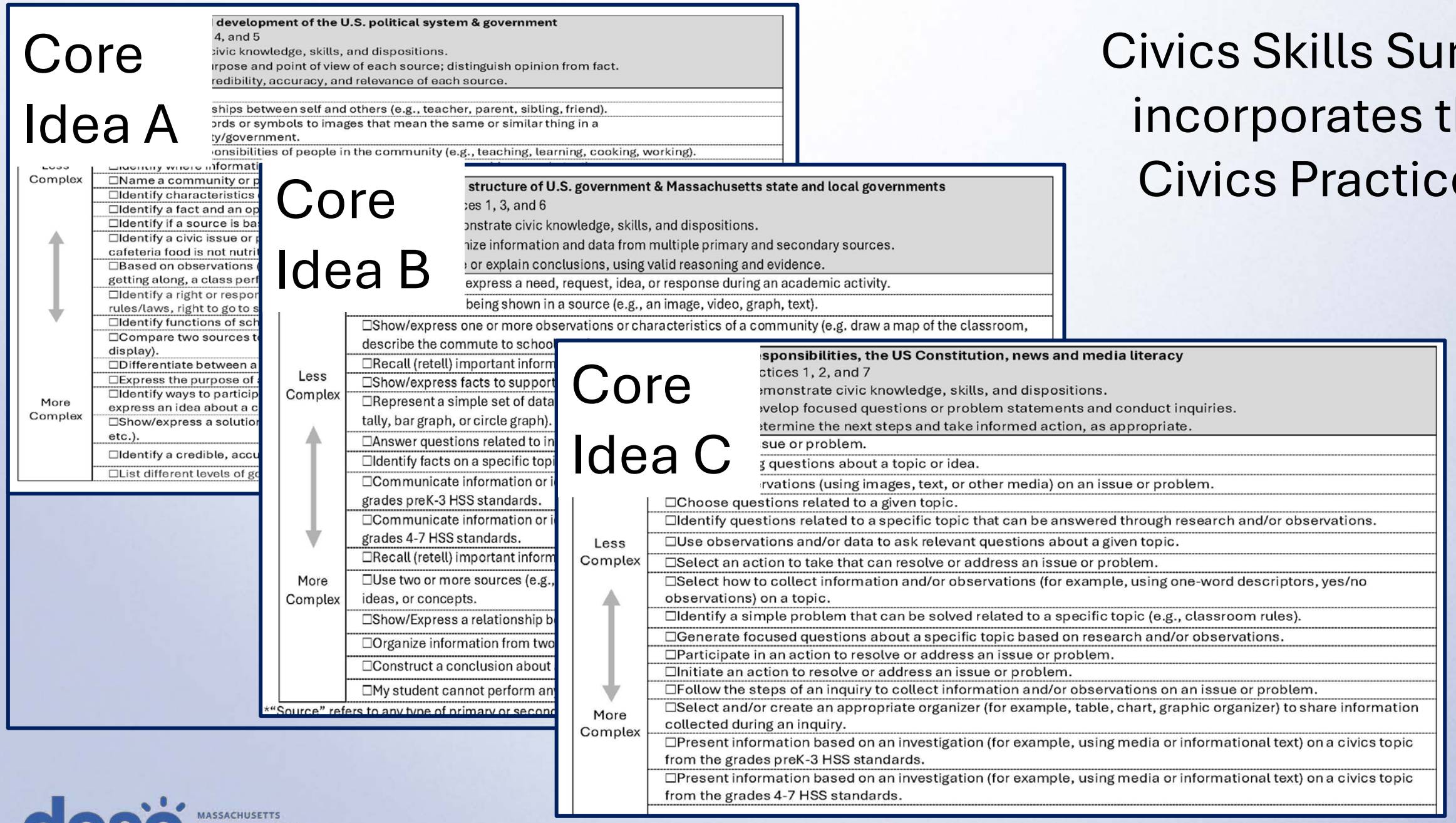
Teachers working with students at the access skill level will check the box, "*My student cannot perform any skills in civics core idea.*"

MCAS-Alt Civics Skills Survey

Example for Core Idea B

Core Idea B: Institutions and Structure of U.S. Government & Massachusetts State and Local Governments Skills Survey for Practices 1, 3, and 6 • Practice 1 Demonstrate civic knowledge, skills, and dispositions. • Practice 3 Organize information and data from multiple primary and secondary sources. • Practice 6 Argue or explain conclusions, using valid reasoning and evidence.	
Less Complex	☐Use phrases to express a need, request, idea, or response during an academic activity.
	☐Identify what is being shown in a source (e.g., a picture, video, graph, text).
	☐Show/express one or more observations or characteristics of a community (e.g. draw a map of the classroom, describe the commute to school, etc.).
	☐Recall (retell) important information from a source (e.g., a picture, video, graph, text) or from observations.
	☐Show/express facts to support a claim on a topic.
	☐Represent a simple set of data graphically, either from a survey or based on observations (e.g., on a table, chart, tally, bar graph, or circle graph).
	☐Answer questions related to information in a source (e.g., a picture, video, graph, text).
	☐Identify facts on a specific topic, idea, or concept from one source (e.g., a picture, video, graph, text).
	☐Communicate information or ideas (orally, graphically, textually, and/or mathematically) on a topic from the grades preK-3 HSS standards.
	☐Communicate information or ideas (orally, graphically, textually, and/or mathematically) on a topic from the grades 4-7 HSS standards.
	☐Recall (retell) important information from two or more sources (e.g., pictures, videos, graphs, texts).
More Complex	☐Use two or more sources (e.g., pictures, videos, graphs, texts) to identify relationships between specific topics, ideas, or concepts.
	☐Demonstrate a relationship between fact and opinion found in sources.
	☐Organize information from two or more sources to show relationships within/between specific topics.
	☐Construct a conclusion about a specific topic based on evidence and/or observations.
	☐My student cannot perform any of the skills in this Civics core idea.

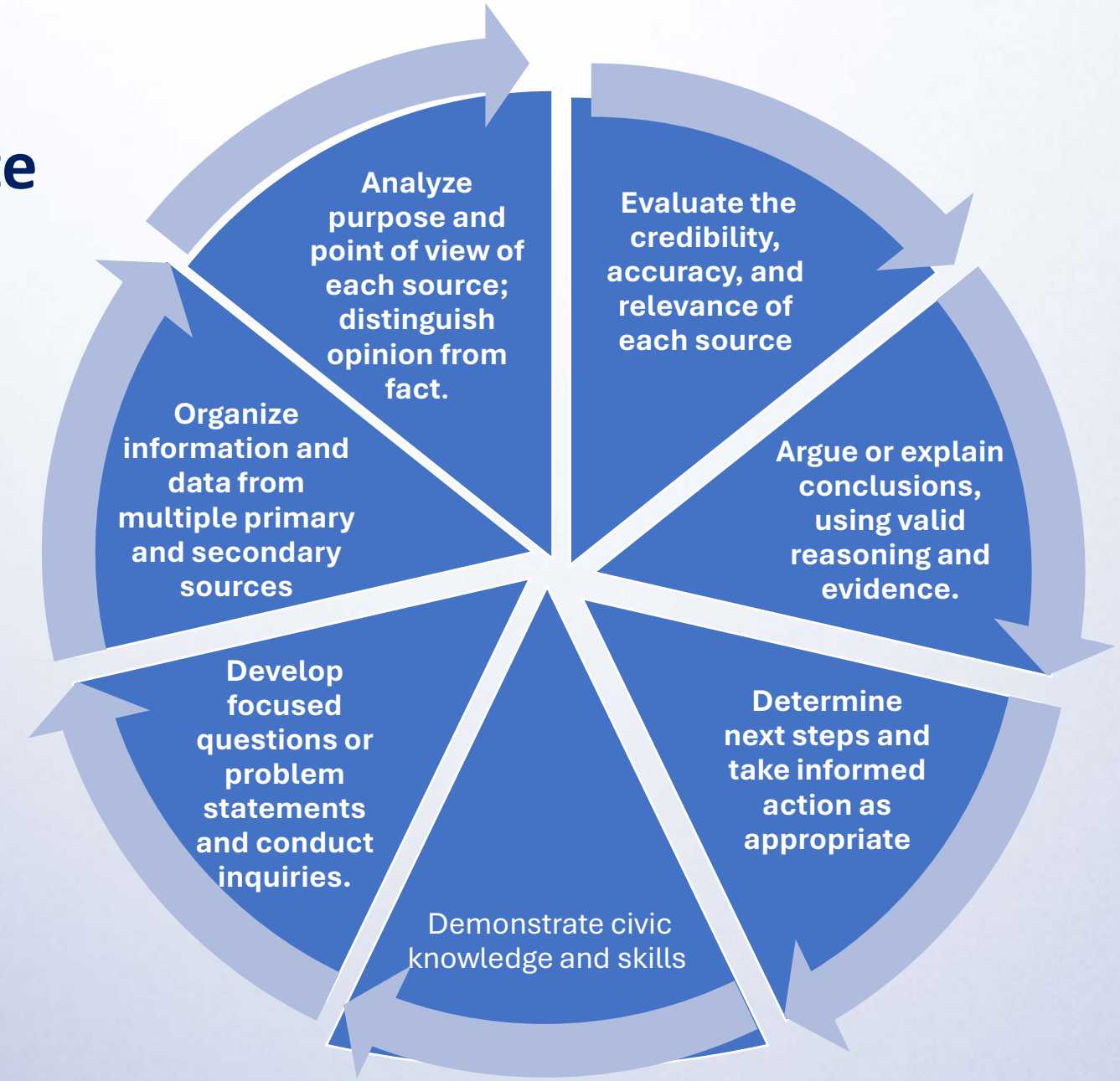
Civics Skills Survey incorporates the Civics Practices



The 7 Civic Practices Incorporated into the Skills Survey

1. Demonstrate civic knowledge and skills
2. Develop focused questions or problem statements and conduct inquiries
3. Organize information and data from multiple primary and secondary sources
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate

These 7 Civic practices promote engagement in Civics Activities



MCAS-Alt Civics Grade 8 Resource Guide

- **Core ideas:** Each core idea lists related topics or "big ideas" to assist teachers.
- The *Civics Resource Guide and Forms and Graphs online* list minimal entry points for these Core Ideas. Entry points include multiple skills and allow the teacher to differentiate the activity based on the student's abilities.
- **Access skills** have their section at the beginning of each Core Idea.

Strand Cover Sheet for Civics Strand

CIVICS
STRAND COVER SHEET

(A completed Civics Strand Cover Sheet and Skills Survey must be included at the beginning of strand being submitted.)

1) Student's Name: _____

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

Complete Civics Summary Sheet for all three core ideas (A, B, and C) below.

Core Idea	Date	Entry Point/Access Skill	Self-Evaluation (Y/N)
A) Foundations and development of the US political system and Government			
B) Institutions and structure of US government and MA state and local Governments			
C) Rights and responsibilities, the US constitution, and news and media Literacy			

Requirements for Civics MCAS-Alt

Each Core Idea requires one Civics Summary Sheet (CSS)

Civics Summary Sheet includes:

- One entry point/access skill
- Completed state-provided rubric found on the CSS, for student's ability to demonstrate civic knowledge
- Evidence attached that demonstrates the selected skill(s)
  - document accuracy/independence for the evidence
- Self-evaluation

Complete One Civics Summary Sheet for Each Entry Point or Access Skill

Name, Date, Grade,

CIVICS SUMMARY SHEET | CORE IDEA A

Student's Name: _____ **Date (m/d/y):** _____ **Grade:** _____

Core Idea:

A. Foundations and Development of the US Political System and Government (Topics 1 and 2)

Includes content from Practices:

1) Demonstrate civic knowledge, skills, and dispositions.
4) Analyze the purpose and point of view of each source; distinguish opinion from fact.
5) Evaluate the credibility, accuracy, and relevance of each source.

☐ **Entry Point** ☐ **Access Skill** Resource Guide, Page: _____	**List the Entry Point or Access Skill here:**

Entry Point or Access Skill

Detailed Description of Activity

Description of Activity (including materials, instructional approach, and how the student addressed the entry point or access skill):

Demonstration Of Skills and Concepts and Independence

Select a rubric score (1-4) based on work completed by the student and provide % accuracy and independence.

1	2	3	4
The student demonstrated little or no understanding of the civic topic **beyond responding/participating with teacher-provided materials.**	Student demonstrated understanding of the Civics topic **in an immediate (personal) environment.**	Student demonstrated understanding of the Civics topic **beyond immediate environment, to extend to community.**	Student demonstrated understanding of the Civics topic **at a state, national and/or international level.**

Rubric

Summarize students' percentage of accuracy and independence for the attached work.

Accuracy: _____ % **Independence:** _____ %

Self-Evaluation:

Self-Evaluation

EVIDENCE must be ATTACHED to its corresponding Civics Summary Sheet.
A clearly labeled photograph with a detailed description may be substituted for evidence that may be difficult or impossible to submit in the binder, including large, fragile, or temporary products, such as a model or a large display.

Civics Rubric:
Demonstration of Knowledge in a Civics Topic

Demonstration Of Skills and Concepts and Independence

Select a rubric score (1-4) based on work completed by the student and provide % accuracy and independence.

1	2	3	4
The student demonstrated little or no understanding of the civic topic **beyond responding/participating with teacher-provided materials.**	Student demonstrated understanding of the Civics topic **in an immediate (personal) environment.**	Student demonstrated understanding of the Civics topic **beyond immediate environment, to extend to community.**	Student demonstrated understanding of the Civics topic **at a state, national and/or international level.**

Accuracy: _____ % **Independence: _____ %**

Scorers will <u>verify</u> the teacher's scores and only change a score if it does not reflect the evidence.

Selecting an Entry Point from the Resource Guide

ENTRY POINTS
CIVICS GRADE 8

CORE IDEA	ENTRY POINTS
A. Foundations and Development of the U.S. Political System & Government (Topics 1 and 2) Practices 1, 4, 5 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 4 - Analyze the purpose and point of view of each source; distinguish opinion from fact. • Practice 5 - Evaluate the credibility, accuracy, and relevance of each source.	♦ Identify examples of equality and inequality in fiction, informational texts, or civics-related scenarios. ♦ Identify or create a list of rights that all people should have (natural rights) and/or explain why it is important to have rules or laws to protect those rights. ♦ Identify or create a list of rules that students follow in the classroom, school, or community using information from firsthand observations, texts, images, and/or other media ♦ Show/express why communities have rules or laws through images/visuals, text, or other forms of communication ♦ Label, illustrate, or use technology to create a list of key features of democratic government (e.g., voting, rule of law, self-government) using information from firsthand observations, texts, images, and/or other media ♦ Sort a set of statements about a civics topic (e.g., in a classroom, school, community, and/or state/nation) to determine whether each statement is a fact or an opinion ♦ Retell, identify facts, or sort a set of statements about the events and/or experiences that led the colonists to declare independence from Great Britain to determine whether each statement is a fact or an opinion ♦ Label, illustrate, or use technology to create a product (e.g., pamphlet, speech, note cards) to show a historical figure's point of view on government during the colonial period, the American Revolution, or the establishment of the U.S. Constitution using information from an image, text, video, role-play, and/or field trip ♦ Identify key ideas that influenced the development of the U.S. government and/or match these influences to key characteristics of the U.S. government today using information from images, texts, and/or other media ♦ Compare and contrast a personal experience (e.g. in home, school, community, or state/nation) of having no say in the decision-making process with the experience of participating in the decision ♦ Label, draw, or create a chart to compare and contrast the government of the American colonies during British rule with the government under the U.S. Constitution

ENTRY POINTS
CIVICS GRADE 8

CORE IDEA	ENTRY POINTS
B. Institutions and Structure of US Government & Massachusetts State and Local Government (Topics 3 and 6) Practices 1, 3, 6 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 3 - Organize information and data from multiple primary and secondary sources. • Practice 6 - Argue or explain conclusions, using valid reasoning and evidence.	♦ Propose or revise a classroom/community rule or a state/federal law and/or create a list of reasons to explain why the rule or law should be added/revised ♦ Roleplay, illustrate, and/or describe how a national holiday (e.g., Independence Day, Juneteenth, Memorial Day, etc.) is observed and/or explain the significance using information from images, informational texts, and/or other media related to the holiday ♦ Create a list of statements that tell/show how the community provides services for community members (e.g., schools, libraries, community parks, etc.) by organizing information collected from multiple sources about the local community (e.g., town website, interviews with community members, field trips, local news, etc.) ♦ Identify/list the roles and responsibilities of leaders in school, community, and national levels (e.g., using role-play, information from images, informational texts, and/or other media) ♦ Compare and contrast (show/express similarities and/or differences) between the roles and responsibilities of leadership positions in a school with government positions at the local, state, or federal level (e.g., principal vs. president) ♦ Illustrate, organize, and/or label a diagram or model about a civics process (e.g., how a person becomes President, how a bill becomes a law, how a case progresses through the court system to the Supreme Court, etc.) ♦ Sort descriptions of the different responsibilities and/or roles of the three branches of the federal government (legislative, executive, and judicial) into the categories in which they belong ♦ Compare and contrast the roles and responsibilities of the federal government and state governments by organizing information from images, informational texts, and/or other media into categories ♦ Show or express why or how leaders are elected in the United States using information from informational texts, images, or other media related to elections at the community, local, state, and/or federal levels of government ♦ Show, express, or describe how a decision, policy, or law at the local, state, or federal level affects you and/or others using information from images, text, or other media

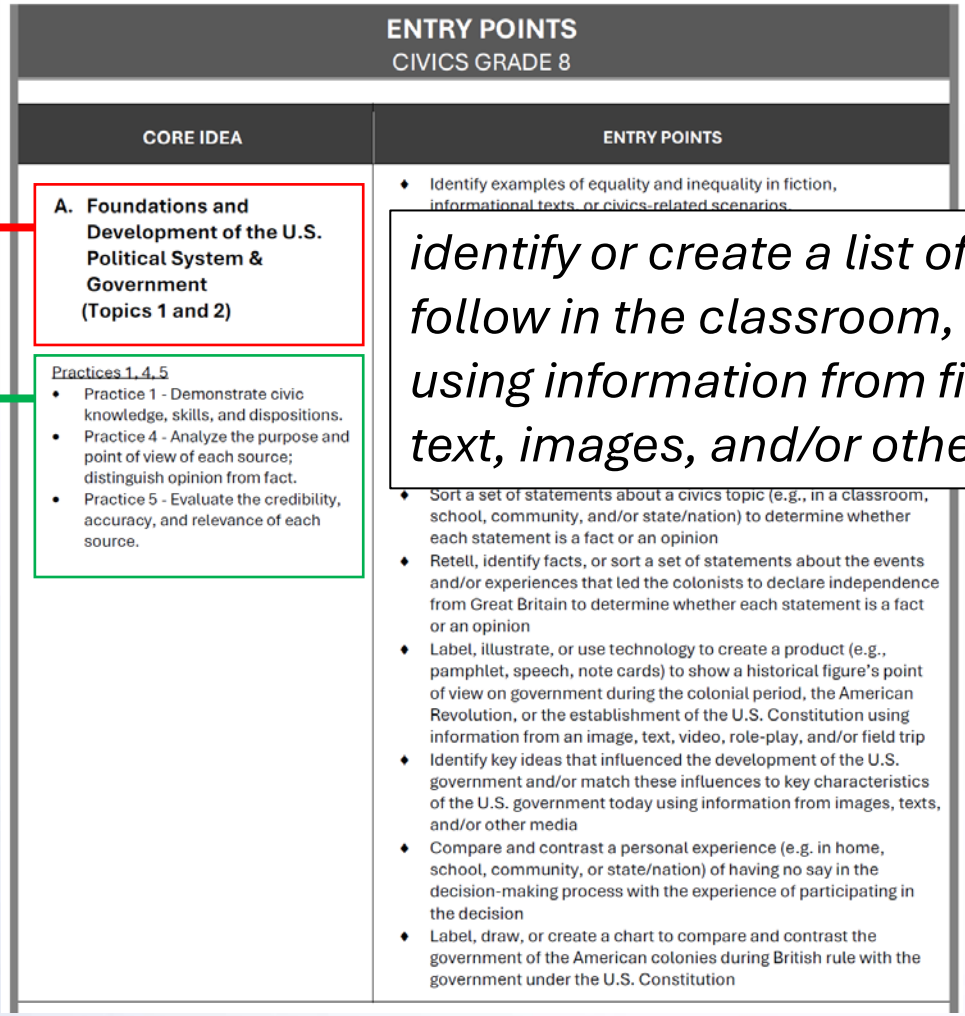
ENTRY POINTS
CIVICS GRADE 8

CORE IDEA	ENTRY POINTS
C. Rights and Responsibilities, the US Constitution, and News and Media Literacy (Topics 3, 5, and 6) Practices 1, 2, 7 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 2 - Develop focused questions or problem statements and conduct inquiries. • Practice 7 - Determine next steps and take informed action, as appropriate.	♦ Ask or identify questions about their civic and political life by interviewing a community member (e.g., family member, teacher, counselor, etc.) ♦ Illustrate or create a list of the qualities that individuals should have in order to be an effective leader using information from literature, images, text, other media, and/or personal experiences ♦ Identify or create a list of rights and/or responsibilities that students, community members, or U.S. residents have using information from images, text, or other media ♦ Identify/show/express/ rule(s) that help solve a conflict/argument in the context of your friends, classroom, school, community, state, and/or the nation ♦ Create a product to document participation in an action that would resolve a problem in the school, community, or country (e.g., create a poster, public service announcement video, etc.) ♦ Identify/show/express/list ways that actions (yours or others) have a positive impact on your family, classroom, school, community, state, and/or the nation using information from literature, images, text, other media, and/or personal experiences ♦ Create a Venn diagram or T-chart of actions that benefit a community (common good) and a list of actions that benefit an individual (individual rights) using information from images, literature, or informational text (e.g., recycling, picking up litter, etc.) ♦ Ask or identify questions to gather information about an activist's life and work (e.g., Frederick Douglass, Ruby Bridges, Cesar Chavez, Judy Heumann, etc.) using information from images, informational text, or other media ♦ Create and/or communicate a public service announcement that encourages individuals to vote by communicating the reasons that voting is important ♦ Identify/show/express/list qualities and/or actions that make people responsible citizens in the context of your classroom, school, community, state, and/or the nation ♦ Identify how individuals can participate in the political process using examples from informational text, images, or media to answer the question ♦ Identify examples of how individuals showed political courage or leadership using informational text, images, or media ♦ Conduct a survey based on a civics issue that affects the local, state, and/or national community (e.g., clean drinking water, food insecurity, etc.) and/or record the results of the survey ♦ List reasons why doing a survey based on a civics issue that affects the local, state, and/or national community can be important when making decisions

Selecting an Entry Point from the Resource Guide

Core Idea

Practices



ENTRY POINTS
CIVICS GRADE 8

CORE IDEA	ENTRY POINTS
A. Foundations and Development of the U.S. Political System & Government (Topics 1 and 2)	• Identify examples of equality and inequality in fiction, informational texts, or civics-related scenarios
Practices 1, 4, 5 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 4 - Analyze the purpose and point of view of each source; distinguish opinion from fact. • Practice 5 - Evaluate the credibility, accuracy, and relevance of each source.	• Sort a set of statements about a civics topic (e.g., in a classroom, school, community, and/or state/nation) to determine whether each statement is a fact or an opinion • Retell, identify facts, or sort a set of statements about the events and/or experiences that led the colonists to declare independence from Great Britain to determine whether each statement is a fact or an opinion • Label, illustrate, or use technology to create a product (e.g., pamphlet, speech, note cards) to show a historical figure's point of view on government during the colonial period, the American Revolution, or the establishment of the U.S. Constitution using information from an image, text, video, role-play, and/or field trip • Identify key ideas that influenced the development of the U.S. government and/or match these influences to key characteristics of the U.S. government today using information from images, texts, and/or other media • Compare and contrast a personal experience (e.g. in home, school, community, or state/nation) of having no say in the decision-making process with the experience of participating in the decision • Label, draw, or create a chart to compare and contrast the government of the American colonies during British rule with the government under the U.S. Constitution

identify or create a list of rules that students follow in the classroom, school, or community using information from firsthand observations, text, images, and/or other media

Entry Points

Selecting an Access Skill from the Resource Guide

Creating an Access Skill for Civics is a **2-step** process

CORE IDEA	ACCESS SKILLS
A. Foundations and Development of the U.S. Political System & Government (Topics 1 and 2) Practices 1, 4, 5 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 4 - Analyze the purpose and point of view of each source; distinguish opinion from fact. • Practice 5 - Evaluate the credibility, accuracy, and relevance of each source.	**Step 1:** Select access skill student is addressing: ○ *Activate a device (within a specified amount of time) to participate in an activity related to…* ○ *Choose from an array of errorless choices (within a specified amount of time) to participate in an activity related to…* ○ *Choose within a specified amount of time from an errorless array of materials in an activity related to…* ○ *Grasp, release, or give materials in an activity related to…* ○ *Explore materials (tactilely) in an activity related to…* ○ *Track materials in an activity related to…* ○ *Functionally use materials in an activity related to…* ○ *Gain attention within a specified time block(s) to explore materials in an activity related to…* ○ *Imitate action in an activity related to…* ○ *Initiate cause and effect response in an activity related to…* ○ *Locate objects partially hidden or out of sight in an activity related to…* ○ *Make a request to explore materials in an activity related to…* ○ *Match object to object, or picture to picture of materials in an activity related to…* ○ *Move materials in an activity related to…* ○ *Orient or manipulate materials or a model in an activity related to…* ○ *Sustain exploration activity (e.g., vocalize when activity is interrupted) with materials in an activity related to…* ○ *Turn on/off technology within a specified amount of time in an activity related to…*

STEP 1
Select the root access skill to be used with the student

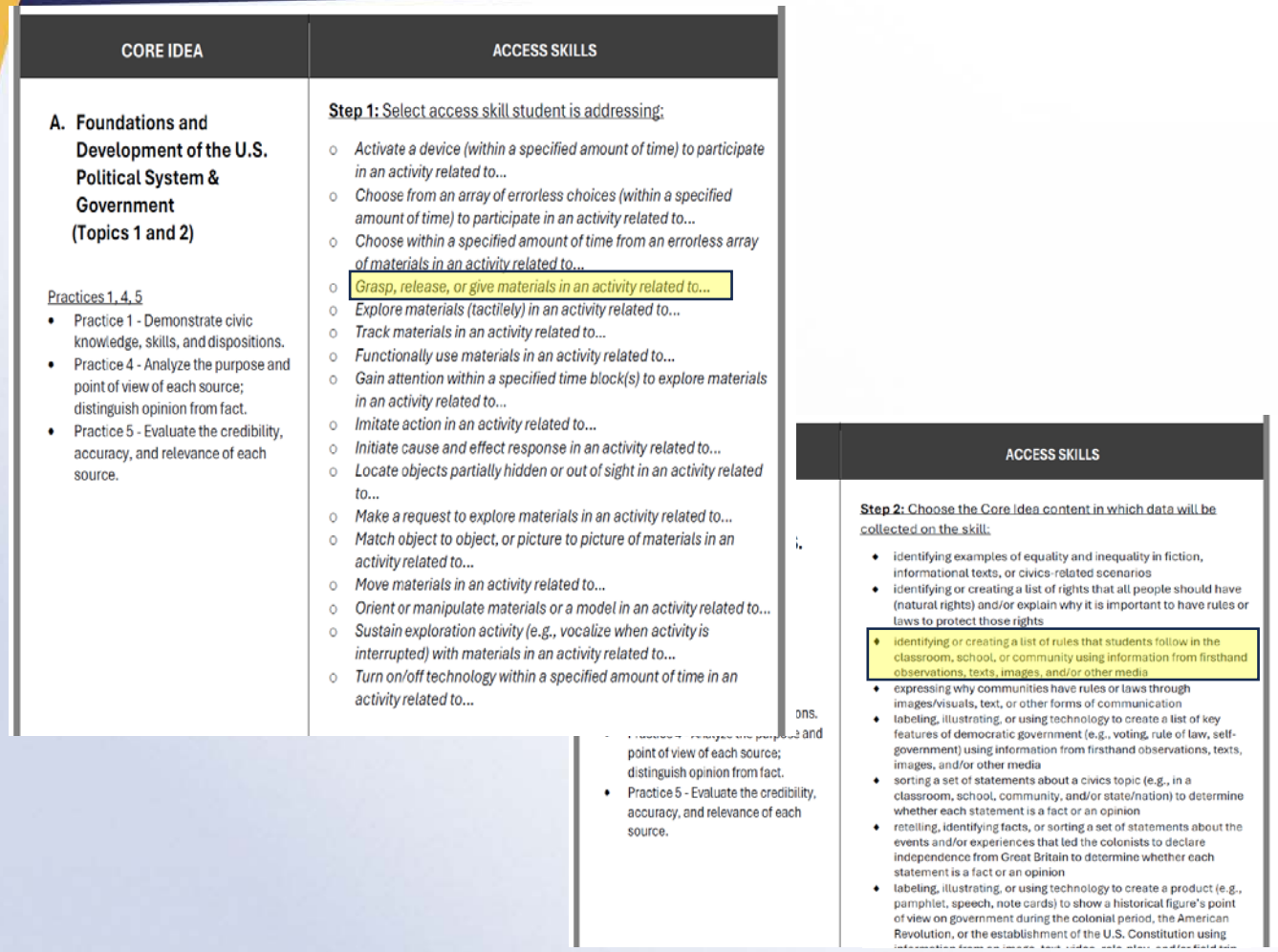
Selecting an Access Skill from the Resource Guide

Creating an Access Skill for Civics is a **2-step** process

CORE IDEA	ACCESS SKILLS
A. Foundations and Development of the U.S. Political System & Government (Topics 1 and 2) Practices 1, 4, 5 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 4 - Analyze the purpose and point of view of each source; distinguish opinion from fact. • Practice 5 - Evaluate the credibility, accuracy, and relevance of each source.	**Step 2:** Choose the Core Idea content in which data will be collected on the skill: ♦ identifying examples of equality and inequality in fiction, informational texts, or civics-related scenarios ♦ identifying or creating a list of rights that all people should have (natural rights) and/or explain why it is important to have rules or laws to protect those rights ♦ identifying or creating a list of rules that students follow in the classroom, school, or community using information from firsthand observations, texts, images, and/or other media ♦ expressing why communities have rules or laws through images/visuals, text, or other forms of communication ♦ labeling, illustrating, or using technology to create a list of key features of democratic government (e.g., voting, rule of law, self-government) using information from firsthand observations, texts, images, and/or other media ♦ sorting a set of statements about a civics topic (e.g., in a classroom, school, community, and/or state/nation) to determine whether each statement is a fact or an opinion ♦ retelling, identifying facts, or sorting a set of statements about the events and/or experiences that led the colonists to declare independence from Great Britain to determine whether each statement is a fact or an opinion ♦ labeling, illustrating, or using technology to create a product (e.g., pamphlet, speech, note cards) to show a historical figure's point of view on government during the colonial period, the American Revolution, or the establishment of the U.S. Constitution using information from an image, text, video, role-play, and/or field trip

STEP 2
Select the content based on the Core Idea

Sample Access Skill



CORE IDEA	ACCESS SKILLS
A. Foundations and Development of the U.S. Political System & Government (Topics 1 and 2) Practices 1, 4, 5 • Practice 1 - Demonstrate civic knowledge, skills, and dispositions. • Practice 4 - Analyze the purpose and point of view of each source; distinguish opinion from fact. • Practice 5 - Evaluate the credibility, accuracy, and relevance of each source.	**Step 1:** Select access skill student is addressing: ○ *Activate a device (within a specified amount of time) to participate in an activity related to...* ○ *Choose from an array of errorless choices (within a specified amount of time) to participate in an activity related to...* ○ *Choose within a specified amount of time from an errorless array of materials in an activity related to...* ○ *Grasp, release, or give materials in an activity related to...* ○ *Explore materials (tactilely) in an activity related to...* ○ *Track materials in an activity related to...* ○ *Functionally use materials in an activity related to...* ○ *Gain attention within a specified time block(s) to explore materials in an activity related to...* ○ *Imitate action in an activity related to...* ○ *Initiate cause and effect response in an activity related to...* ○ *Locate objects partially hidden or out of sight in an activity related to...* ○ *Make a request to explore materials in an activity related to...* ○ *Match object to object, or picture to picture of materials in an activity related to...* ○ *Move materials in an activity related to...* ○ *Orient or manipulate materials or a model in an activity related to...* ○ *Sustain exploration activity (e.g., vocalize when activity is interrupted) with materials in an activity related to...* ○ *Turn on/off technology within a specified amount of time in an activity related to...*

	ACCESS SKILLS
ons. and point of view of each source; distinguish opinion from fact. • Practice 5 - Evaluate the credibility, accuracy, and relevance of each source.	**Step 2:** Choose the Core Idea content in which data will be collected on the skill: • identifying examples of equality and inequality in fiction, informational texts, or civics-related scenarios • identifying or creating a list of rights that all people should have (natural rights) and/or explain why it is important to have rules or laws to protect those rights • identifying or creating a list of rules that students follow in the classroom, school, or community using information from firsthand observations, texts, images, and/or other media • expressing why communities have rules or laws through images/visuals, text, or other forms of communication • labeling, illustrating, or using technology to create a list of key features of democratic government (e.g., voting, rule of law, self-government) using information from firsthand observations, texts, images, and/or other media • sorting a set of statements about a civics topic (e.g., in a classroom, school, community, and/or state/nation) to determine whether each statement is a fact or an opinion • retelling, identifying facts, or sorting a set of statements about the events and/or experiences that led the colonists to declare independence from Great Britain to determine whether each statement is a fact or an opinion • labeling, illustrating, or using technology to create a product (e.g., pamphlet, speech, note cards) to show a historical figure's point of view on government during the colonial period, the American Revolution, or the establishment of the U.S. Constitution using

Access Skill:

Grasp, release, or give materials in an activity related to identifying or creating a list of rules that students follow in the classroom, school, or community using information from firsthand observations, text, images, and/or other media

Sample Civics Strand Cover Sheet

- ✓ 3 Civics Summary Sheets
- ✓ 3 Pieces of Evidence
- ✓ 3 Self-Evaluations

CIVICS
STRAND COVER SHEET

(A completed Civics Strand Cover Sheet and Skills Survey must be included at the beginning of strand being submitted.)

(1) Student's Name: **Sample Student**

(2) Student's grade as reported in the Student Information Management System (SIMS): **08**

Complete Civics Summary Sheet for all three core ideas (A, B, and C) below.

Core Idea A: Foundations and Development of the US Political System and Government
Core Idea B: Institutions and Structure of US Government and MA State and Local Governments
Core Idea C: Rights and Responsibilities, the US Constitution, and News and Media Literacy

Core Idea	Date	Entry Point/Access Skill	Self-Evaluation
A	1/8/25	Show/express why communities have rules or laws through images/visuals, text, or other forms of communication	Yes
B	1/14/25	Propose or revise a classroom/community rule or a state/federal law and/or create a list of reasons to explain why the rule or law should be added/revised	Yes
C	2/5/25	Ask or identify questions about their civic and political life by interviewing a community member (e.g., family member, teacher, counselor, etc.)	Yes

Step-by-Step Requirements for Grade 8 Civics

- ❑ 1 Civics Skills Survey (one for each Core Idea)
- ❑ 1 Civics Strand Cover Sheet
- ❑ 3 Civics Summary Sheets (one each for Core Idea A, B, and C)
  - Each Summary Sheet document:
    - entry point/access skill
    - the evidence that documents the entry point or access skill
    - accuracy and independence
    - score state-provided rubric

ELA-Writing

- Wednesday, October 9, 10:00-11:30 a.m.

  or
- Tuesday, October 22, 1:00-2:30 p.m.

Science and Technology/Engineering

- Thursday, October 10, 9:30-11:00 a.m.

  or
- Wednesday, October 23, 1:00-2:30 p.m.

Civics

- Thursday, October 10, 1:00-2:30 p.m.

  or
- Wednesday, October 23, 9:30-11:00 a.m.

THANK YOU

For Questions Regarding MCAS-Alt

781-338-3625

mcas@mass.gov

www.doe.mass.edu/mcas/alt