Introduction to 2025 MCAS-Alt

Core Concepts: Part A

Fall 2024

dese MASSACHUSETTS Department of Elementary and Secondary Education

Presenters

Debra Hand, MCAS-Alt Trainer

Kevin Froton, Cognia Senior Program Manager

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2. Purposes of the MCAS-Alt
3. MCAS-Alt Requirements in Each Grade
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6. Assessment Requirements
7. Selecting a Skill for the Measurable Outcome

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 mcas@mass.gov
- This presentation is being recorded and will be posted to the DESE YouTube channel.
- If you accidentally close out of Zoom, rejoin using the same link.

Sessions for Introduction to the MCAS-Alt

- **Part A and Part B** (a.m./p.m. session) contain information necessary to compile the MCAS-Alt for ELA-Reading, Language, and Math.
- **Sign up for Separate Sessions:**
  - **ELA–Writing** session focus on specific requirements for the ELA–Writing strand.(Stand-alone session)
  - **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.
  - **Civics Assessment** (**Grade 8 Only**) session focuses on specific requirements for the Civics strand.

1. MCAS-Alt Security Requirements

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.
- DESE may request a fact-finding investigation if irregularities are found or reported.

2. Purposes of the MCAS-Alt

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.

3. Overview of the MCAS-Alt Requirements in Each Grade

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

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

ELA-Writing: Attend a separate presentation on unique Writing requirements.

- **Wednesday, October 9, 10:00-11:30 a.m. *or* Tuesday, October 22, 1:00-2:30 p.m.**

Required Assessments for Mathematics (Grades 3-8)

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

Required Assessments for Mathematics (Grade 10)

Grade	Must be assessed in the following	
	Mathematics	Conceptual Categories
10	Choose any three conceptual categories (one standard in each) Include one data chart and two pieces of evidence for *each* conceptual category.	• Numbers and Quantity • Algebra • Functions • Geometry • Statistics and Probability

Required Assessments in Science and Technology/Engineering (STE) and Grade 8 Civics

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

- Evidence may be collected over two years (7/1/23 to 3/28/25)
- Attend a separate presentation on unique STE requirements

Grade 8 Only
Civics

- Attend a separate presentation on Civics requirements.

4. Required MCAS-Alt Forms

Required Elements

Artistic Cover

Student's Introduction

School Calendar

(include any non-school days)

MCAS-Alt Cover Sheet

Verification Form

(signed by parent or log of attempts)

Photo/Video Consent Form*

(if needed)

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

Sample Portfolio Cover Sheet

2025 MCAS-Alt

MCAS-ALT COVER SHEET

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

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1) Student's Name: **Alex Keaton**

2) State-Assigned Student Identifier (SASID): **1098765432**

3) Student's Grade as reported in the Student Information Management System (SIMS): **05**

4) School, Educational Collaborative, or Program attended by the student:
FT Middle School

	DISTRICT		SCHOOL
5) District-School Code:	**0001**	-	**00019999**

6) Address of School or Program:
123 Mallory Lane, Anytown MA 00000

7) Student's sending district, if program is outside the district in which the student lives:

8) Contact Information:
Teacher's Name: **Mr. Nick**
School telephone and email: **nick@anyschool.org**

9) Content area(s) included in this assessment (check all that apply):
☑ English Language Arts ☑ Mathematics ☑ Science and Tech/Eng ☑ Civics

5. MCAS-Alt – Assessing Students with Significant Cognitive Disabilities

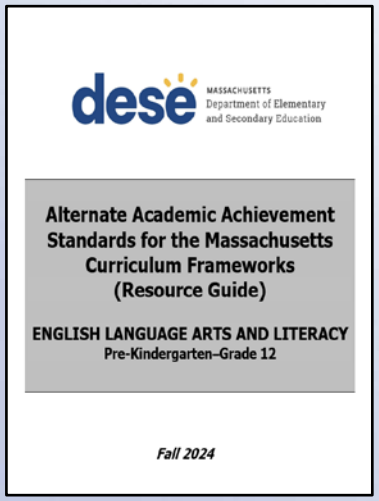
Alternate Academic Achievement Standards to the Massachusetts Curriculum Frameworks for Students with Disabilities ("*Resource Guide*")

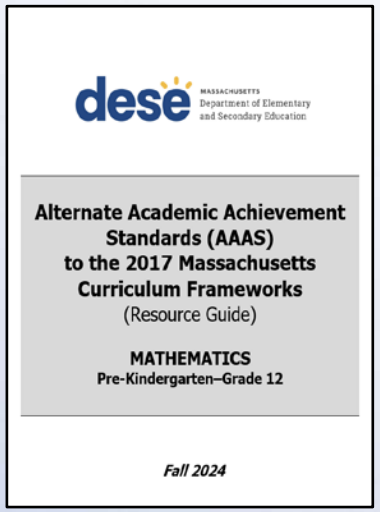
- The Resource Guides incorporate curriculum content standards from the *English Language Arts and Literacy; Mathematics; Civics,* and *Science and Technology/Engineering (STE) Curriculum Frameworks*.

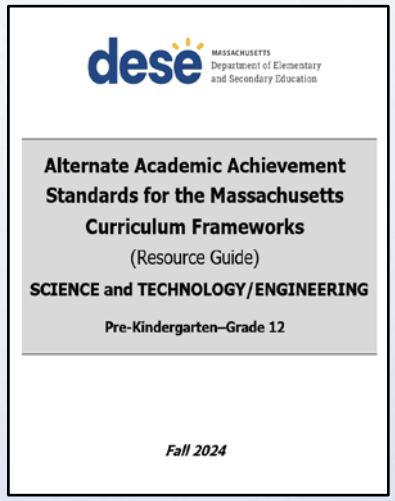
- The Resource Guides are intended as an instructional guide for students with disabilities who have met the criteria for participating in the alternate assessment.

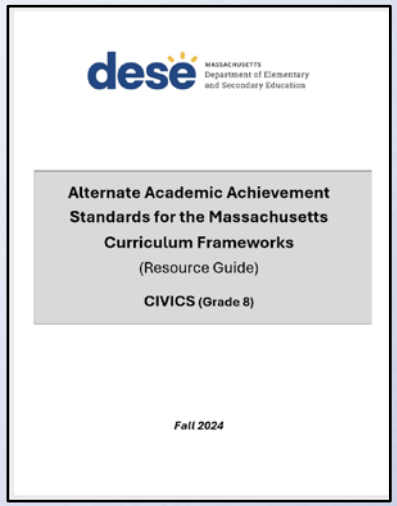
Poll question:

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









Navigating the Resource Guide

CONTENT AREA Mathematics

DOMAIN Number and Operations–Fractions

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

Cluster Headings

and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	**4.NF.A.2**	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Standard

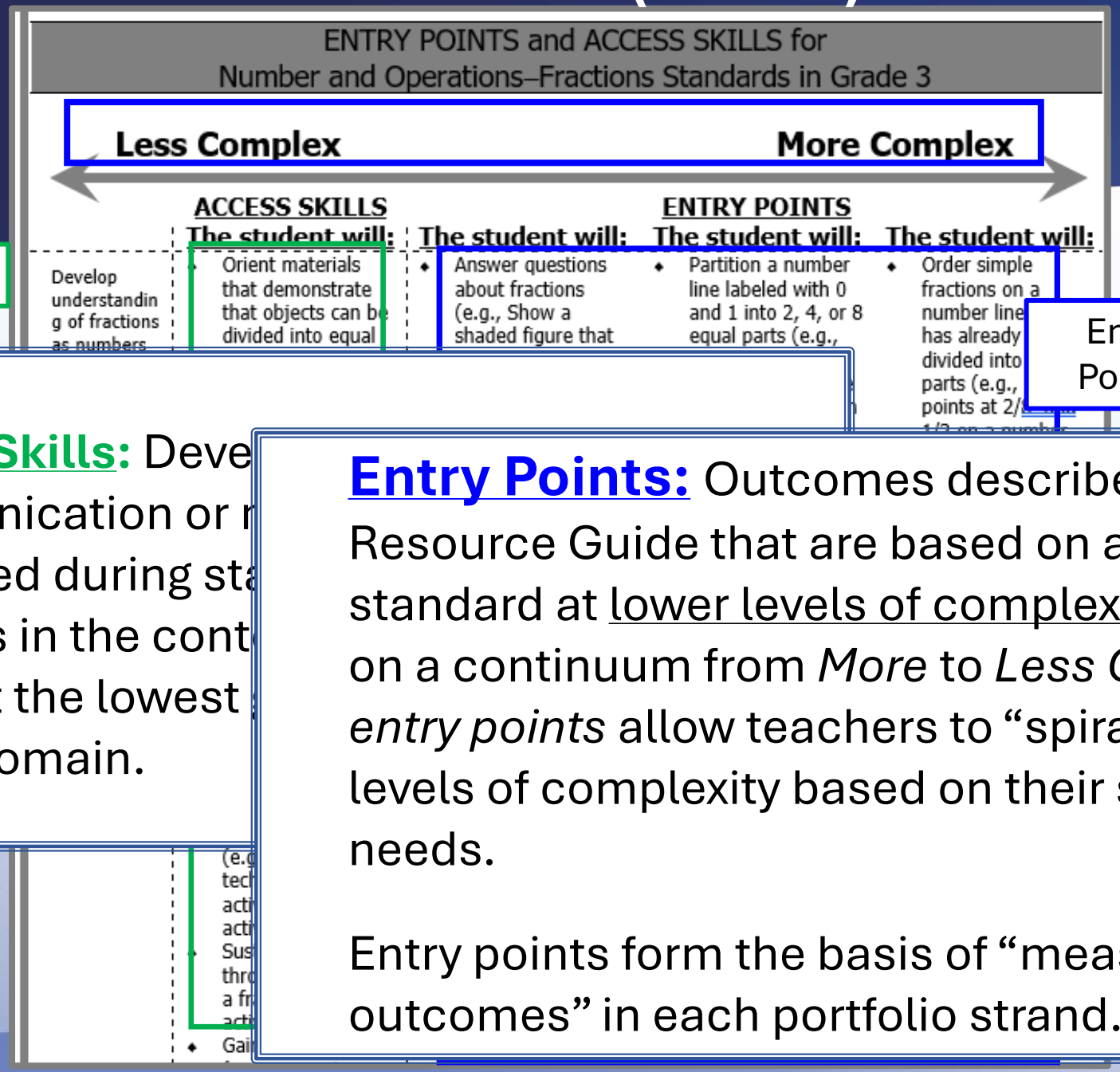
Standard: Statement of what *all* students should know and be able to do.

extending previous understandings of operations on whole numbers for fractions with	**4.NF.B.3b**	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using drawings or visual fraction models. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
	4.NF.B.3c	Add and subtract mixed numbers with like denominators, e.g., by replacing each

Cluster: A smaller group of related standards.

	4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Navigating the Resource Guide (cont'd)



Access Skills

Entry Points

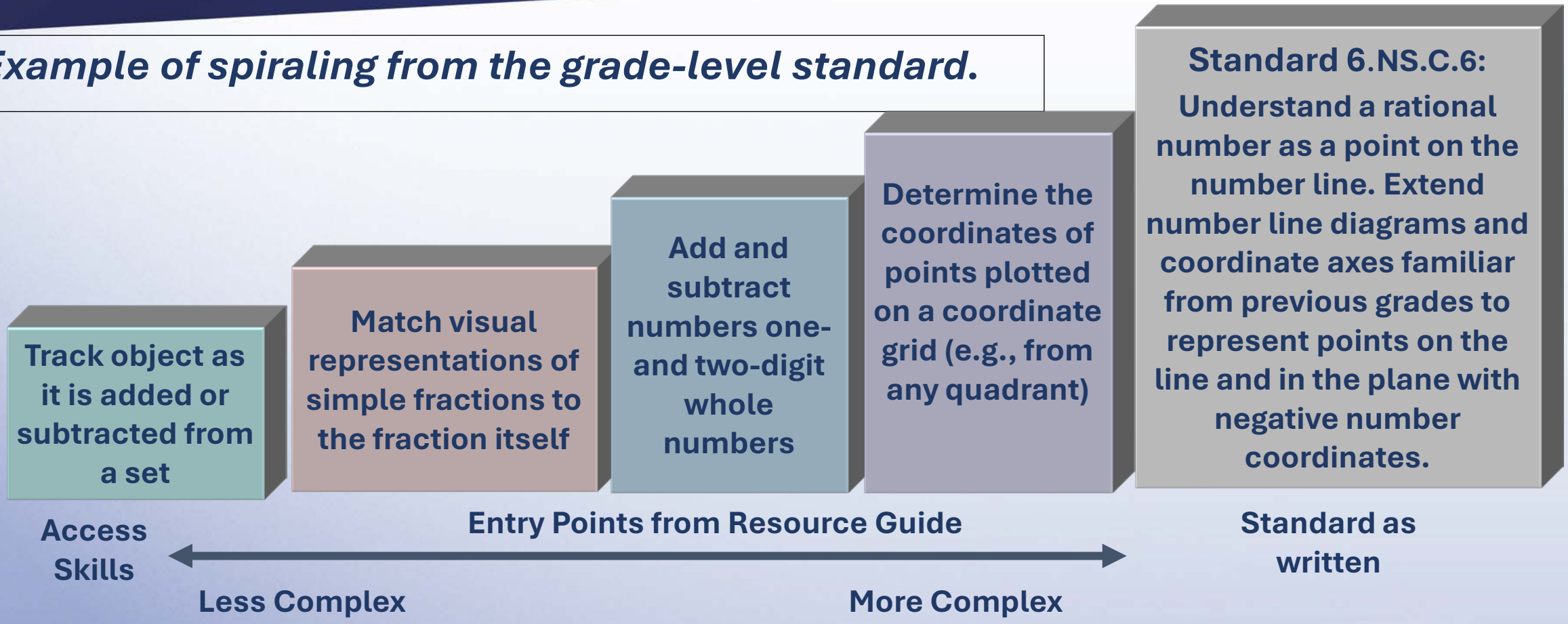
Access Skills: Deve
(communication or r
addressed during sta
activities in the cont
Found at the lowest
strand/domain.

Entry Points: Outcomes described in the Resource Guide that are based on a learning standard at lower levels of complexity. Shown on a continuum from *More* to *Less Complex, entry points* allow teachers to "spiral" to lower levels of complexity based on their students' needs.

Entry points form the basis of "measurable outcomes" in each portfolio strand.

Sample Standard, Entry Points, and Access Skills

Example of spiraling from the grade-level standard.



Access Skills

- 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)

Poll question

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

6. Assessment Requirements

ELA: Language and Reading

Mathematics

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

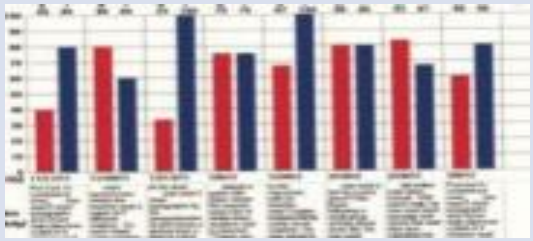
Strand Cover Sheet attached to each strand being submitted

+

Skills Survey administered in each strand

+

Data Chart



Bar, Line or Field Data Chart documenting the measurable outcome on at least 8 different dates

+

First piece of primary evidence (work sample, photo, or video)

+

Second piece of primary evidence (work sample, photo, or video)

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

MCAS-Alt SKILLS SURVEY

MCAS-Alt SKILLS SURVEY

Student's Name: **Alex Keaton** Grade: **05** Date of Survey: **9/23/2024**

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.	○	○	○	○	◉
2.	Represent up to 5 objects with numerals, including 0.	○	○	○	○	◉
3.	Compose numbers from 1 to 9 to create 10, using objects.	○	○	○	◉	○
4.	Count by tens to 100.	○	○	○	◉	○
5.	Count forward beginning from a given number up to 100 (e.g., count on from 23).	○	○	○	◉	○
6.	Identify "ten more" (or "ten less") than a given two-digit number.	○	○	○	◉	○
7.	Add and subtract single-digit numbers.	○	○	○	◉	○
8.	Add and subtract two-digit numbers.	○	○	◉	○	○
9.	Round a given amount of money to the nearest dollar (e.g., $2.57 rounds to $3.00).	○	◉	○	○	○
10.	Round whole three-digit numbers to the nearest 100.	○	◉	○	○	○
11.	Multiply a one-digit number by a two-digit number.	◉	○	○	○	○
12.	Divide a three-digit number by a one-digit number (without remainders).	◉	○	○	○	○

The skills survey is <u>required</u> for each strand of the MCAS-Alt

- Requires <u>pre-testing of each student</u> 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.
- <u>Print out and include each completed skills survey</u> just behind the student's *Strand Cover Sheet*. This will count in the overall score.

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)

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.

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 <u>all</u> skills, review the 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: **9/23/2024**

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.	○	○	○	○	◉
2.	Represent up to 5 objects with numerals, including 0.	○	○	○	○	◉
3.	Compose numbers from 1 to 9 to create 10, using objects.	○	○	○	◉	○
4.	Count by tens to 100.	○	○	○	◉	○
5.	Count forward beginning from a given number up to 100 (e.g., count on from 23).	○	○	○	◉	○
6.	Identify "ten more" (or "ten less") than a given two-digit number.	○	○	○	◉	○
7.	Add and subtract single-digit numbers.	○	○	○	◉	○
8.	Add and subtract two-digit numbers.	○	○	◉	○	○
9.	Round a given amount of money to the nearest dollar (e.g., $2.57 rounds to $3.00).	○	◉	○	○	○
10.	Round whole three-digit numbers to the nearest 100.	○	◉	○	○	○
11.	Multiply a one-digit number by a two-digit number.	◉	○	○	○	○
12.	Divide a three-digit number by a one-digit number (without remainders).	◉	○	○	○	○

7. Selecting a Skill for the Measurable Outcome

Strand Cover Sheet

2025 MCAS-Alt

STRAND COVER SHEET

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

(1) Student's Name: **Alex Keaton**

(2) Student's grade as reported in the Student Information Management System (SIMS): **05**

(3) a. Content Area (Subject): **Mathematics**
b. Strand: **Number and Operations in Base Ten**
c. Learning Standard: **5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit**

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.

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

Evidence Page Type	My Description

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

- **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

If an entry point includes multiple related skills:

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

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

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.)

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

Modified 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 6 multiplication word problems on a worksheet."

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

Questions

POP BACK AT 1:00!

Introduction to 2025 MCAS-Alt

Core Concepts: Part B

Fall 2024

MASSACHUSETTS
Department of Elementary
and Secondary Education

CONTENTS

8. Data Charts and Brief Descriptions

9. Primary Evidence

10. Calculating Accuracy and Independence

11. Self-Evaluation for All Content Areas

12. Important Reminders

8. Data Charts and Brief Descriptions

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:
Use a Synonymous Verb found in 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

d	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:

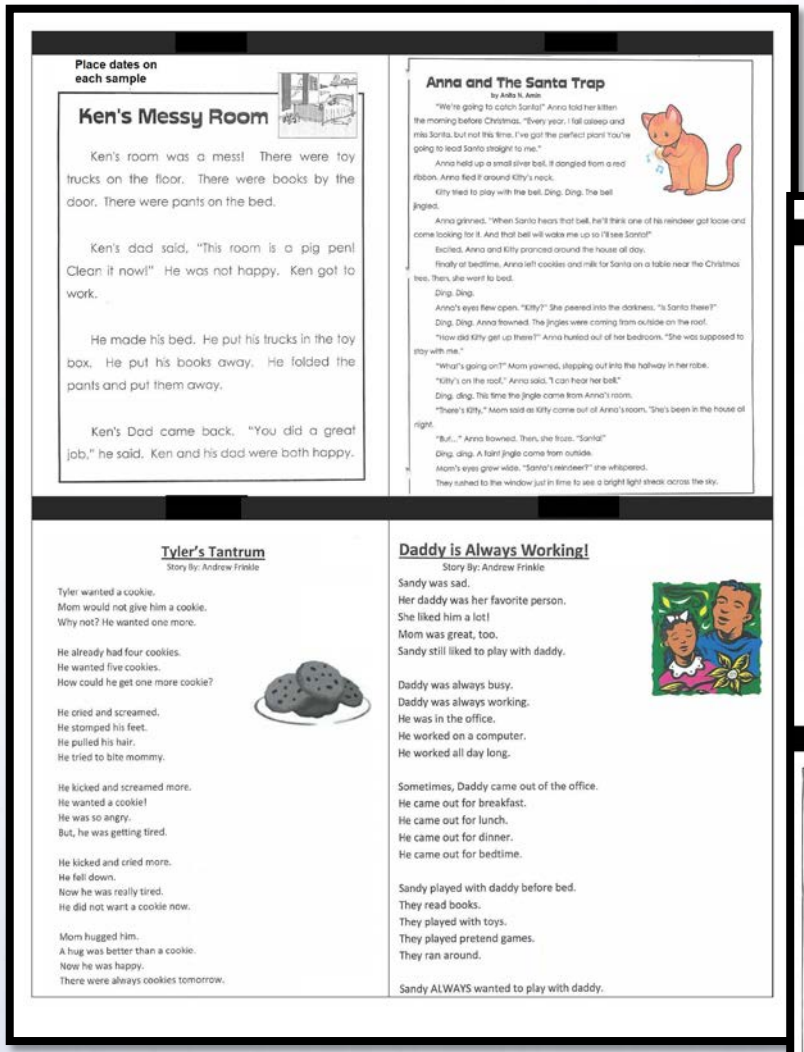
- *Each* data point must refer to the **title** of the published text.
- If the **title** is **unclear** if **or** there is **no title** include a small sample of the text.
- A separate list of published titles with corresponding dates may be included.

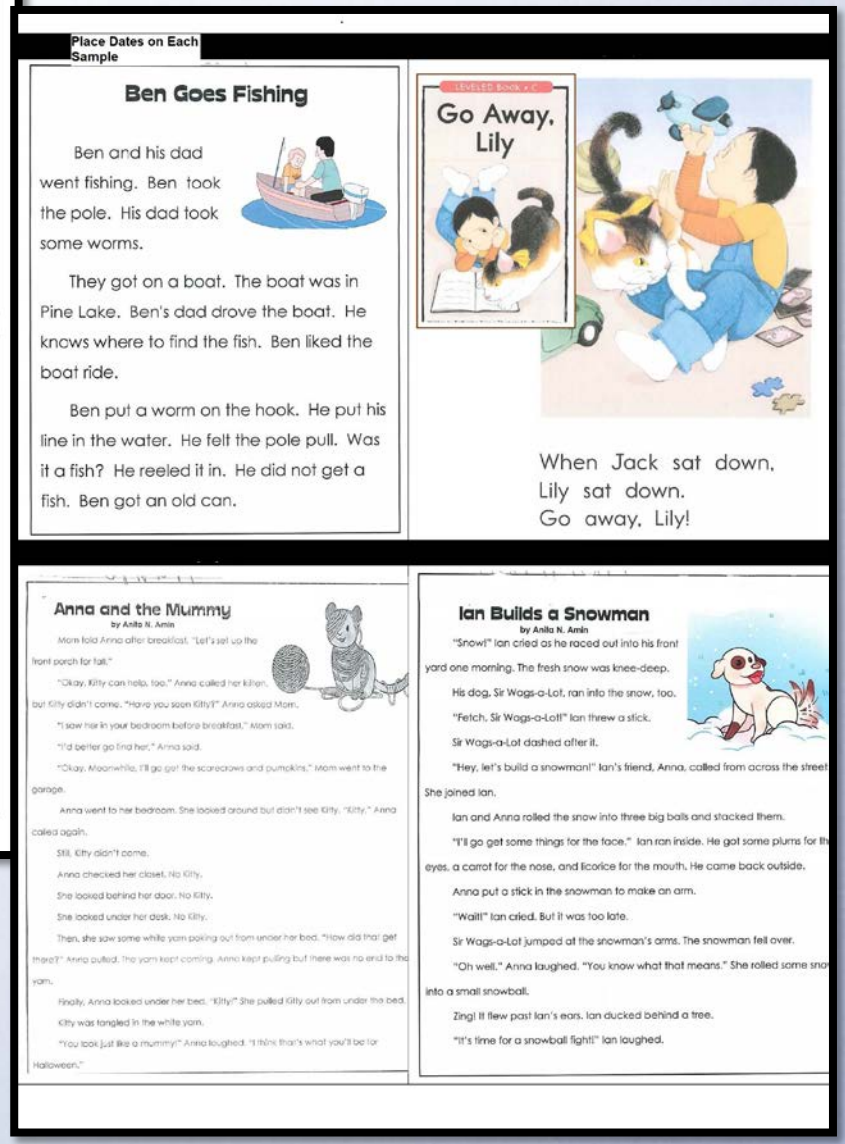
Strands must be based *either* on **Literature** *or* **Informational text**, not both.

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.





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

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 different 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***" they did it, reflecting instructional approaches and formats, where possible

Data Chart: Bar Graph

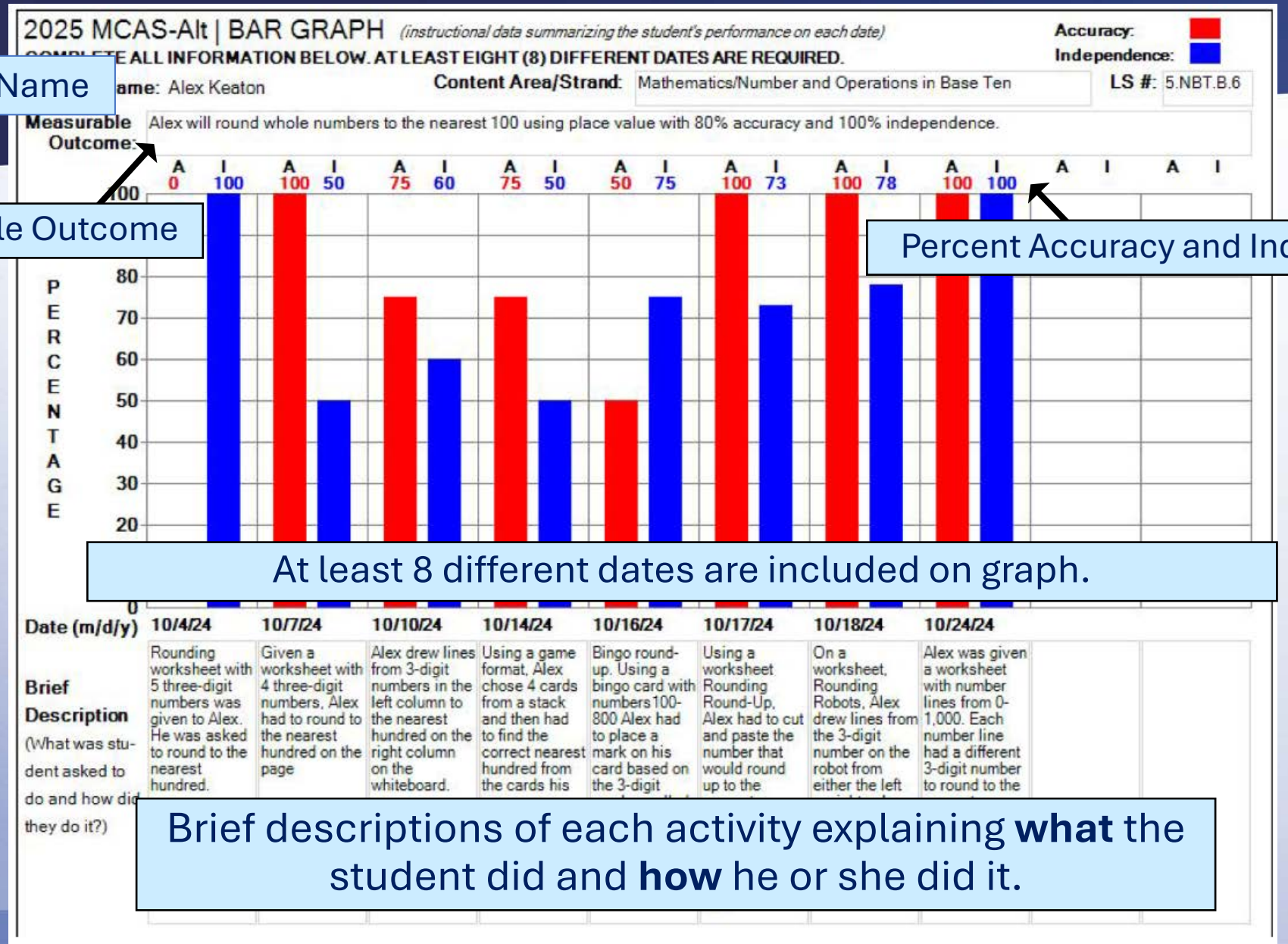
Student Name

Measurable Outcome

Percent Accuracy and Independence

At least 8 different dates are included on graph.

Brief descriptions of each activity explaining **what** the student did and **how** he or she did it.



2025 MCAS-Alt | BAR GRAPH *(instructional data summarizing the student's performance on each date)*

Accuracy: Independence:

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

Name: Alex Keaton | Content Area/Strand: Mathematics/Number and Operations in Base Ten | LS #: 5.NBT.B.6

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

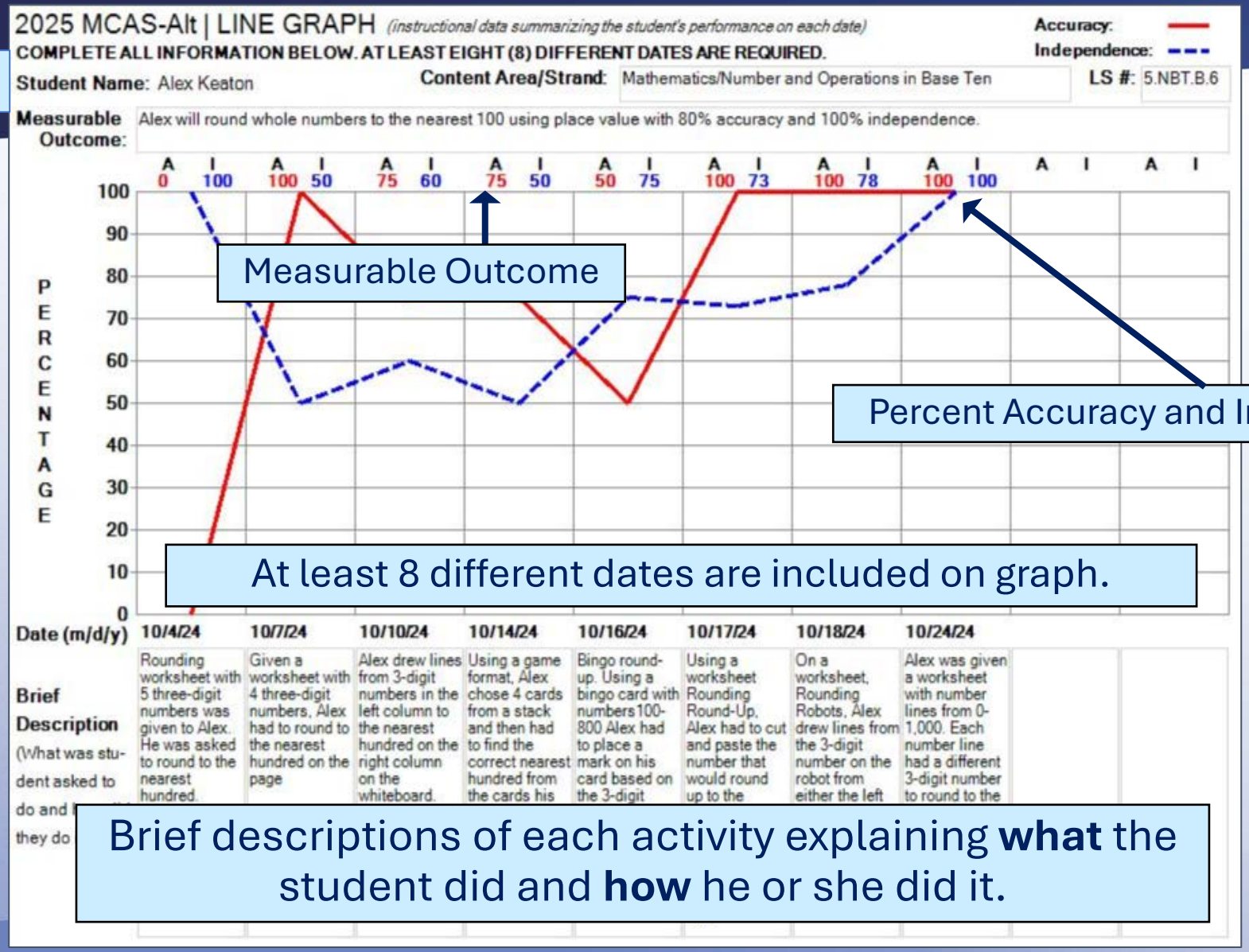
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
	0	100	100	50	75	60	75	50	50	75	100	73	100	78	100	100		

PERCENTAGE: 100, 80, 70, 60, 50, 40, 30, 20, 0

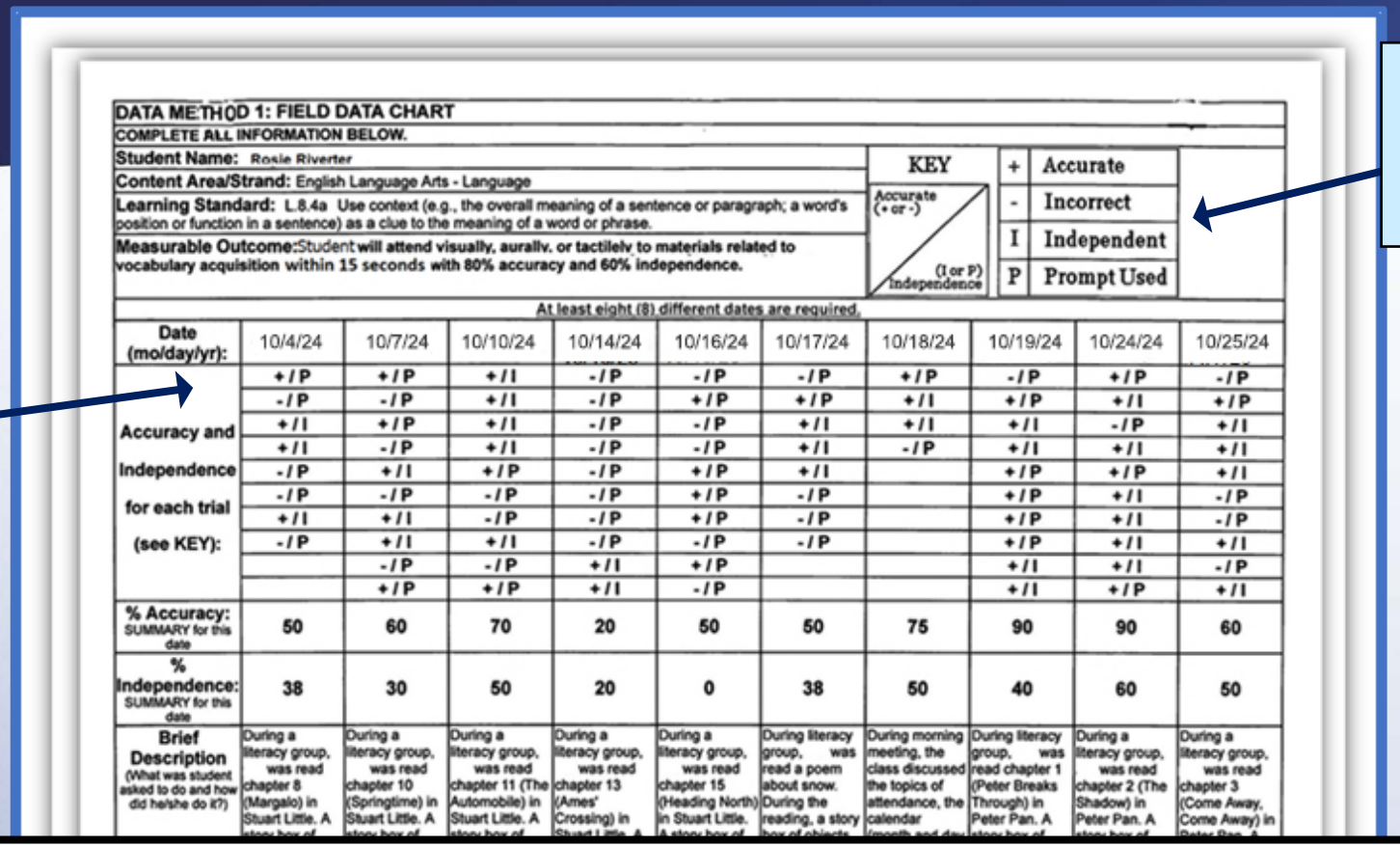
Date (m/d/y)	Brief Description (What was student asked to do and how did they do it?)
10/4/24	Rounding worksheet with 5 three-digit numbers was given to Alex. He was asked to round to the nearest hundred.
10/7/24	Given a worksheet with 4 three-digit numbers, Alex had to round to the nearest hundred on the page
10/10/24	Alex drew lines from 3-digit numbers in the left column to the nearest hundred on the right column on the whiteboard.
10/14/24	Using a game format, Alex chose 4 cards from a stack and then had to find the correct nearest hundred from the cards his
10/16/24	Bingo round-up. Using a bingo card with numbers100-800 Alex had to place a mark on his card based on the 3-digit
10/17/24	Using a worksheet Rounding Round-Up, Alex had to cut and paste the number that would round up to the
10/18/24	On a worksheet, Rounding Robots, Alex drew lines from the 3-digit number on the robot from either the left
10/24/24	Alex was given a worksheet with number lines from 0-1,000. Each number line had a different 3-digit number to round to the

Data Chart: Line Graph

Student Name



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.8.4a 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.

KEY	
+	Accurate
-	Incorrect
I	Independent
P	Prompt Used

Accurate (+ or -) / (I or P) Independence

At least eight (8) different dates are required.

Date (mo/day/yr):	10/4/24	10/7/24	10/10/24	10/14/24	10/16/24	10/17/24	10/18/24	10/19/24	10/24/24	10/25/24
Accuracy and Independence for each trial (see KEY):	+/P	+/P	+/I	-/P	-/P	-/P	+/P	-/P	+/P	-/P
	-/P	-/P	+/I	-/P	+/P	+/P	+/I	+/P	+/I	+/P
	+/I	+/P	+/I	-/P	-/P	+/I	+/I	+/I	-/P	+/I
	+/I	-/P	+/I	-/P	-/P	+/I	-/P	+/I	+/I	+/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	+/I
		-/P	-/P	+/I	+/P			+/I	+/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 (What was student asked to do and how did he/she do it?)	During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A	During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A	During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A	During a literacy group, was read chapter 13 (Ames' Crossing) in	During a literacy group, was read chapter 15 (Heading North) in Stuart Little.	During literacy group, was read a poem about snow. During the reading, a story	During morning meeting, the class discussed the topics of attendance, the calendar	During literacy group, was read chapter 1 (Peter Breaks Through) in Peter Pan. A	During a literacy group, was read chapter 2 (The Shadow) in Peter Pan. A	During a literacy group, was read chapter 3 (Come Away, Come Away) in

Key to symbols used for data collection

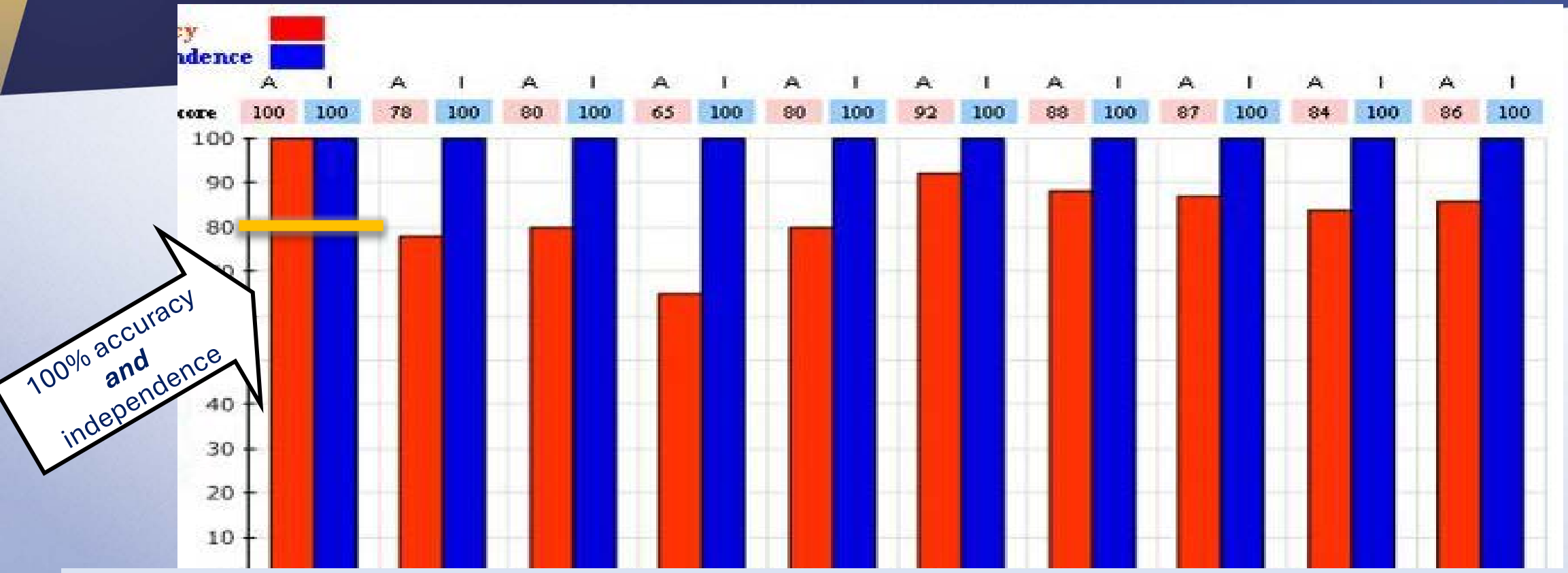
Response-by-response data collection

Which data chart to use?

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

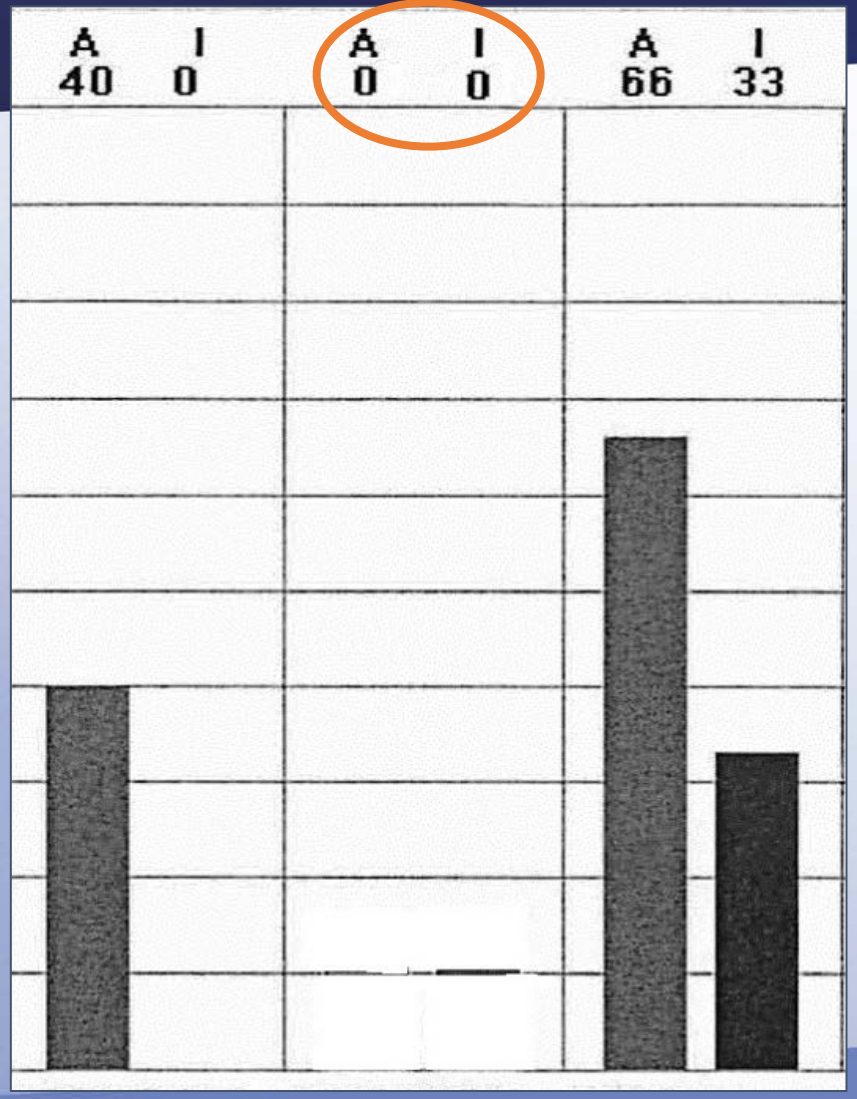
Field data charts record multiple responses on each date.

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.
- They will ***not*** be scored or included in the minimum of eight data points that address the measurable outcome.

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.

9. Primary Evidence

Work Sample Description for Evidence #1

2025 MCAS-Alt

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.)

- **Student's Name**
- **Date**
- **% Accuracy**
- **% Independence**

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)

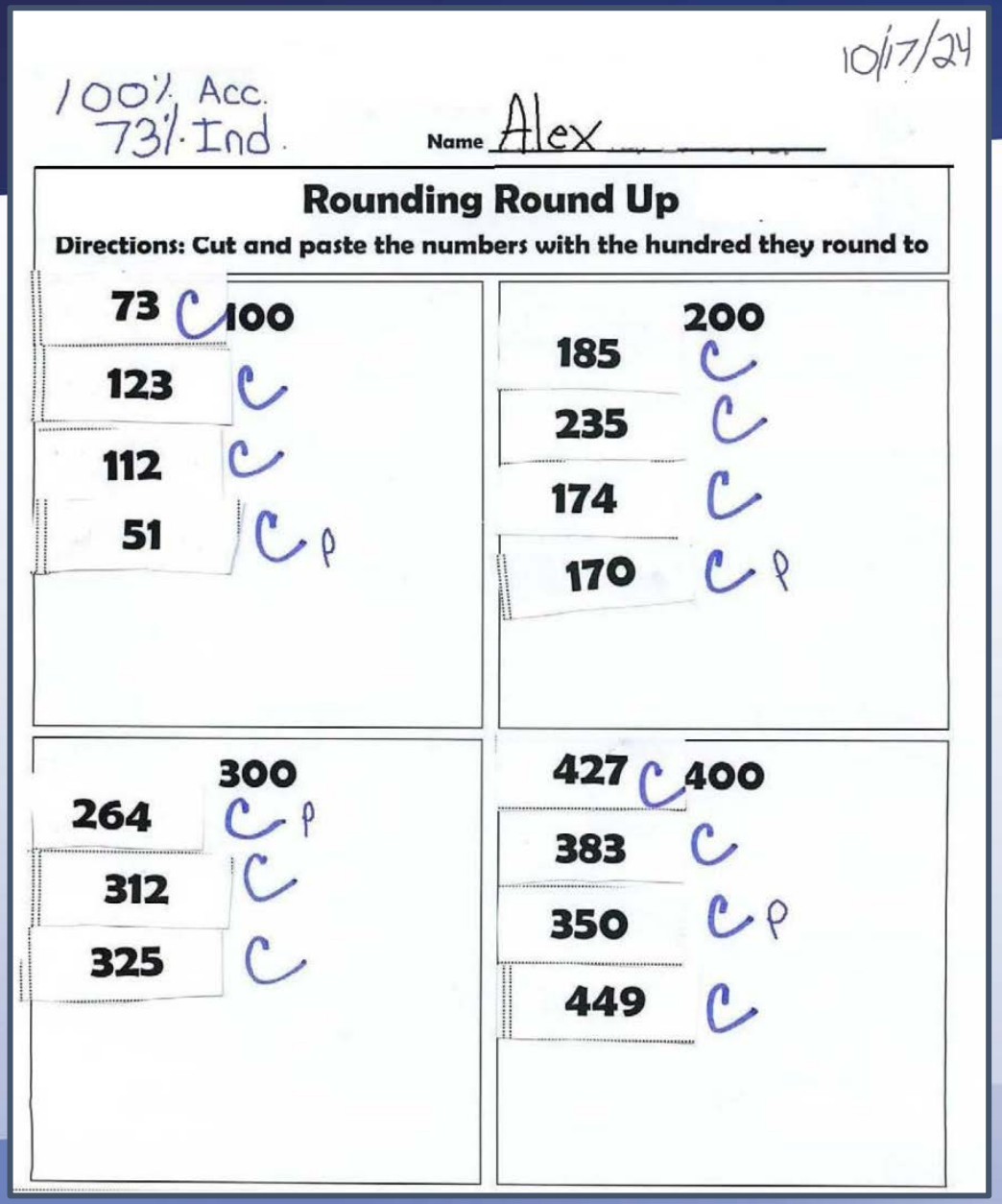
Measurable Outcome:

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

Brief description of the activity:
What and How?

Work Sample: Primary Evidence #1

Evidence was produced by the student



100% Acc.
73% Ind.

10/17/24

Name Alex

Rounding Round Up

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

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

Work Sample Description for Primary Evidence #2

Work Sample Description for all Primary Evidence

2025 MCAS-Alt

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): **10/18/24**

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)

see attached self-eval

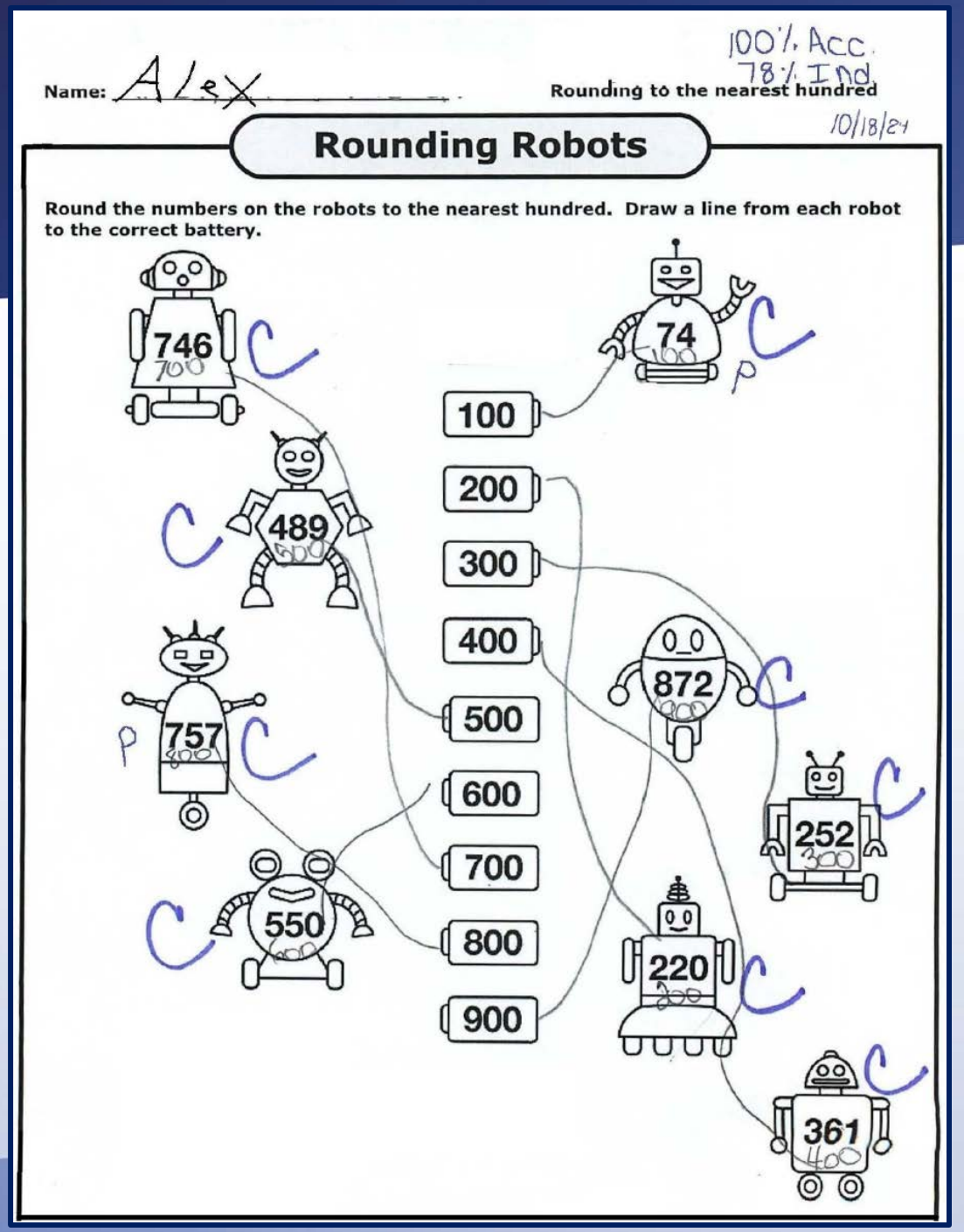
Measurable Outcome:

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

10/18/24

Rounding Robots

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

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.

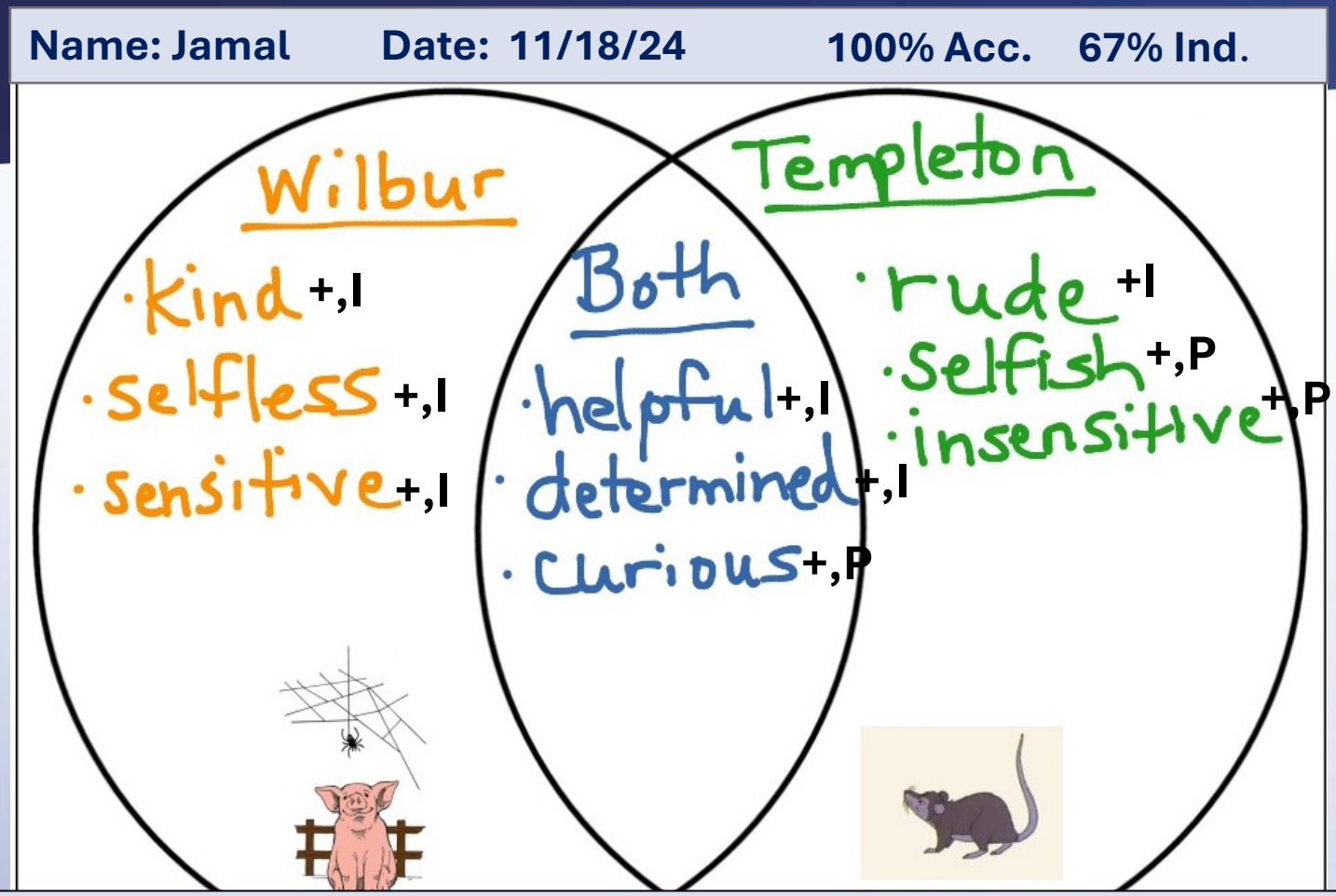


Photo of the whiteboard was included since the product was temporary and too large to include in the binder.

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.

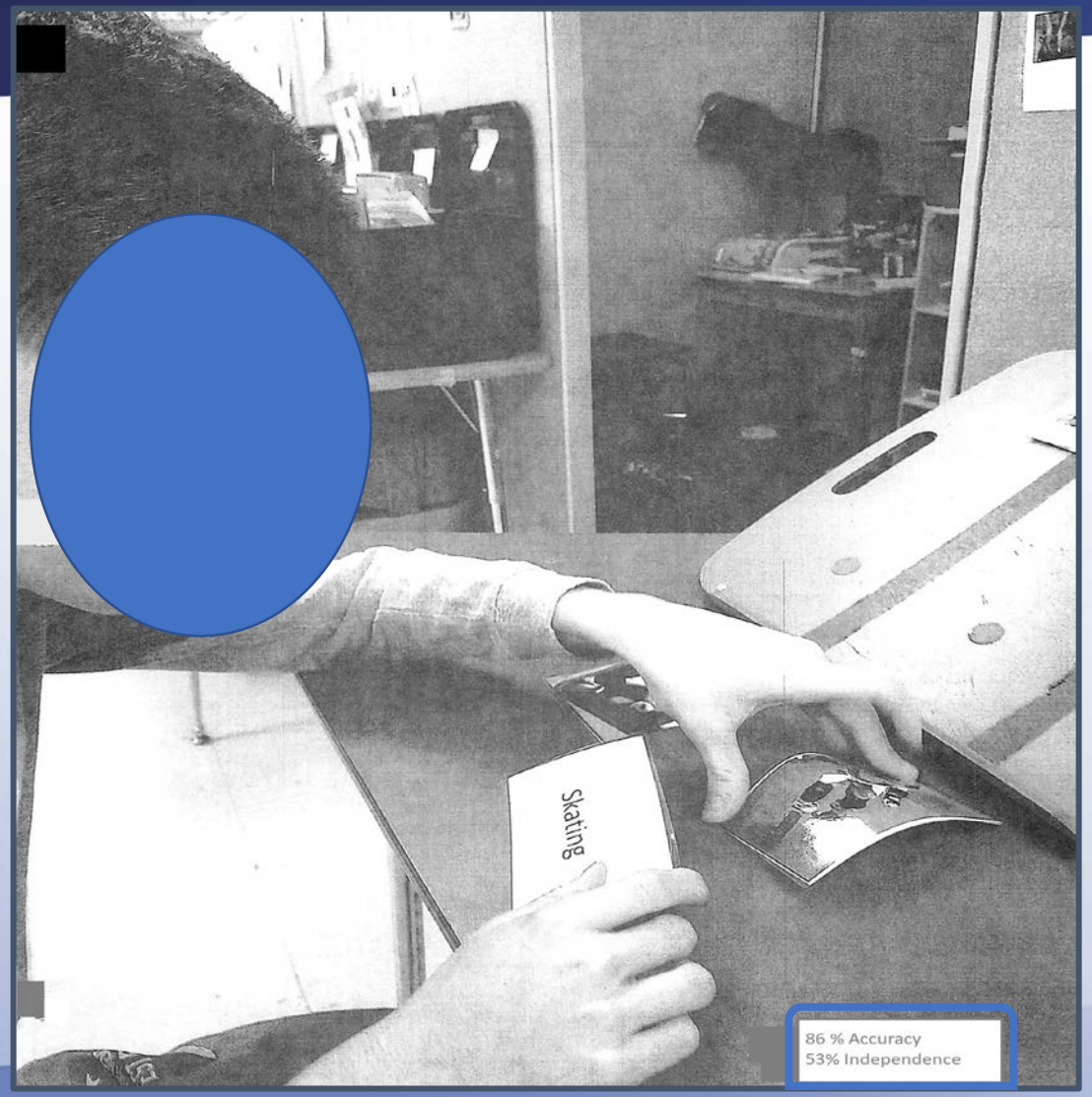
Educator's Manual, p. 23

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.

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	-	I
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						

Accuracy	Independence
67%	89%

Series of trials conducted at the same time

Access skill during standards-based activity

Percentage of Accuracy and Independence

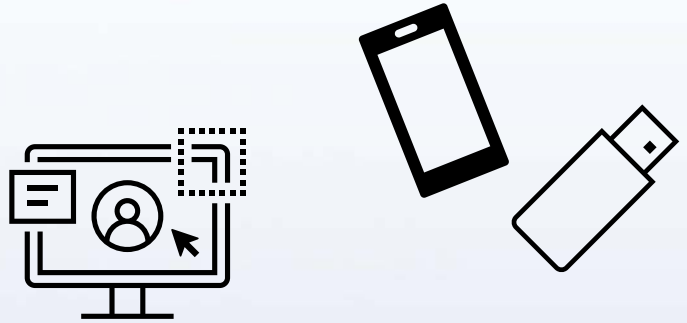
Primary Evidence: "Teacher-Documented Work Sample"

- 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.

Digital Evidence

Acceptable digital evidence may include:

- PowerPoint
- Word document
- .pdf files
- .txt files
- .jpg (JPEG)
- Standard video format (typically .mp4, .mv4, or .mov)



If included, submit digital evidence on a **separate** 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.

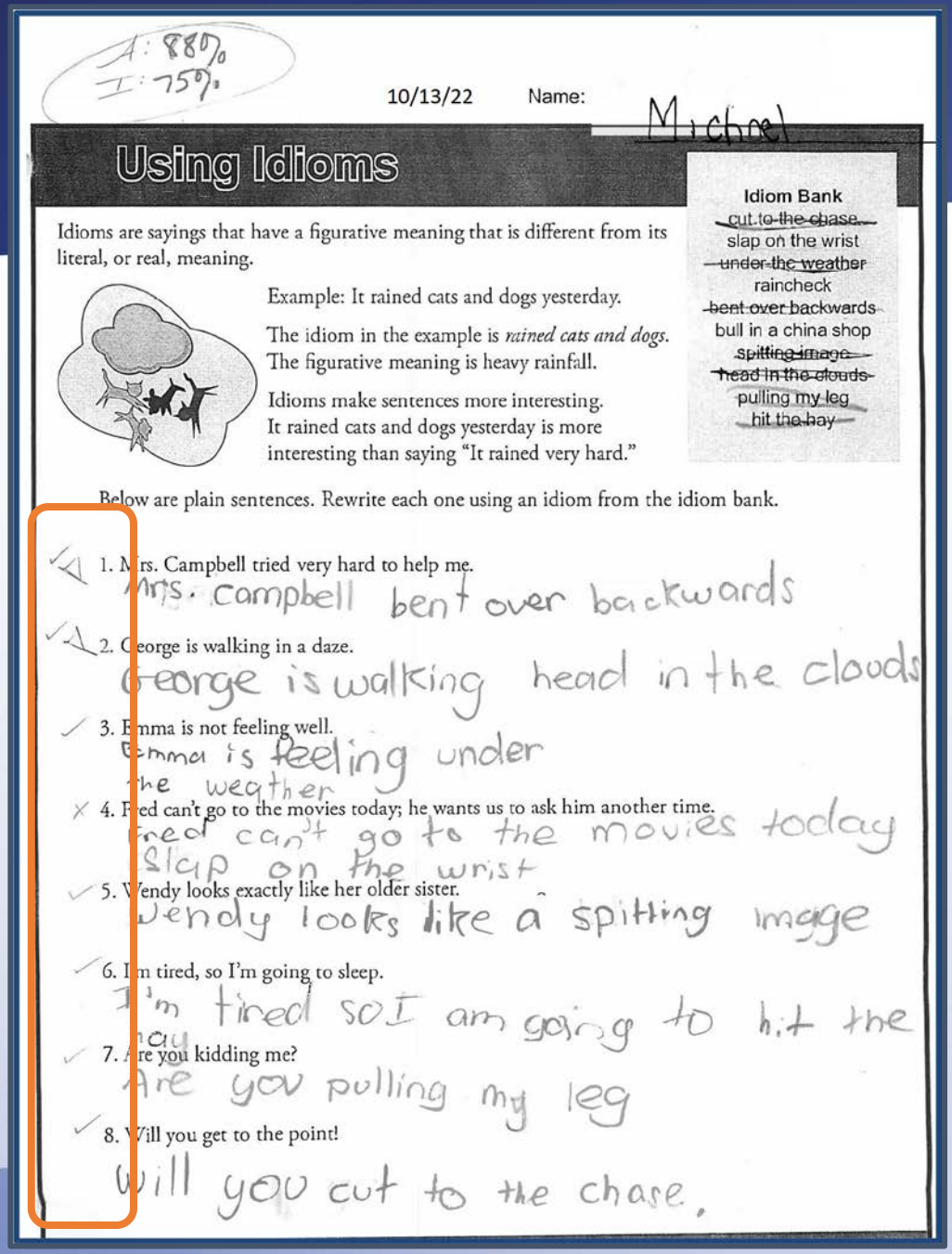
Questions

10. Calculating Accuracy and Independence

Calculating Accuracy and Independence for Evidence

8 Sentences:

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



A: 88%
I: 75%

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
~~cut to the chase~~
slap on the wrist
~~under the weather~~
raincheck
~~bent over backwards~~
bull in a china shop
~~spitting image~~
~~head in the clouds~~
pulling my leg
~~hit the hay~~

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

✓A 1. Mrs. Campbell tried very hard to help me.
Mrs. Campbell bent over backwards

✓A 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. Fred can't go to the movies today; he wants us to ask him another time.
Fred can't go to the movies today slap on the wrist

✓ 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.

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.

Determining Accuracy and Independence

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)

11. Self-Evaluation

What is Self-Evaluation?

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

For example, the student:

- Reflected on their performance
  - What did I work on? How did I do? Where do I need help?
- Selected work for their binder – instills ownership in learning
- Chose materials/activities - teacher gives a choice of activities and/or which they 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 <u>by the teacher</u> are not considered <u>self</u>-evaluation.

Self-Evaluation

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

loob between the hunders.

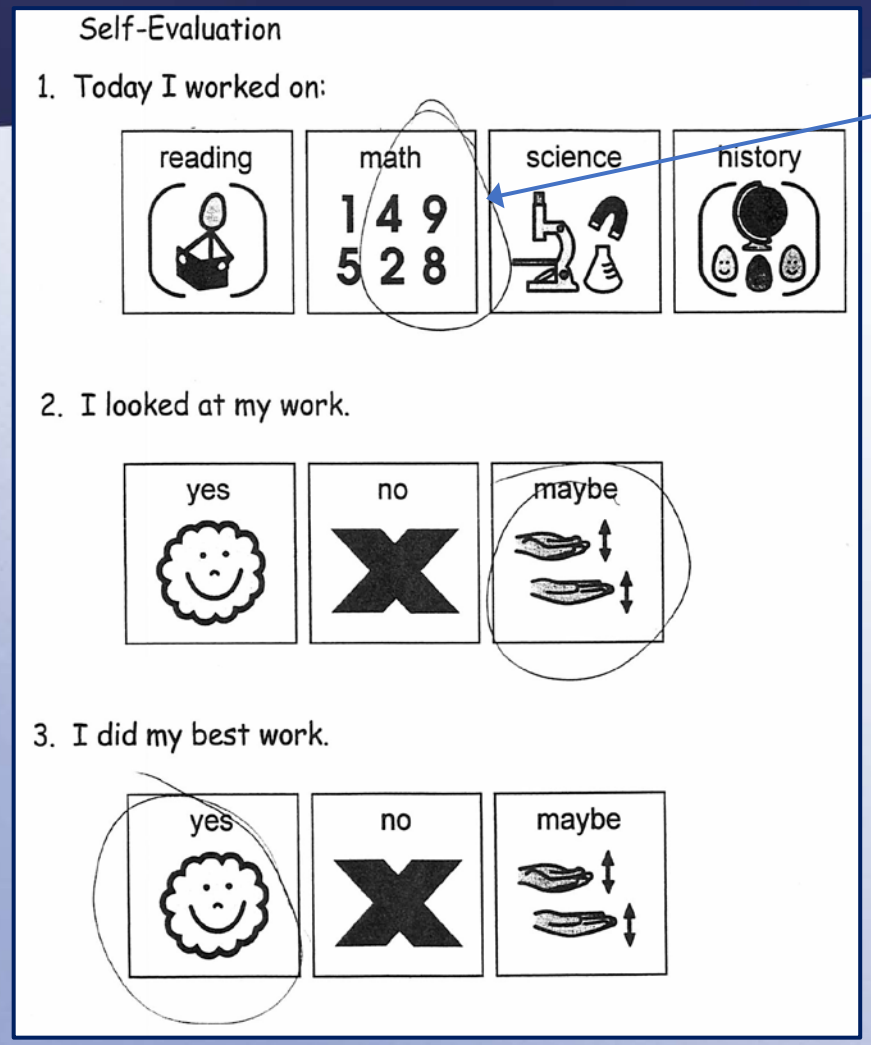
One thing that I liked about this activity was

putting the numder no the Reboots.

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

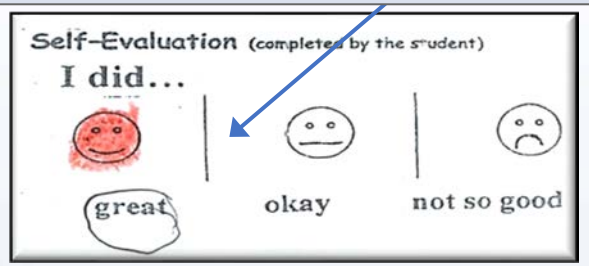
I will do my best work.

Examples of Self-Evaluation

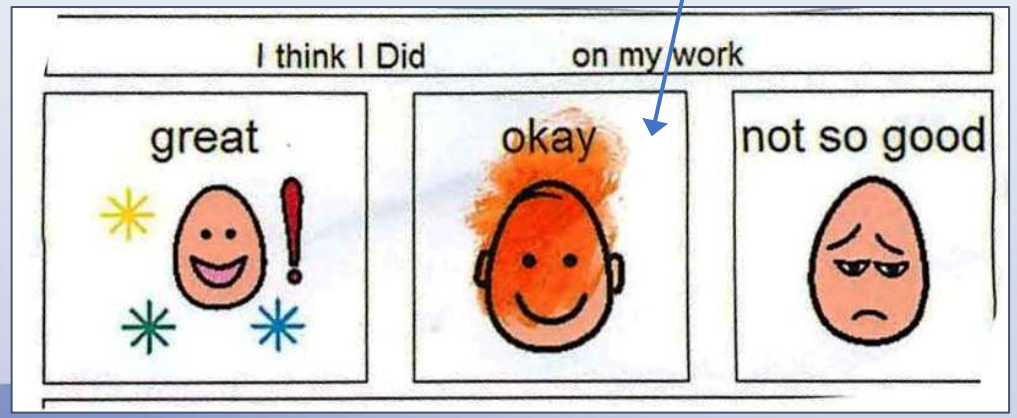


Student used symbols and text to respond to questions about his/her work.

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



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



Teacher-Created Examples

Examples of Self-Evaluation (cont'd)

Student engagement with a favorite TV show!

NAME:_____ DATE: _____

SELF ASSEMENT: WHO ARE YOU AFTER THIS LESSON??

SHELDON

I UNDERSTAND AND CAN DO IT WITHOUT ANY MISTAKES

"Don't you think if I were wrong I'd know!?!?!?

LEONARD

I UNDERSTAND AND CAN DO IT WITH A FEW MISTAKES

"Cuz that's how we role in the Shine"!

RAJ

I UNDERSTAND MOST OF THE TIME

"Can you at least tell me what went wrong? Its okay I can take anything"!

HOWARD

I AM STARTING TO UNDERSTAND

"Look what you have created here, its like Nerdvana"

PENNY

I STILL DON'T UNDERSTAND

" I know you think you are explaining yourself, but you're really not "

Teacher-Created Examples

Checklist format

Name_____ Date_____

Self-Evaluation

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

12. Important Reminders

MCAS-Alt Submission Deadline

Assessments must be picked up from your school by UPS on or before **Friday, March 28, 2025.**

MCAS-Alt Review Sessions

January and February/March 2025 (*dates and locations TBD*)

- Each series includes:
  - 3 in-person dates
  - 2 virtual dates (register for 1-hour Zoom block)
- Receive feedback and discuss your students' evidence in an informal setting.
- Have your questions answered by MCAS-Alt training specialists.
- Share ideas for collecting high-quality evidence and data.
- Take time to organize and work on your students' assessments.

Final Questions

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