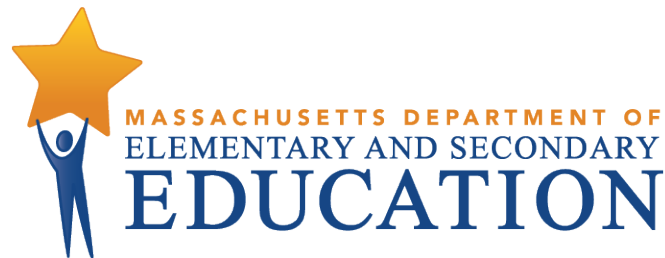


Massachusetts Comprehensive Assessment System

Alternate Assessment for Students with Disabilities



2017 Educator's Manual for MCAS-Alt

Massachusetts Department of Elementary and Secondary Education
Fall 2016

This publication is available on the
[Massachusetts Department of Elementary and Secondary Education](http://www.mass.gov/education) website



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education

Mitchell D. Chester, Ed.D.
Commissioner

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Purpose of This Manual

The *2017 Educator's Manual for MCAS-Alt* provides guidelines and instructions for preparing MCAS Alternate Assessment (MCAS-Alt) portfolios for students with significant disabilities who have been designated by their IEP teams and in their 504 plans to participate in alternate assessments. As is true of standard MCAS tests, the purpose of the MCAS-Alt is to assess the achievement of students in relation to knowledge and skills specified in the Massachusetts curriculum frameworks. In school year 2016–2017, the MCAS-Alt will be based on the 2011 Massachusetts Curriculum Frameworks (incorporating the Common Core State Standards) as the basis for assessing English language arts (ELA), mathematics, and science and technology/ engineering for students in all grades. Since the high school Competency Determination requirement will remain as is through the class of 2019, high school competency portfolios in ELA and mathematics will continue to assess the content in the 2011 Massachusetts Curriculum Frameworks that matches the content in the 2000/2001 frameworks; and the 2001/2006 framework standards for Science and Technology/Engineering.

MCAS-Alt measures the educational performance of the small number of students who are unable to take general assessments due to the complexity and severity of their disabilities. Each of these students will produce and submit a portfolio of his or her work in the same subjects and grades as those required for the assessment of students taking the standard assessments. Resource materials and information included in this manual have been developed to assist teachers in conducting these required assessments.

The process of compiling MCAS-Alt portfolios is an opportunity to identify challenging educational goals for students, to meet important statewide assessment requirements, and to share information about students' progress in meeting their goals. Preliminary results will be posted electronically in June, which will enable educators to make important instructional decisions for students. The Department recognizes the hard work involved in creating these portfolios and acknowledges that this effort is important and worthwhile.

Thank you for participating in this vital component of the statewide assessment system and providing challenging academic instruction for your students.

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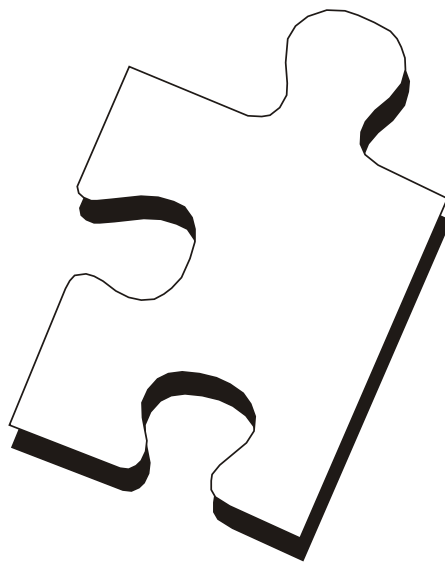
PART I

Introduction

New and Notable

Overview

Security Requirements



Introduction to the 2017 Educator's Manual for MCAS-Alt

The *2017 Educator's Manual for MCAS-Alt* is intended to guide educators in preparing portfolios for students with significant disabilities who have been designated by their IEP team or in their 504 plan to participate in MCAS-Alt. These students must be assessed in the same academic subjects as their peers who are taking standard MCAS tests. This manual contains all the necessary information, guidance, and forms needed to conduct the 2017 MCAS-Alt and is intended for use in conjunction with the *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* in Mathematics and English language arts/literacy (in grades 3–8, and 10); and the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* in Science and Technology/Engineering (grades 5, 8, and 9/10). All publications are available on the [Department's website](#).

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New and Notable for the 2017 MCAS-Alt

Please be aware of the following important changes and other important information for the 2017 MCAS-Alt.

2017 MCAS-Alt Portfolio Submission

Portfolios must be prepared for submission and picked up for delivery from schools no later than **5:00 p.m. on Friday, March 31, 2017**. All portfolio submissions are final and may not be amended or supplemented after the deadline. Materials and instructions for the completion and submission of MCAS-Alt portfolios will be sent to each school in February 2017, based on the number of requests received from each school.

New Decision-Making Tool for MCAS-Alt Participation

A one-page graphic “decision tree” has been added to the MCAS Participation Guidelines (see page 12) to assist IEP teams and 504 coordinators in making decisions about which students should take the MCAS-Alt.

Fall 2016 Resource Guides

Entry points and access skills in the Fall 2016 edition of the Resource Guides have been updated to include revisions in ELA, mathematics, and science and technology/engineering, based on feedback from special educators and content area experts. The Fall 2016 Resource Guides must be used as the basis for all 2017 MCAS-Alt portfolios, available on the [Department’s website](#) and in the [Forms and Graphs](#) application.

Sheet Protectors and Staples

We request that sheet protectors not be used to enclose pages of the portfolio, nor should pages be stapled together. Instead, we encourage the use of **dividers** (tabs) between sections of the portfolio. These changes will improve the efficiency of the scoring process.

Digital Portfolios

In the coming months, the Department will begin to assess the capacity of schools to submit MCAS-Alt student portfolios *digitally* which is expected to be offered as an option in the near future.

Principal’s Manual for MCAS-Alt

A new [MCAS-Alt manual for administrators](#) and supervisors is now available.

We remind educators of the following MCAS-Alt portfolio requirements to increase the likelihood that a complete portfolio will be submitted:

ELA–Writing (See pages 20–21 for additional information)

- Students in grades 3–8 and 10 must submit **three final writing samples** for the ELA–Writing portfolio strand in any combination of text types, in addition to **one baseline writing sample** (for example, a draft, outline, or graphic organizer) for each text type submitted as a final sample.
- Teachers must **pre-score** each student’s final writing sample prior to submission, using the scoring rubrics provided on pages 22–25.
- The **Scoring Rubrics for ELA–Writing contain revisions** that reflect the input of general and special educators, as well as the Department and its test contractor.
- **Note:** Student narratives for ELA–Writing that include the sequencing of **bathroom-related activities** should *not* be submitted as writing samples in the portfolio, and **will not be scored**. It is preferable to prepare narratives on more engaging topics, such as family, friends, interests, and preferences.

ELA–Reading

- Brief descriptions in the ELA–Reading strand must include either the title of each published text from which words, phrases, or passages were selected for assessment, or a copy of the actual text, if the text was *teacher-created* or includes selections from a *digital source* (Internet).
- Text used for assessment in the ELA–Reading strand must either be all *informational* or all *literary* texts. The two text types may not be combined in a single ELA–Reading portfolio strand, since each represents a separate strand in the Massachusetts ELA curriculum frameworks.
- ELA–Reading assesses the understanding of words, phrases, and sentences used *in a text*, rather than in isolation.

Data Charts

Activities that are listed as **0 percent for both accuracy and independence** should not be included in a data chart and **will not be scored**.

Science and Technology Engineering (STE)

Although new STE standards were approved in April 2016, the 2017 MCAS-Alt will continue to assess the 2001/2006 STE standards included in the Fall 2016 Resource Guide. The new STE standards will not be assessed on the MCAS-Alt until the 2018–2019 school year.

Ensuring That Portfolios Are Complete

Educators should review the section entitled *Ensuring That Portfolios Are Complete* (see pages 38–39), which describes the steps needed to ensure that portfolios do not receive strand scores of “M” (missing or insufficient evidence) or a content area score of *Incomplete*.

Online Forms, Graphs, and Work Description Labels

Teachers are encouraged to use the current version of the online [Forms and Graphs](#) application to complete all required forms, data charts, and work description labels for their students’ portfolios. The application allows educators to complete these forms on their personal computers and print them for inclusion in each student’s portfolio. Alternatively, photocopies of the paper-based MCAS-Alt forms and graphs, available on pages 93–98, may be completed by hand.

Grade-Level and Competency Portfolios

A relatively small number of students with significant disabilities who are working *at or near grade-level proficiency* may not be able to demonstrate their knowledge and skills on the standard assessment, even with accommodations, and therefore require an alternative form of assessment, such as the “grade-level” or “competency” portfolio. The requirements, forms, and information pertaining to grade-level (grades 3–8) and competency determination (high school) portfolios can be found on pages 41–61.

MCAS-Alt Score Appeals

A request may be submitted to the Department to rescore one or more portfolio strands if a teacher or administrator believes a discrepancy exists between the portfolio and the preliminary score. In order to file a score appeal, the school must have retained a **photocopy** of the portfolio in question. Score appeals must be submitted by 5:00 p.m. on Friday, June 23, 2017.

MCAS-Alt Newsletter

Teachers and administrators who have attended an MCAS-Alt training session or submitted an MCAS-Alt portfolio will receive updates and information by email every other month during the school year.

MCAS Alternate Assessment (MCAS-Alt)

A. Overview

The MCAS-Alt consists of a portfolio of evidence collected during the school year that documents the student's performance of the skills, knowledge, and concepts outlined in currently-approved versions of the state's curriculum frameworks. Alternate assessments allow the Massachusetts Department of Elementary and Secondary Education to report results to parents, schools, and the public on the academic performance of *all* students with disabilities, and to assist schools in developing challenging programs of instruction for students with significant disabilities.

The Department's publication entitled *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* describes strategies for adapting and using the state's standards to instruct and assess students who are taking the MCAS-Alt.

The purposes of MCAS-Alt are:

- to determine whether students with significant disabilities are receiving a program of instruction based on the state's academic standards
- to determine how much of the academic curriculum a student has learned
- to use assessment results to provide challenging academic instruction
- to include difficult-to-assess students in statewide assessment and accountability systems
- to provide an alternative pathway for some students with disabilities to earn a Competency Determination and to become eligible to receive a diploma

B. Requirements for 2017 MCAS-Alt Portfolios

All students, including students with disabilities, who are educated with Massachusetts public funds, are required by law to participate in annual statewide assessments. MCAS-Alt assessments are required in all grades and subjects for which standard MCAS tests are required to be administered. Student portfolios must be based on the grade in which the student is reported in the Student Information Management System (SIMS). Specific MCAS-Alt requirements for students in each grade are listed beginning on page 13. For MCAS-Alt portfolios submitted in the 2016–2017 school year, students in grades 3–10 will submit evidence based on the standards listed in the Fall 2016 *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* in Mathematics, English language arts/literacy, and science and technology/engineering.

C. Submission Deadline and Return of Portfolios to Schools

The classroom teacher of the student designated for participation in the MCAS-Alt has the primary responsibility for completing the portfolio in the subject(s) scheduled for statewide assessment. Portfolios must be submitted to the Department in a three-ring binder using prepaid shipping and handling materials provided to each school for this purpose, postmarked no later than **Friday, March 31, 2017**. Portfolios postmarked after this date will not be scored. Materials for the submission of portfolios are sent to schools in late February based on information provided by each school in the online MCAS Enrollment Verification in January. Parents must be notified in March of the opportunity to view their child's portfolio and sign the *Verification Form*. Scored portfolios will be returned to schools in September and must be stored in a secure location, according to the guidelines provided in the Policy on Storage and Destruction of Returned MCAS-Alt Portfolios on page 74.

Suggested TIMELINE for MCAS-Alt Activities in 2016–2017

Fall 2016

- September** – identify students who will participate in MCAS-Alt in each subject
– organize folders by subject/strand in which to store work samples and data charts
- Sept./Oct.** – attend a Department-sponsored [MCAS-Alt training session](#) for teachers and administrators, and review information from training session as needed
– register online for [Forms and Graphs](#)
– identify entry points and pre-test each student; develop appropriate measurable outcomes based on current versions of the [Resource Guide](#)
– plan instruction and collaborate as needed; prepare data charts for collection of student performance data; schedule data collection
– begin collecting work samples and recording baseline data for each measurable outcome in content areas being assessed
- Nov./Dec.** – obtain signed *Consent Form(s) to Photograph or Videotape Student*, if needed
– collect work samples and data on student performance
– make instructional decisions based on data collection
- Principals:** – support lead teacher in developing portfolios and scheduling time to work on portfolios
– identify a training specialist or expert teacher in the school/district to answer questions
– monitor ongoing portfolio completion

Winter/Spring 2017

- Jan./Feb.** – attend a Department-sponsored regional [portfolio review session](#)
- Principals:** – order MCAS-Alt binders and submission materials for the school and ensure that number of binders/SIBs sent to school is adequate for students submitting portfolios
- March** – finish collecting, selecting (with the student), labeling, and organizing portfolio evidence; complete all required forms
– attend a Department-sponsored regional **portfolio review session**
– edit videos, as needed, and copy onto CD, DVD, or flash drive and label all materials
– invite parents to view portfolio(s) and sign Verification Form
– review portfolios for completeness
– complete Student Information Booklet (SIB)
- Principals:** – check with educators for any new enrollments for MCAS-Alt submission
– complete online Principal’s Certification of Proper MCAS-Alt Administration
– *schedule pickup* of completed portfolios through MCAS Service Center by **3:00 p.m., Thursday, March 30**
– ship all MCAS-Alt portfolios from school no later than **5:00 p.m., Friday, March 31**
- June** – preliminary results reported electronically to schools and districts in mid-June
– MCAS-Alt Score Appeals due by 5:00 p.m., Friday June 23
- September** – *MCAS-Alt Parent/Guardian Reports* sent to districts
– scored portfolios from the previous school year returned to schools

MCAS-Alt Security Requirements

Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the *2017 Educator's Manual for MCAS-Alt*. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. School staff members that violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt security requirements is to protect the validity of the statewide results.

The MCAS-Alt, if done correctly, provides educators, parents, and the state with information on the academic performance and progress of each student, and can be used by the IEP team to identify challenging academic goals for each student. Therefore, it is essential that accurate and authentic portfolio evidence be compiled and submitted that truly reflects the student's performance.

A. Educator's Responsibilities for Conducting the MCAS-Alt

Educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt and is properly recorded on all MCAS-Alt forms and materials, including the Student Information Booklet (SIB) and student portfolios. The lead educator is also responsible for ensuring that student work and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately. Evidence for each student, *regardless* of the similarity of classroom instruction or participation in similar classroom activities, must reflect the student's authentic abilities and performance. The lead educator is responsible for the timely submission of student portfolios with all required forms and information to their principal for review and sign-off on the *Principal's Certification of Proper MCAS-Alt Administration* (PCPA) prior to shipment of portfolios to the Department.

Intentional disregard for MCAS testing and security protocols may constitute gross misconduct or other good cause for which an educator may face license discipline under Department regulations. If misconduct by a licensed educator is suspected or found, the Commissioner, as the Massachusetts educator licensing authority, may open a further investigation into possible license consequences.

Penalties for testing irregularities and/or misconduct may include the following:

- delay in reporting of district, school, and/or student results
- invalidation of district, school, and/or student results
- removal of school personnel from any future role in MCAS and/or MCAS-Alt administrations
- possible employment and/or license sanctions for licensed educators

B. Principals' Responsibilities for Proper Administration of MCAS-Alt

Principals are responsible for the following:

- Ensure that all students with disabilities participate in MCAS in the manner prescribed by their IEP team or in their 504 plan and in accordance with participation requirements;
- Monitor the alternate assessment process to ensure the student work is neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately;
- Identify qualified school personnel to administer the MCAS-Alt and ensure that all staff responsible for compiling and/or submitting MCAS-Alt portfolios receives training prior to each administration, regardless of past experience conducting similar assessments.

- Ensure that adequate school resources are allocated, and staff coordinated, to guarantee appropriate participation in, and timely submission of, MCAS-Alt portfolios for students with disabilities designated for alternate assessment, including the allocation of sufficient time for compiling data and evidence for the portfolio(s);
- Provide assurances through the PCPA that all information is complete and accurate for each student participating in MCAS-Alt and is properly identified on all MCAS and MCAS-Alt forms and materials, including MCAS-Alt *Student Identification Booklets (SIB)* and student portfolios.
- Schedule a UPS pick-up through the MCAS Service Center by **3:00 p.m. on Thursday, March 30**, for pick-up no later than **5:00 p.m. on Friday, March 31, 2017**.

C. Reporting MCAS-Alt Irregularities

Educators or administrators who become aware of any irregularities in the preparation or submission of MCAS-Alt portfolios must contact the Department at 718-338-3625 to report the issue. The Department may then request that the school or district investigate the matter and submit a written investigative report. The Department may also perform its own independent investigation.

Once the Department has determined whether an irregularity took place, the Department will notify the school and district of any consequences that follow from this determination. This may include invalidation of student portfolios, and licensure sanctions for licensed educators. Consequences imposed by the Department do not limit a local district's authority to impose its own sanctions up to and including termination.

Guidelines for IEP Team Decision-Making: Which Students Should Take the MCAS-Alt?

A. MCAS Participation Guidelines

The decision as to whether a student will participate in an alternate assessment is made annually, and in each subject scheduled for assessment, by the student’s IEP team or in their 504 plan using the following guidelines to determine how each student with a disability will participate in MCAS.

The student’s IEP team or 504 plan coordinator should begin by asking the following questions and considering options 1, 2, and 3 in the chart that follows:

- Can the student demonstrate knowledge and skills on the computer- or paper-based MCAS test under routine conditions?
- Does the student require accommodations to demonstrate knowledge and skills? If so, which accommodations are necessary?
- If NO to both questions above, does the student need an alternate assessment?

(Note: Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations. Students should not be identified for alternate assessments on the basis of a particular disability, placement in a specific program, or previous low achievement, or ELL status.)

The student’s IEP or 504 plan must include a separate determination in each subject scheduled for assessment. A student may take the standard test in one subject and the alternate assessment in another. These assessment decisions should be reviewed, and may be revised, each time the team meets.

Characteristics of the Student’s Instructional Program and Local Assessment	Recommended Assessment Participation
<div data-bbox="131 1325 318 1381">OPTION 1</div> <p><i>If the student is</i></p> <ul style="list-style-type: none"> a) generally able to demonstrate knowledge and skills on a computer- or paper-based test, either with or without test accommodations; and is b) working on standards at or near grade-level expectations; or is c) working on standards that have been modified and are somewhat below grade-level expectations due to the nature of the student’s disability; 	<p><i>Then</i></p> <p>The student should take the computer- or paper-based MCAS test, either under routine conditions or with accommodations and accessibility features that are consistent with the instructional supports provided during instruction and consistent with the MCAS accessibility and accommodations policies. Accommodations must be documented in the student’s IEP or 504 plan prior to testing.</p>

OPTION 2

If the student is

- a) **generally unable** to demonstrate knowledge and skills on a computer- or paper-based test, even with accommodations;
and is
- b) working on standards that have been **substantially modified** due to the nature and severity of his or her disability;
and is
- c) receiving **intensive, individualized instruction** in order to acquire, generalize, and demonstrate knowledge and skills;

Then

The student should take the **MCAS Alternate Assessment** (MCAS-Alt) in this subject.

OPTION 3

If the student is

- a) working on standards **at or near grade-level expectations**;
and is
- b) **sometimes able** to take a computer- or paper-based test, either without accommodations, or with one or more test accommodation(s);
but
- c) has a **complex and significant disability** that does not allow the student to fully demonstrate knowledge and skills on a computer- or paper-based test of this duration;

(Examples of complex and significant disabilities for which the student may require an alternate assessment are provided on page 11.)

Then

The student should take the **standard MCAS test**, if possible, with accommodations that are generally consistent with the student's instructional accommodation(s) and the Department's accommodations and accessibility policies. Accommodations must be documented in the student's IEP or 504 plan prior to testing.

However

The team may recommend the **MCAS-Alt** when the severity and complexity of the disability prevent the student from fully demonstrating knowledge and skills on the computer- or paper-based MCAS test, even with the use of accommodations.

In these cases, the MCAS-Alt "grade-level" or "competency" portfolio should be compiled and submitted for the student.

B. Students with Complex and Significant Disabilities for Whom an Alternate Assessment May Be Required (Option 3)

While the majority of students who take alternate assessments have significant *cognitive* disabilities, participation in the MCAS-Alt is not limited to those students. When the nature and complexity of a student's disability present significant barriers or challenges to standardized computer- or paper-based testing, even with the use of accommodations, and even when the student may be working at or near grade-level expectations, the student's IEP team or 504 plan may determine that the student should take the MCAS-Alt in one or more subjects.

In addition to the criteria for participating in alternate assessments outlined in Options 2 and 3 on the previous page for students who should be considered for the MCAS-Alt, the following examples of unique circumstances are provided to expand the team's understanding of the appropriate use of alternate assessments. An alternate assessment may be advisable, for example, in each of the following circumstances:

- A student with a severe emotional, behavioral, or other documented disability is unable to maintain sufficient concentration to participate in standard testing, even with accommodations.
- A student with a severe health-related disability, neurological disorder, or other disability is unable to meet the demands of a prolonged test administration.
- A student with a severe motor, communication, or other disability requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student cannot complete one full test session in a school day).

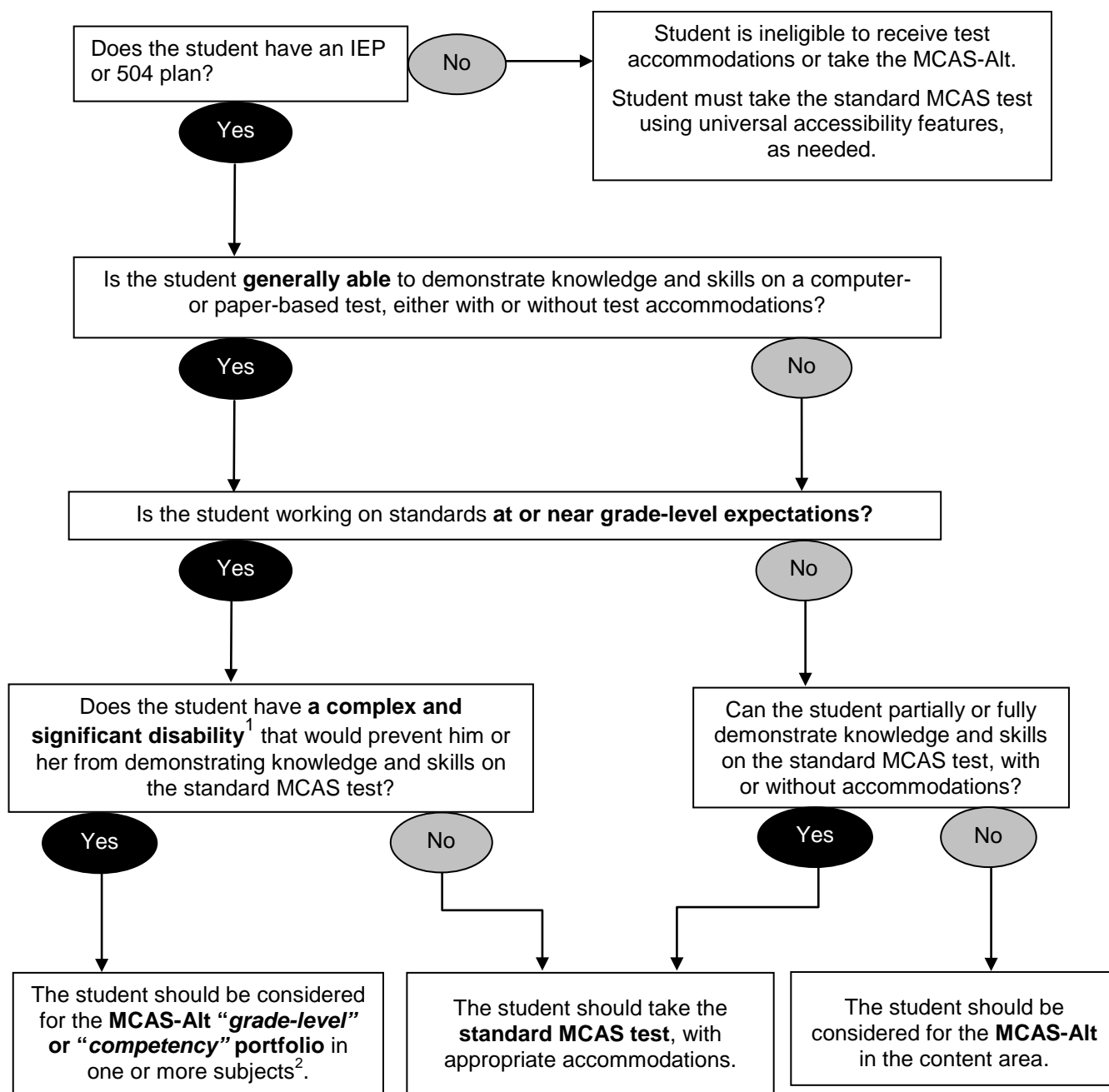
A student with a disability in grades 3–8 who is working at or near grade-level may submit a “grade-level” portfolio to document that they are addressing standards at grade-level expectations (see pages 41–46).

High school students taking the MCAS-Alt may use this assessment to satisfy the Competency Determination (CD) requirement, if they can demonstrate in their portfolio a level of achievement comparable to that of a student who has met the CD requirements on the standard high school test or retest in that subject. Students who meet this standard on the MCAS-Alt by submitting a “competency” portfolio will be eligible to earn the CD.

Information on “grade-level” and “competency” portfolios is provided on pages 41–61.

Decision-Making Tool for MCAS Participation by Students with Disabilities

The decision chart shown below may be used by IEP teams and 504 plan coordinators to make annual decisions regarding appropriate student participation in MCAS *for each content area* being assessed.

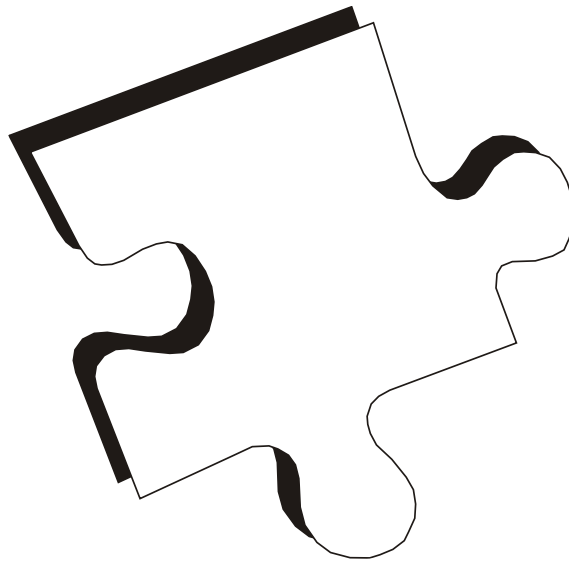


¹ An explanation and examples of “complex and significant disabilities” can be found on page 11 of this manual.

² See pages 41–61 for details on the submission requirements of “grade-level” and “competency” portfolios.

PART II

Required Assessments in Each Grade



Required Assessments in Each Grade

The 2017 MCAS-Alt will assess the 2011 Massachusetts curriculum frameworks standards in English language arts and mathematics (incorporating the Common Core State Standards) for students in grades 3–8 and 10; and the 2001/2006 Science and Technology/Engineering standards for students in grades 5, 8, and 9 or 10.

The [Fall 2016 Resource Guide for Students with Disabilities](#) must be used as the basis for developing measurable outcomes that will be assessed on the 2017 MCAS-Alt.

The information in Table 1 below and on the following pages outlines the minimum assessment requirements in each grade for students participating in the 2017 MCAS-Alt. Submitting additional evidence beyond the minimum is strongly encouraged.

Table 1
Requirements by Grade for the 2017 MCAS Alternate Assessment

Grade 3

ELA	Required Portfolio Evidence
Language (based on standards in the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: <ul style="list-style-type: none"> Literature or Informational Text 	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one Reading Strand Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA–Reading; and a photocopy of the text, of any teacher-created or web-based text <i>must</i> be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Operations and Algebraic Thinking (OA)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in Operations and Algebraic Thinking Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Measurement and Data (MD)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in Measurement and Data Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

Grade 4

ELA	Required Portfolio Evidence
Language (based on standards in the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: <ul style="list-style-type: none"> Literature, or Informational Text 	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one Reading standard Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA-Reading; and a photocopy of the text, of any teacher-created or web-based text must be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Operations and Algebraic Thinking (OA)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in Operations and Algebraic Thinking Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Number and Operations–Fractions (NF)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in Number and Operations–Fractions Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

Grade 5

ELA	Required Portfolio Evidence
Language (based on standards in the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: • Literature <i>or</i> • Informational Text	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one Reading standard Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA–Reading; and a photocopy of the text, of any teacher-created or web-based text <i>must</i> be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Number and Operations in Base Ten (NBT)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in Number and Operations in Base Ten Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Number and Operations–Fractions (NF)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in Number and Operations–Fractions Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Science and Technology/ Engineering	Required Portfolio Evidence
	Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/15 to 3/31/17)
Any three of the four Science and Technology/Engineering strands	<p>In <u>each</u> of the three selected strands:</p> <ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the selected Science and Technology/Engineering strand Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

Grade 6

ELA	Required Portfolio Evidence
Language (based on standards from the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: <ul style="list-style-type: none"> Literature, Informational Text, Literacy in Science and Technical Subjects, <i>or</i> Literacy in History/Social Studies 	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one Reading standard Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA–Reading; and a photocopy of the text, of any teacher-created or web-based text <i>must</i> be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Ratios and Proportional Relationships (RP)	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in Ratios and Proportional Relationships Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
The Number System (NS)	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in The Number System Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

Grade 7

ELA	Required Portfolio Evidence
Language (based on standards from the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: <ul style="list-style-type: none"> Literature, Informational Text, Literacy in Science and Technical Subjects, <i>or</i> Literacy in History/Social Studies 	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one Reading standard Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA–Reading; and a photocopy of the text, of any teacher-created or web-based text <i>must</i> be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Ratios and Proportional Relationships (RP)	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in Ratios and Proportional Relationships Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Geometry (G)	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in Geometry Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

Grade 8

ELA	Required Portfolio Evidence
Language (based on standards from the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: <ul style="list-style-type: none"> Literature, Informational Text, Literacy in Science and Technical Subjects, <i>or</i> Literacy in History/Social Studies 	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one Reading standard Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA–Reading; and a photocopy of the text, of any teacher-created or web-based text <i>must</i> be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Expressions and Equations (EE)	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in Expressions and Equations Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Geometry (G)	<ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in Geometry Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Science and Technology/Engineering	Required Portfolio Evidence
Any <u>three</u> of the four Science and Technology/Engineering strands	<p>Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/15 to 3/31/17)</p> <p>In <u>each</u> of the three selected strands:</p> <ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in the selected Science and Technology/Engineering strand Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

High School: Grade 10

ELA	Required Portfolio Evidence
Language (based on standards from the “Vocabulary Acquisition and Use” cluster)	<ul style="list-style-type: none"> One data chart measuring the student’s performance based on the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart
Reading: <ul style="list-style-type: none"> Literature, Informational Text, Literacy in Science and Technical Subjects, <i>or</i> Literacy in History/Social Studies 	<ul style="list-style-type: none"> One data chart measuring the student’s performance of the measurable outcome on at least eight different dates, based on one Reading standard Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart <p>Note: The title or a photocopy of the text used for assessment must be included in all brief descriptions for ELA–Reading; and a photocopy of the text, of any teacher-created or web-based text <i>must</i> be submitted.</p>
Writing (based on standards from the “Text Type and Purposes” cluster)	<ul style="list-style-type: none"> Three final writing samples in any text type, including a baseline for each text type submitted Work description labels for all baseline and final writing samples A writing scoring rubric for each <i>final</i> writing sample, with the teacher’s scores clearly indicated. The appropriate scoring rubric must be used for each text type (see pages 22–25).
Mathematics	Required Portfolio Evidence
Any three of five Conceptual Categories in High School Mathematics (see 2017 Resource Guide) <ul style="list-style-type: none"> Number and Quantity Algebra Functions Geometry Statistics and Probability 	For each of the three selected conceptual categories: <ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in the selected Mathematics conceptual category Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

High School: Grade 9/10

(The Science and Technology/Engineering portfolio may be submitted *either* in grade 9 or 10.)

Science and Technology/ Engineering	Required Portfolio Evidence
	Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/15 to 3/31/17)
Any three standards in one of the following disciplines: <ul style="list-style-type: none"> Biology Chemistry Introductory Physics Technology/Engineering 	For each of the three selected standards: <ul style="list-style-type: none"> One data chart measuring the student’s performance in the measurable outcome on at least eight different dates, based on one standard in the discipline Two additional pieces of primary evidence showing the student’s performance of the same targeted skill identified on the data chart

ELA–Writing in Grades 3–8 and 10

Students must submit **at least three distinct final writing samples** that demonstrate their **communication and expressive skills**, based on *any combination* of the following text types found in the 2011 Massachusetts Curriculum Frameworks:

1. **Opinion (grades 3–5)/Argument (grades 6–8 and 10):** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence (from a text, where possible).
2. **Informative/Explanatory text:** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
3. **Narrative:** telling a story based on real or imagined events from a text or personal experience; a narrative can be fiction, drama (script), a personal reflection, or an event sequence.
4. **Poetry:** using figurative language (e.g., similes, metaphors), imagery, sounds of words (e.g., rhyme), meter, and/or repetition to express emotion or tell a story.

In addition to three final writing samples, a **baseline sample** must be submitted with each final writing sample of that text type. The baseline performance should be dated before the final sample in the same text type, and may include an outline, completed graphic organizer, or draft of the same assignment as the final sample. The baseline sample should provide information to inform additional instruction in that text type.

No data charts are required in the ELA–Writing strand, only the baseline and final writing samples.

Writing samples must be based on entry points listed in the ELA–Writing *Text Types and Purposes* cluster, in the student’s grade or in earlier grades.

ELA–Writing **standards** and **entry points** are listed in the current version of the [*Resource Guide to the 2011 Massachusetts Curriculum Framework in ELA and Literacy*](#) (pages 70–106). Students who communicate at a pre-symbolic language level should be assessed on the **access skills** listed in the Resource Guide.

In preparing writing samples, students should use their **primary (or other) mode(s) of communication** to convey their thoughts, express their ideas, and demonstrate knowledge and skills, which may include the following communication formats:

- Handwritten
- Using a word processor or similar device
- Dictating to a scribe (transcribed verbatim)
- Using a symbol-based communication system, including voice output device (with supporting documentation to show the context of the activity and the choices made by the student)
- Assistive technology (word prediction, speech-to-text, etc.)

Pre-scoring Each Writing Sample

Prior to submission, teachers will score each of their student's three final (but not baseline) writing samples, using the state-provided rubrics available either in print or digitally in Forms and Graphs. These must be printed and included with each writing sample. Each rubric is labeled according to the appropriate text type:

- 1) opinions/arguments,
- 2) informative/explanatory texts,
- 3) narratives, or
- 4) poetry.

Teachers should carefully review the rubrics beforehand to determine the writing characteristics and other criteria that will result in a favorable score, and focus their writing instruction accordingly. MCAS-Alt scorers will verify the scores submitted by the teacher.

Teachers should also be aware that the scores submitted on the Writing rubrics must reflect the responses generated by the *student*, and not the work of the teacher. Scores may be lowered during the scoring process if they do not reflect the student's work.

Important Additional Information About ELA–Writing:

- Writing samples must include:
 - a completed writing **work description label** for each *baseline* and *final* writing sample; and
 - a completed **scoring rubric** for each *final* writing sample.
- Writing samples should be produced as independently as possible by the student. **All text revisions and edits should be completed by the student** based on suggestions and guidance from the teacher; or should be marked as having been completed by the teacher. If teachers apply their own revisions to the student's final work samples, this should be reflected in the score provided in the rubric, particularly in the area of Independence.
- Writing samples dictated to a scribe must be transcribed and submitted verbatim, based on what the student has dictated, and may assume capital letters and basic punctuation.
- Teacher-scribed work sample, for students working at the **access skill** level, must include the final written product with notation indicating the student's participation and contributions in the creation of the sample
- Teachers are encouraged to use the online [Forms and Graphs](#) application for the efficient completion of the ELA–Writing strand.
- Teachers may wish to submit a student's open-responses to **reading comprehension** questions as the basis for the writing samples, since these may already be part of the evidence compiled for the ELA–Reading strand.
- Student narratives that include sequencing of bathroom-related activities will *not* be scored nor will they be included in the minimum requirement of three final writing samples.
- **Scoring Rubrics for MCAS-Alt Writing** are provided on the following pages and in Forms and Graphs online. These rubrics must be used as the basis for pre-scoring each final writing sample.

Scoring Rubric for MCAS-Alt Writing–Opinion/Argument

		M	1	2	3	4
Level of Complexity			Opinion/argument not submitted, or was unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Demonstration of Skills and Concepts	Expression of Ideas and Content	Opinion/argument was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Lacked a clear opinion/claim, preference, or point of view; or was off-topic; or student used only pictures, symbols, or single words to express ideas; or all text provided by teacher.	Piece related to assignment minimally; or student used pictures or picture sequence to express ideas; included little or no evidence or information to support opinion/claim.	Piece expressed an opinion/claim, preference, or point of view; evidence and information in support of opinion/claim were limited, and sometimes repetitive or irrelevant.	Meaning was clear and information was accurate; evidence and information to support opinion/claim were relevant and on-topic.
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined; but grammar was limited and contained errors, including incomplete sentences.	Meaning was mostly clear; use of grammar was effective, including complete sentences, with occasional errors.	Meaning was clear, with rare or no errors in grammar and overall usage.
	Text Structure		Used single words, pictures, symbols without text; or all text provided by the teacher.	Sentence fragments (phrases) with occasional complete sentence used to express ideas.	At least two complete sentences were used to express ideas.	A paragraph of at least three well-constructed sentences was used to express ideas.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or vocabulary was provided by the teacher.	Vocabulary was related to assignment, but was limited and/or sometimes inappropriate.	Vocabulary was functional and relevant; used basic common words, with some descriptive language.	Vocabulary was clear and precise, using descriptive language, modifiers, connecting words, and/or phrases.
Independence		Opinion/argument was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25% independent)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50% independent)	Student required some prompts to complete writing assignment (i.e., most responses or sentences were <u>un</u> prompted). (51-75% independent)	Student required no, or very few, prompts to complete writing assignment. (76-100% independent)
Self-Evaluation		No evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.	Evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.			

Scoring Rubric for MCAS-Alt Writing–Informative/Explanatory Text

		M	1	2	3	4
Level of Complexity			Informative/explanatory text not submitted, or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Demonstration of Skills and Concepts	Expression of Ideas and Content	Informative/explanatory text was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Lacked main idea or was unclear or off-topic; or student used only pictures, symbols, or single words to express ideas; or all text provided by teacher.	Main idea related to assignment minimally; or student used picture sequence to express ideas; included few or no details or descriptions.	Main idea was evident; limited use of facts, details, and/or descriptions that were limited, and sometimes repetitive or irrelevant.	Main idea was clear; information was accurate; facts, details, and/or descriptions were relevant and on-topic.
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined; but grammar was limited and contained errors, including incomplete sentences.	Meaning was mostly clear; use of grammar was effective, including complete sentences, with occasional errors.	Meaning was clear, with rare or no errors in grammar and overall usage.
	Text Structure		Used single words, pictures, symbols without text; or all text provided by the teacher.	Sentence fragments (phrases) with occasional complete sentence used to express ideas.	At least two complete sentences were used to express ideas.	A paragraph of at least three well-constructed sentences was used to express ideas.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or all text was provided by the teacher.	Vocabulary was related to assignment, but was limited and/or sometimes inappropriate.	Vocabulary was functional and relevant; used basic common words, with some descriptive language.	Vocabulary was clear and precise, using descriptive language, modifiers, connecting words, and/or phrases.
Independence		Informative/explanatory text was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25% independent)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50% independent)	Student required some prompts to complete writing assignment (i.e., most responses or sentences were unprompted). (51-75% independent)	Student required no, or very few, prompts to complete writing assignment. (76-100% independent)
Self-Evaluation		No evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.	Evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.			

Scoring Rubric for MCAS-Alt Writing–Narrative Text

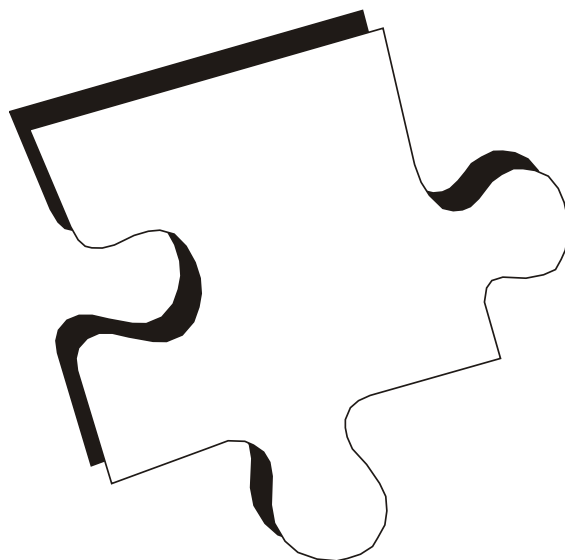
		M	1	2	3	4
Level of Complexity			Narrative not submitted, or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Demonstration of Skills and Concepts	Expression of Ideas and Content	Narrative was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Narrative lacked event sequence or was unclear or off-topic; or student used only pictures, symbols, or single words to express ideas; or all text provided by teacher.	Narrative related to assignment minimally; or student used picture sequence to express ideas; included no or few details or descriptions.	Narrative included limited use of details and descriptions that were limited, and sometimes repetitive or irrelevant.	Narrative was clear; facts, details and descriptions were relevant, and on-topic.
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined; but grammar was limited and contained errors, including incomplete sentences.	Meaning was mostly clear; use of grammar was effective, including complete sentences, with occasional errors.	Meaning was clear, with rare or no errors in grammar and overall usage.
	Text Structure		Used single words, pictures, symbols without text; or all text provided by the teacher.	Sentence fragments (phrases) with occasional complete sentence used to express ideas.	At least two complete sentences used to express ideas.	A paragraph of at least three well-constructed sentences used to express ideas.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or vocabulary was provided by the teacher.	Vocabulary was related to assignment, but was limited and/or sometimes off-topic.	Vocabulary was functional and relevant; used basic common words, with some descriptive language.	Vocabulary was clear and precise, using descriptive language, modifiers, connecting words.
Independence		Narrative was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25% independent)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50% independent)	Student required some prompts to complete writing assignment (i.e., most responses or sentences were <u>un</u> prompted). (51-75% independent)	Student required no, or very few, prompts to complete writing assignment. (76-100% independent)
Self-Evaluation		No evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.	Evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.			

Rubric for MCAS-Alt Writing–Poetry

		M	1	2	3	4
Level of Complexity			Poem not submitted, or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Demonstration of Skills and Concepts	Expression of Ideas and Content	Poem was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Poem lacked a clear focus; or used single words, pictures, or symbol(s) to express ideas and/or emotions; or all text provided by teacher.	Poem related to assignment minimally; included no poetry form, figurative language, imagery, rhyme, or meter in student’s text; or used picture sequence with no text.	Poem included limited or repetitive use of rhyme, meter, imagery, and/or figurative language appropriate to the poetry form in student’s text.	Poem was clear and cohesive; included use of rhyme, repetition, meter, vivid imagery, and/or figurative language appropriate to the poetry form.
	Knowledge of Conventions		Little or no conventions evident; used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined in student’s text; no use of poetry form or conventions.	Meaning was mostly clear; some use of poetry form and conventions, with occasional errors	Meaning was clear, with rare or no errors in use of poetry form and conventions.
	Text Structure		Student responded using single words, symbols, pictures, or single line of text; or all text provided by teacher.	Two related lines (sentences or phrases) used to express ideas, images, and/or emotions appropriate to the poetry form.	Three or four related lines (sentences or phrases) used to express ideas, images, and/or emotions appropriate to the poetry form.	More than four related lines (sentences or phrases) used to express ideas, images, and/or emotions appropriate to the poetry form.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or all text was provided by the teacher.	Vocabulary was related to assignment, but was limited and/or sometimes inappropriate.	Vocabulary was functional and appropriate, used basic common words, with some use of figurative language.	Vocabulary clearly expressed ideas and emotions using imagery and figurative language.
Independence		Poem was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25% independent)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50% independent)	Student required some prompts to complete writing assignment (i.e., most responses or sentences were unprompted). (51-75% independent)	Student required no, or very few, prompts to complete writing assignment. (76-100% independent)
Self-Evaluation		No evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.	Evidence of reflection, self-correction (editing), goal-setting, and/or task-monitoring was found in this writing sample.			

PART III

Portfolio Evidence



Portfolio Contents

A. Required Forms

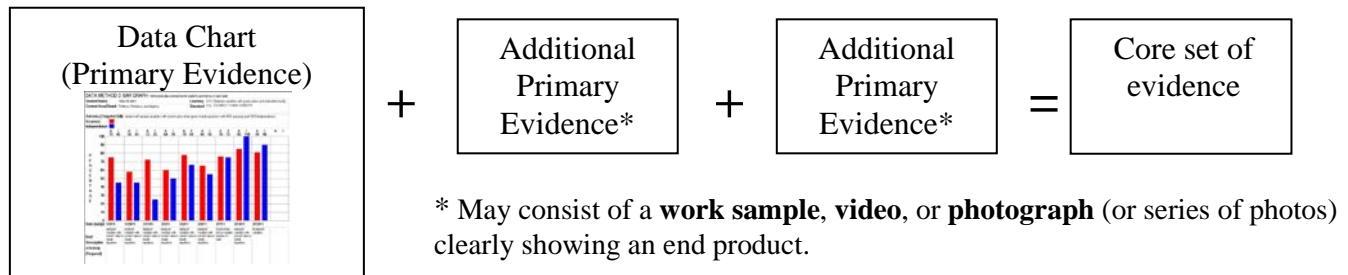
The student's MCAS-Alt portfolio must include the required forms listed below, in addition to the portfolio evidence. All forms may be photocopied from originals found in the Required Forms section and/or the Product Description Labels and Blank Data Charts section of this manual, or may be completed on the computer by using the online Forms and Graphs application. **Do not include the student's IEP**, diagnostic assessments, or other information related to the student's disability.

- **Artistic cover** (recommended, but not required) designed and produced by the student inserted in the front window of the three-ring portfolio binder
- **Portfolio Cover Sheet** containing important information about the student
- **Student's Introduction to the Portfolio** produced as independently as possible by the student using his or her primary mode of communication. The introduction may be written, dictated, or recorded on video and should describe "What I want others to know about me as a learner and about my portfolio."
- **Verification Form** signed by the parent(s), guardian, or primary care provider signifying that they have reviewed their child's portfolio, or, at a minimum, were invited to do so. In the event no signature was obtained, the school must include a record of attempts to invite the parent(s), guardian, or primary care provider to view the portfolio.
- It is not necessary to submit the signed **Consent Form to Photograph and Videotape a Student** in the portfolio. Keep this on file at the student's school, if images or recordings of the student are included in the portfolio. A blank form is provided in English and Spanish and must be signed by the parent or guardian. This consent form gives permission *only* for the student to be recorded digitally in photographs or video for the MCAS-Alt portfolio and is **not** a consent form for the student to participate in an alternate assessment. Please do not substitute a "blanket" consent form for this purpose.)
- The student's **weekly schedule** that documents the student's enrollment in a program of instruction, including participation in the general academic curriculum
- A printed copy of a **school calendar** indicating dates in the current school year (including summer school dates, if applicable) in which the school is in session. Submit the previous school year's calendar as well, if assessing Science and Technology/Engineering over a two-year period.
- **Strand Cover Sheet** related to the set of evidence that addresses a particular outcome in the required strand
- **Work Description** form attached to each piece of primary evidence that provides required information. Blank product descriptions are provided in the Product Description Labels/Blank Data Chart section of this manual and in the Online Forms and Graphs application. If work description labels are not used, all required information must be written directly on each piece of evidence.

B. Requirements in Each Portfolio Strand

The student's portfolio must include, at a minimum, the primary evidence described below for each strand/domain/conceptual category required for the assessment of a student in that grade. It is advisable to **include more than the minimum evidence requirement** to reduce the chance that a portfolio will be scored as Incomplete.

A **minimum of one data chart and two pieces of additional primary evidence** (the “core set of evidence”) is required in each portfolio strand, with the exception of ELA–Writing, that together assess the “measurable outcome” (see how to create a Measurable Outcome on the following page). Evidence can be collected beginning on July 1 for the current school year.



Getting Started

- Review assessment requirements for the student's grade beginning on page 13 in this manual.
- Refer to the *Resource Guide for Students with Disabilities* in the content area to be assessed.
- Select a **learning standard** in the required strand/domain/conceptual category in the student's grade.
- Determine the appropriate **level of complexity** for the student, either
 - o *at grade level* (addresses academic content based on learning standards as written); or
 - o *entry point* (addresses academic content at lower levels of complexity); or
 - o *access skill* (addresses motor and communication skills during a standards-based activity).

Most students with significant disabilities will be able to access the standard through an **entry point** listed in the *Resource Guide*. However, a small number of students with the most complex and significant cognitive disabilities may not be ready to address academic content directly, even at the lowest level of complexity. In such cases, students may need to focus on goals that allow them to explore the tools, materials, and academic content by addressing **access skills** (i.e., targeted developmental communication and/or motor skills) during a standards-based activity in the content area assessed at that grade.

Figure 2
Excerpt from the *Resource Guide for Students with Disabilities* in ELA

ENTRY POINTS and ACCESS SKILLS to Language Standards in Grades Pre-K–1			
Less Complex		More Complex	
ACCESS SKILLS The student will:		ENTRY POINTS The student will:	
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> Respond to materials related to vocabulary acquisition Attend visually, auditorially, or tactically to materials related to vocabulary acquisition Track (shift focus from materials to speaker) materials 	4. Word Analysis: <ul style="list-style-type: none"> Match words or pictures that are similar in meaning Match familiar objects to their purpose Answer questions about familiar items found in the environment 	4. Word Analysis: <ul style="list-style-type: none"> Match words to familiar objects Show common suffixes with words or pictures (e.g., dogs, playing) Answer questions about the meaning of words found in stories or poems
		4. Word Analysis: <ul style="list-style-type: none"> Describe common words using key attributes (e.g., big dog, small desk) Answer questions about the meaning of new words introduced through storybooks or activities Describe familiar objects and their purpose 	

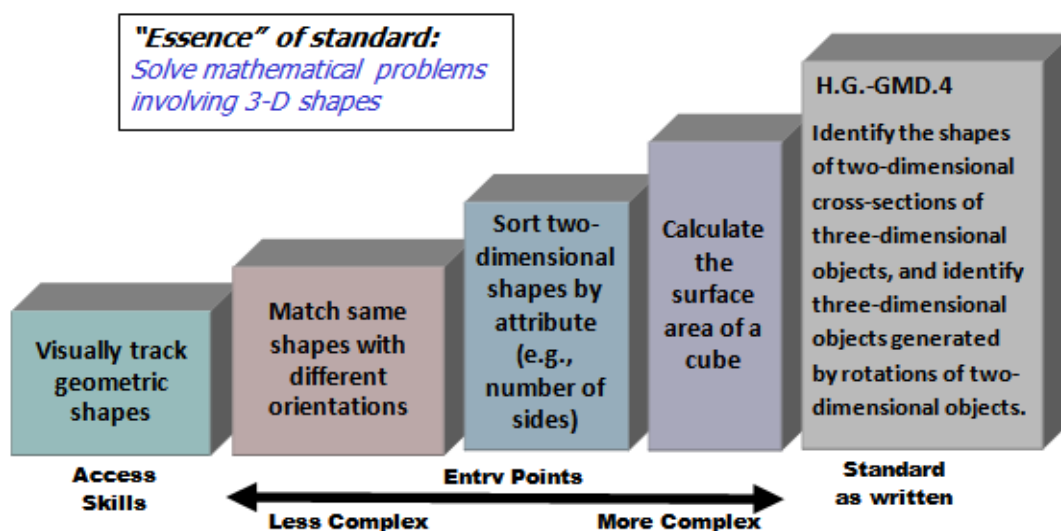
Create a measurable outcome related to standards in the content area to be assessed

- Use the Fall 2016 *Resource Guide* to select an *entry point* or *access skill* in the strand/domain/conceptual category required for assessment that is appropriate for the student. It is acceptable to select entry points from an **earlier grade level** in the same strand/domain/conceptual category.
- Skills identified for the MCAS-Alt should be challenging and attainable, and should allow the student to develop a new skill over an extended period of time. **Pre-testing** to set a baseline will help determine the appropriate level of complexity at which to begin assessing the skill.
- Select the **desired percent of accuracy and independence** that would constitute sufficient mastery of the skill for the student (e.g., 80 percent accuracy and 80 percent independence). The criteria chosen for accuracy and independence are for instructional purposes, and do not need to be attained before submission of the portfolio.
- Create the **measurable outcome** based on the selected entry point or access skill, plus the percentage of accuracy and independence regarded as mastery of the skill.

For example, see the following sample **measurable outcomes** with the entry point's bolded:

- *Pasquale will **compare groups of objects to demonstrate the meaning of “greater than” and/or “less than”** with 75 percent accuracy and 90 percent independence.*
- *Nila will **identify angles within a shape** with 80 percent accuracy and 100 percent independence.*

Figure 3
Access for All Students to the 2011 Mathematics–Geometry Standards
at Different Levels of Complexity



To develop a measurable outcome, educators may use entry points in one of three ways:

- **“As is,”** in which the measurable outcome is developed from the entry point directly, without any changes, from the Fall 2016 Resource Guide in the subject being assessed.
- **With minor modifications,** as long as the essential meaning of the entry point is maintained; for example, if the entry point says *“Solve word problems involving the addition of fractions using manipulatives,”* the words *“using manipulatives”* may be removed, since manipulatives are not the only way to perform the skill.
- **With one or more related skills,** if the skills are listed together in the entry point; for example, if the entry point says *“Group objects into fives and tens,”* either one or both skills (grouping into

fives and/or tens) may be assessed. However, if *both* skills are selected for the measurable outcome, then *both* skills must be assessed during *each* activity.

It is important to note that the use of entry points that do not appear in the Resource Guide will result in a score of *Incomplete* in the content area, unless approval from the Department is obtained by **March 15, 2017**. If in doubt about whether a modification of an entry point is acceptable, please contact the Department at mcas@doe.mass.edu.

C. Guidelines for Creating Data Charts Required in Each Portfolio Strand

A data chart is required in each portfolio strand, with the exception of ELA–Writing. Data charts provide evidence of a student’s progress over time in mastering the skill described in the measurable outcome.

Collecting data on student performance is an essential part of good instruction and ongoing assessment. Instructional data can help educators make valid and objective decisions about what to teach based on what the student has or has not already learned, and documents vital information on the effectiveness of the instruction provided. Data can be collected either during routine classroom instruction, in a general education setting, in the community, or during tasks and activities set up specifically for the purpose of assessing the student.

Each data chart must:

- include the student’s name and date of each activity;
- list the content area, grade-level standard, and measurable outcome being assessed;
- indicate the level of a student’s performance (i.e., the percent accuracy and percent independence) on each date during activities aligned with the measurable outcome in the strand/domain/conceptual category required for assessment; note that the additional pieces of primary evidence (i.e., work samples) required in the strand *may* also be included as activities on the data chart, at the teacher’s discretion;
- include learning activities that document the measurable outcome and assess the same skill on at least eight different dates in which school is in session or as homework;
- include a brief description of the learning activities beneath each data point that clearly describes *what the student did* and *how the student addressed the skill*, taking care to document the specific skill in the measurable outcome;
- where possible, reflect varied instructional approaches and activity formats;
- indicate a percentage of accuracy or independence (**note:** zero percent accuracy and zero percent independence on the same date is not an acceptable data point);
- begin below 80 percent accuracy *and/or* 80 percent independence to indicate that the student is not being taught a skill that he or she has already mastered.

Care should be taken to record data only for those skills that are directly based on the measurable outcome. The data will be inconclusive, and the chances of scoring *Incomplete* will increase, when *unrelated* or *multiple* skills are included on the same data chart.

Whenever a measurable outcome is changed or becomes more or less complex, a new data chart must be started. However, only one data chart with at least eight different dates is required for each portfolio strand, except ELA–Writing.

Collecting data

It may take time to find a method and establish a consistent routine for collecting data. When data are collected consistently and systematically, summarized clearly, and analyzed objectively, educators can

maximize instructional time and provide high-quality evidence for the MCAS-Alt portfolio. This will also increase the likelihood of the student's success.

Instructional approaches should be individualized, but even if similar activities are taught in a group setting, the resulting data will always be unique.

When designing instruction during which data and/or evidence will be collected, consider the following:

- What *accommodations* support the student to perform as *independently* as possible?
- What instructional *adaptations* or *modifications* are needed?
- Does the data change depending on *where* and *when* the instruction occurs?
- Does the data change because of *who* is delivering the instruction?
- Does the level of student engagement change depending on the use of various materials during instruction?

If the student's data chart reflects that he/she *is not* making effective progress toward meeting the original outcome, consider the following possibilities:

- the activity format or materials may need to be altered
- instruction is not being delivered as intended
- the complexity of the skill may need to be lowered, a new measurable outcome established, and a new data chart created

Data Chart Formats

Any of the following formats may be used to collect data on the student's performance for the MCAS-Alt portfolio:

- **Field data charts** are effective for collecting response-by-response data for many repeated tasks, trials, or activities conducted during a single session, and allow valuable and relevant information for each response to be collected while the activity is conducted. Field data charts are also effective for tasks that do not yield tangible products (i.e., work samples). A sample *completed* field data chart is provided below, and a *blank* field data chart is on page 96.
- **Bar graphs** and **line graphs** document a student's performance of the measurable outcome over a period of time. Bar and line graphs provide a visual portrayal of the student's overall performance "at a glance."
 - A sample completed bar graph is provided below, and a blank bar graph on page 97.
 - A sample completed line graph is provided below, and a blank line graph on page 98.

Note: In cases where the student is addressing *access skills* and produces few or no work samples, the following may be substituted for the requirement to submit one data chart and two pieces of additional primary evidence for each strand:

- one field data chart
plus
- one bar or line graph, summarizing the field data shown on the field data chart
plus
- one additional piece of primary evidence, other than a data chart (e.g., a teacher-scribed work sample or photograph)

Summarizing field data on a bar or line graph gives a visual representation of the data, either to share with parents/guardians or other professionals, and to detect trends and identify recurring issues that impact instruction.

DATA METHOD 2: BAR GRAPH (instructional data summarizing the student's performance on each date)

Student Name:

Content Area/Strand: English Language Arts/English Language Arts - Reading Literature

Learning Standard:

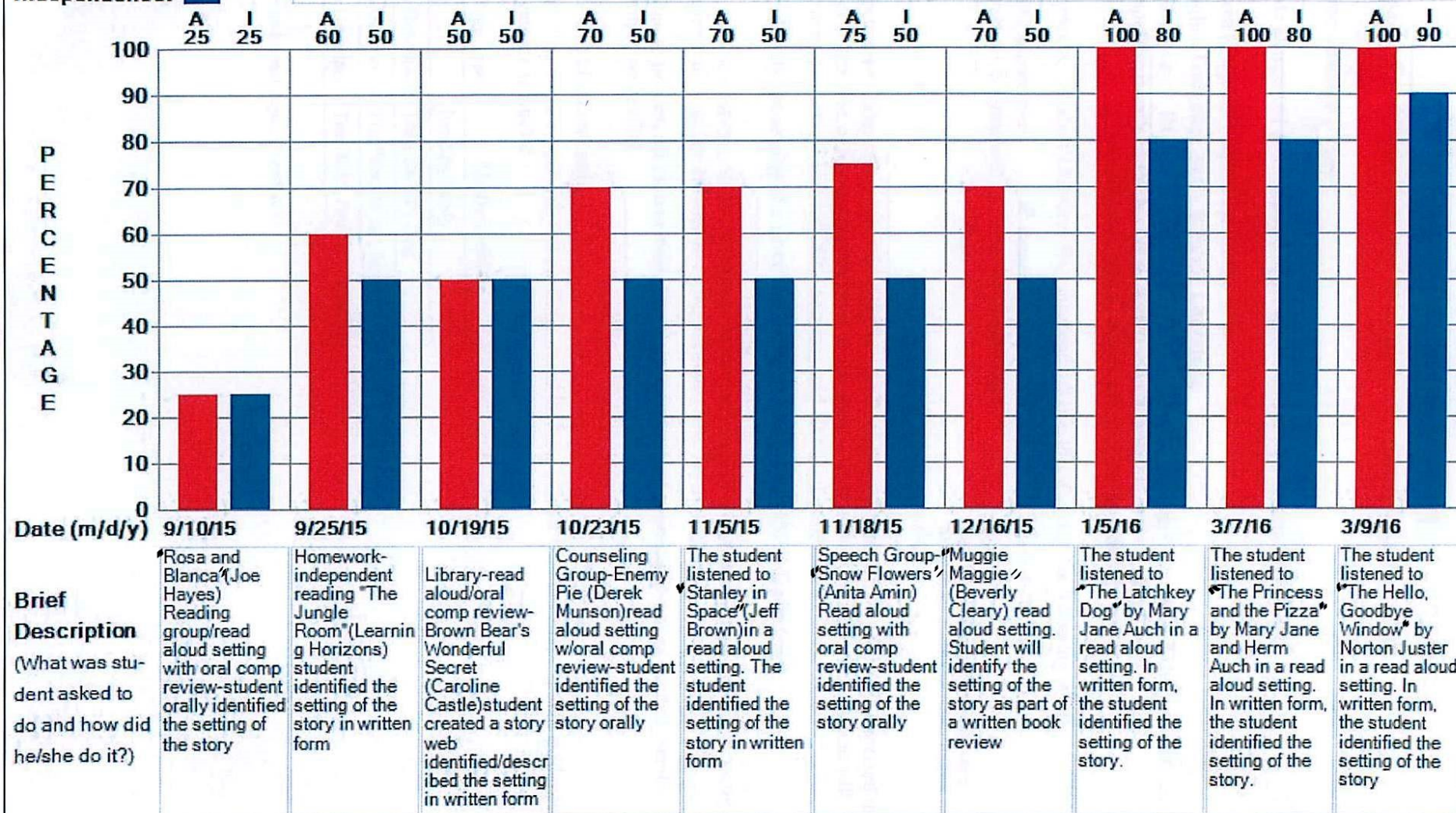
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Measurable Outcome:

will identify the setting of a story with 80% accuracy and 80% independence.

Accuracy:

Independence:



DATA METHOD 3: LINE GRAPH (instructional data summarizing the student's performance on each date)

Student Name:

Content Area/Strand: English Language Arts/English Language Arts - Language

Learning

Standard:

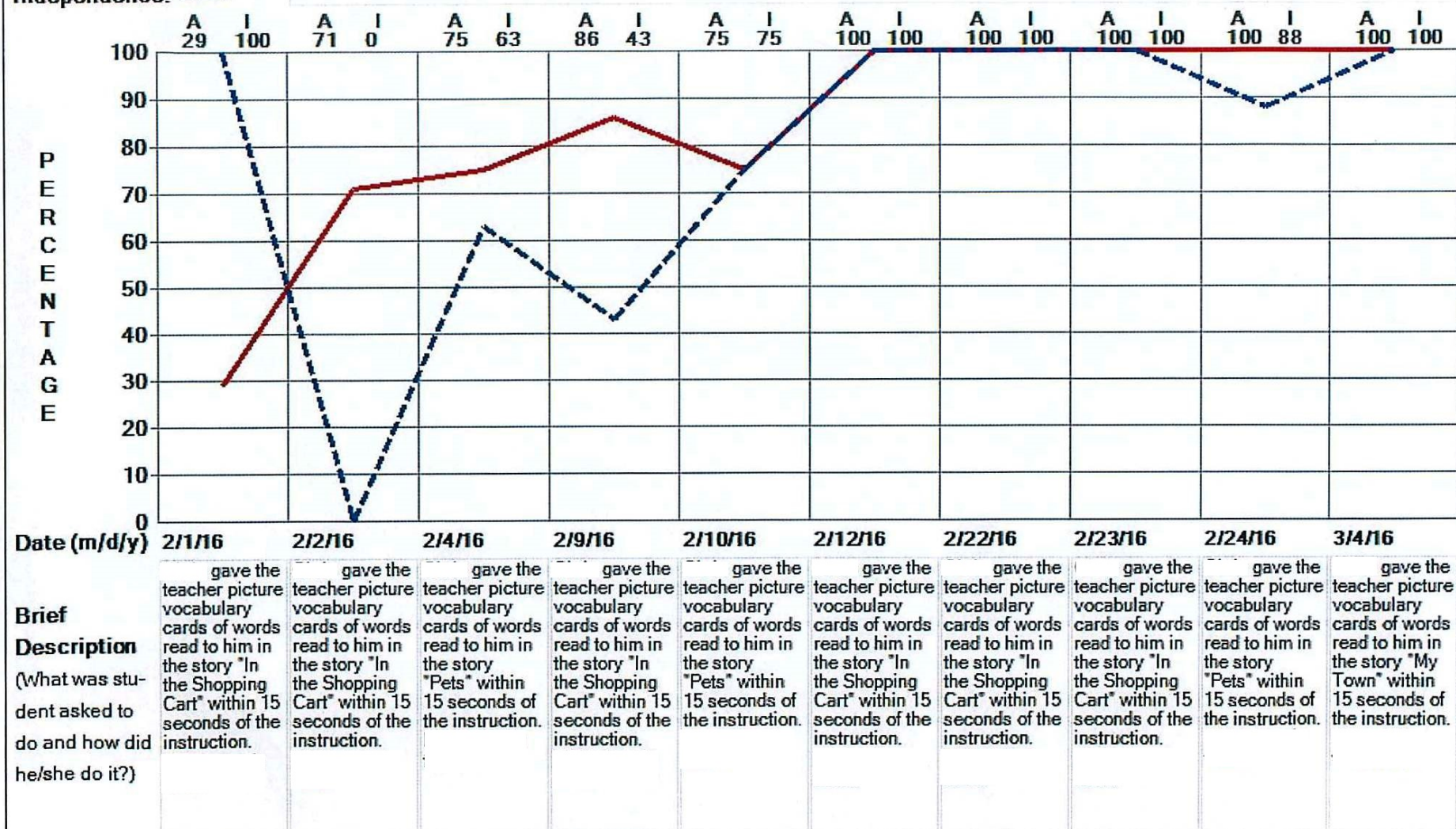
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Measurable Outcome:

Within 15 seconds of the instruction, Christopher will give to another person materials related to vocabulary acquisition (i.e. vocabulary picture cards) after a teacher reads picture stories to him with 80% accuracy and 80% independence.

Accuracy: —

Independence: - - -



DATA METHOD 1: FIELD DATA CHART (student performance on a series of tasks or collection of work samples related to a measurable outcome)															
COMPLETE ALL INFORMATION BELOW.															
Student Name:						KEY <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> Accurate (+ or -) (I or P) Independence </div> <table border="1"> <tr> <td>+</td> <td>Accurate</td> </tr> <tr> <td>-</td> <td>Incorrect</td> </tr> <tr> <td>I</td> <td>Independent</td> </tr> <tr> <td>P</td> <td>Prompt Used</td> </tr> </table> </div>		+	Accurate	-	Incorrect	I	Independent	P	Prompt Used
+	Accurate														
-	Incorrect														
I	Independent														
P	Prompt Used														
Content Area/Strand: English Language Arts - Language															
Learning Standard: L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.															
Measurable Outcome: Within 15 seconds of the instruction, _____ will give to another person materials related to vocabulary acquisition (i.e. vocabulary picture cards) after a teacher reads picture stories to him with 80% accuracy and 80% independence.															
At least eight (8) different dates are required.															
Date (mo/day/yr):	2/1/16	2/2/16	2/4/16	2/9/16	2/10/16	2/12/16	2/22/16	2/23/16	2/24/16	3/4/16					
Accuracy and Independence for each trial (see KEY):	- / I	+ / P	+ / P	- / P	- / P	+ / I	+ / I	+ / I	+ / I	+ / I					
	- / I	+ / P	+ / I	+ / P	+ / I	+ / I	+ / I	+ / I	+ / I	+ / I					
	- / I	+ / P	+ / I	+ / I	+ / I	+ / I	+ / I	+ / I	+ / I	+ / I					
	- / I	+ / P	- / P	+ / I	+ / P	+ / I	+ / I	+ / I	+ / I	+ / I					
	+ / I	- / P	- / P	+ / I	- / I	+ / I	+ / I	+ / I	+ / I	+ / I					
	- / I	- / P	+ / I	+ / P	+ / I	+ / I	+ / I	+ / I	+ / I	+ / I					
	+ / I	+ / P	+ / I	+ / P	+ / I	+ / I	+ / I	+ / I	+ / I	+ / I					
			+ / I		+ / I				+ / P	+ / I					
% Accuracy: SUMMARY for this date	29	71	75	86	75	100	100	100	100	100					
% Independence: SUMMARY for this date	100	0	63	43	75	100	100	100	88	100					
Brief Description (What was student asked to do and how did he/she do it?)	gave the teacher picture vocabulary cards of words read to him in the story "In the Shopping Cart" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "In the Shopping Cart" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "Pets" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "In the Shopping Cart" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "Pets" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "In the Shopping Cart" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "In the Shopping Cart" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "In the Shopping Cart" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "Pets" within 15 seconds of the instruction.	gave the teacher picture vocabulary cards of words read to him in the story "My Town" within 15 seconds of the instruction. This was a					

D. Additional Primary Evidence

In addition to the data chart, at least two additional pieces of **primary evidence** must be included that document the student's performance of the skill selected for assessment in the measurable outcome. All of the primary evidence should provide tangible evidence of the student's performance of the measurable outcome.

Each piece of additional primary evidence must include the following information, either on a work description label attached to the evidence (located in the Product Description Labels/Blank Data Chart section of this manual, or in the online Forms and Graphs application), or written directly on each piece of primary evidence:

- student's name
- date of completion of the activity
- percentage of accuracy of the student's overall performance on a single date
- percentage of independence (or frequency of cues and prompts provided)

The following examples of primary evidence may be included in the portfolio:

1. **Work samples** that:

- show the student's actual performance;
- are completed by the student; or
- are scribed by an adult (which should be noted on the *Strand Cover Sheet*), if the student has difficulty producing written work;
- include a completed Work Description label, if the required information listed above has not already been included on the piece of primary evidence.

2. **Teacher-scribed work samples** for students who cannot produce written work, that:

- document a series of trials conducted at the same time;
- record the student's response (i.e., accuracy and independence) for each item/trial, including the student's preferred mode of communication;
- contain detailed information describing the materials and context of the activity.

3. **Photographs** that clearly show images of either:

- an instructional product that is either
 - three-dimensional,
 - temporary in nature (e.g., an exhibit or display), or
 - too large, fragile, or perishable to include in the portfolio;
- the steps, or sequence of steps, leading to a final product in an instructional activity that cannot be included in the portfolio (e.g., a pattern of shapes created by a student). The final product must be clearly shown; or
- the end-product of an instructional activity.

Note: Remember to obtain prior written **consent** from the parent, guardian, or student (if 18 years or older) before including a **photographic or video image** of a student in the portfolio. If a student's peers are shown in an image or video, consent must also be obtained for those students. **Consent forms** for these purposes are provided in the Required Forms section of this manual and must be kept on file at the school.

4. **Video samples** that clearly show images that:

- document the student performing the targeted skill;
- are no more than three minutes in length;

- include a transcription of the audio portion, if difficult to understand;
- are submitted on a standard DVD, CD, or a flash drive that is clearly labeled with student's name and SASID, with the specific file name indicated, and is securely attached within the portfolio binder; and
- include a Video Description form available on page 95 or in the online Forms and Graphs application.

5. Other **digital evidence** submitted in any of the following digital formats: Word, PowerPoint, .pdf, .txt, or .jpg (JPEG).

E. Calculating Accuracy and Independence

The overall percent of accuracy and independence must be documented for each activity on the data chart and in the additional primary evidence. Upon completion of each activity, the teacher must calculate the overall percentage of accuracy and independence, based on the average values for accuracy and independence for all activities conducted on that date. Percent accuracy and percent independence are recorded for that date on the data chart or on a work description label (or written directly on the evidence) for each piece of additional primary evidence.

The percent of *accuracy* for each activity must indicate the percent of correct responses in relation to the number of total responses (e.g., 8/10 correct = 80%). Teachers must score each activity by marking incorrect responses on the work samples so scorers can verify the overall percentage of accuracy.

The percent of *independence* reflects the percent of independent responses relative to the number of total possible responses during an activity. An *independent* response is given by the student *without the use of prompts or assistance* that would guide the student to give a correct response.

Please note that:

- *Accommodations* given to the student are *not* considered prompts for the purpose of calculating independence (e.g., use of a text reader, scribe, or calculator).
- Hand-over-hand assistance is *always* considered a non-independent response (i.e., 0% independence).
- Independence must indicate 0 percent for *any* prompt used with the student, unless the student is 100 percent independent. The use of a “prompt scale” that bases the percentage of independence on the kind of prompt used is not permitted for the purpose of calculating the independence percentage for the MCAS-Alt.

Review the example on the following page regarding the calculation of accuracy and independence when a series of activities is conducted. After each response, the teacher indicates whether the student's response was correct or incorrect (accuracy), and whether the response was independent or prompted (independence). An average value is then calculated for the overall percentages of accuracy and independence.

Measurable Outcome: *The student will answer simple comprehension questions based on informational text with 80% accuracy and 100% independence.*

Brief description: *Student orally responded to five comprehension questions about a story read in class.*

<i>Question Number</i>	<i>Accurate or Inaccurate</i>	<i>Independent or Prompted</i>
Question 1	Correct response (accurate)	Verbal prompt* (not independent)
Question 2	Incorrect response (inaccurate)	Verbal prompt (not independent)
Question 3	Correct response (accurate)	Gestural prompt (not independent)
Question 4	Incorrect response (inaccurate)	Verbal prompt (not independent)
Question 5	Correct response (accurate)	No prompt (independent)
Overall Percent	60% accuracy (3/5 correct)	20% independence (1/5 independent)

***Note:** All prompted responses, even those with partial prompts, are considered *not independent*.

F. Evidence of Self-Evaluation

Self-evaluation activities document the student's choices, decisions, and preferences before, during, and after instruction, including evidence that the student performed any of the following activities:

- reflecting on his or her performance; for example, the teacher can ask the student:
 - *What did we do during this activity? What did I learn?*
 - *What did I do well? What am I good at? Was this too easy?*
 - *How could I do better? Where do I need help?*
 - *What should I work on next? What would I like to learn?*
- planning and goal setting
- choosing an activity or next steps in an activity
- selecting a problem-solving strategy
- monitoring own progress or use of a strategy (e.g., by checking off steps as each is completed)
- deciding when to continue or end participation in an activity
- identifying and correcting (or editing) his/her own responses
- graphing his/her own performance or progress on a chart, table, or graph
- determining his/her own score using a rubric
- selecting work for his/her own portfolio

Note: Placing a **sticker** or **stamp** on the primary evidence or on the work description label (in the section marked *self-evaluation*) does *not* indicate self-evaluation, unless the student was involved in making a choice in reflecting on his or her performance.

G. Evidence of Generalized Performance

Generalized performance reflects the student's transfer of knowledge and/or skill in demonstrating the measurable outcome to other learning situations using a range of **instructional approaches and activity formats**, including any of the following instructional elements:

- media and materials (e.g., using art materials, written text, manipulatives, computer)
- activity formats (e.g., participating in classroom projects, small-group discussions, paired research, experiments)
- presentation formats (e.g., using oral, written, or multimedia approaches)
- response format (e.g., handwritten, word-processed, oral, creation of a visual display, video)
- application of skills in community settings (e.g., at the grocery store)

In the brief description of each activity, be sure to describe *how* the student addressed the measurable outcome, so the score for Generalized Performance will reflect the approaches used with the student.

H. Supporting Documentation

Portfolio products that show or describe the *context* of the learning activity, but do not show the student's actual performance of a final product, are called "supporting documentation," and may include:

- photographs or videos that show the setting, instructional approach, or materials, but not the final product of a student's performance
- reflection sheets or other documentation of self-evaluation activities
- aids, tools, supports, templates, organizers, screen shots from a computer program, etc.

I. Ensuring That Portfolios Are Complete

Before submitting portfolios, educators should review the following information to increase the likelihood that each skill being assessed, and each strand being submitted, meet all of the current requirements of the MCAS-Alt, and to ensure that a complete portfolio is submitted. Portfolios that have not met the criteria described below are more likely to receive strand scores of "M" (missing or insufficient information) and content area scores of *Incomplete*.

Educators are also encouraged to:

- review all sections of this manual;
- attend Department-sponsored trainings held each September, October, January, and March;
- review periodic MCAS-Alt Newsletters sent by email;
- review [resources on the flash drive](#) provided at Department-sponsored training sessions; and
- visit the Department's [MCAS-Alt website](#) for current publications and information.

Before submitting portfolios, check to make sure the following criteria are met in each strand:

For each **content area**:

- all required forms are completed and the portfolio includes the minimum number and kinds of evidence.

For each **portfolio strand**:

- a data chart and two pieces of primary evidence document the student's performance of the measurable outcome indicated on the Strand Cover Sheet, with the exception of ELA–Writing;
- the student's name, date of completion, percent accuracy (with wrong answers clearly marked on all work samples), and percent independence are labeled on each piece of primary evidence or on a work description label.

For each **measurable outcome**:

- the measurable outcome is based either on a standard as written, entry point, or access skill in the strand/domain/conceptual category required for assessment listed in the Fall 2016 Resource Guide;
- If measurable outcomes are not based on an entry point in the Resource Guide, Department approval must be obtained;
- all learning activities directly assess the skill(s) in the measurable outcome;

- if student addresses access skills, these are assessed during standard-based activities based on the strand required for assessment (e.g., “Respond within 10 seconds to materials representing informational text while listening to a news article;” “Grasp tools for 15 seconds during a simple machines activity.”);
- the entry point selected for the measurable outcome has not been modified excessively. Minor modifications to an entry point are permitted when creating a measurable outcome, provided the essential meaning is retained;
- if entry point includes two related skills connected by “and” (e.g., “Label lines and angles by their attributes”), either *one or both* skills may be selected for the measurable outcome; if both skills are selected, then *both* are assessed on each date; if one is selected, then only that skill is assessed;
- if entry point includes two related skills connected by “or” (e.g., “Identify the meaning of words, phrases, or sentences”), *any or all* of the skills may be assessed on each date in the portfolio strand;

For each **data chart**:

- the skill listed in the measurable outcome is assessed on at least eight different dates when school is in session (or is marked as *homework*);
- brief descriptions are provided that match the measurable outcome and describe *what the student was asked to do* to address the measurable outcome, and *how they performed the skill*. The following are examples of appropriate brief descriptions:
 - *(Student) matched 10 synonyms on a worksheet;*
 - *...orally answered four simple comprehension questions after reading Missing Links;*
 - *...completed ten 2-digit by 1-digit multiplication problems on the computer;*
 - *...classified objects into solid, liquid, and gas categories using an interactive whiteboard;*
 - *...retold a birthday party story in chronological order using a topic board;*
 - *...held magnetic object for 10 seconds during an activity on electro-magnetism.*
- the first data point on the chart begins *below* 80 percent accuracy or independence (or both), indicating that the student was assessed on a skill he/she has not already mastered.

For the **ELA–Reading strand**:

- evidence and brief descriptions in the ELA–Reading strand must refer *by name* to the text from which words, phrases, or excerpts were selected for the assessment, including either:
 - the **title** of the published text; or
 - a **photocopy or printout** (e.g., passage, narrative, etc.), if the text used is teacher-created or includes selections from a print or digital source (e.g., websites such as *Reading A-Z*)
- text used to assess ELA–Reading must be either *informational* or *literary*, but the portfolio strand may *not* include both.
- ELA–Reading includes the understanding of words, phrases, and sentences *in the context of a text*, rather than in isolation. For example, rather than including a list of idiomatic expressions matched to their meanings, the student should identify the meaning of idiomatic expressions *as used in a specific text*.
- students used appropriate accommodations and their familiar mode of communication to demonstrate knowledge and skills (e.g., through use of writing, symbols, actions or gestures, oral dictation, or technology).

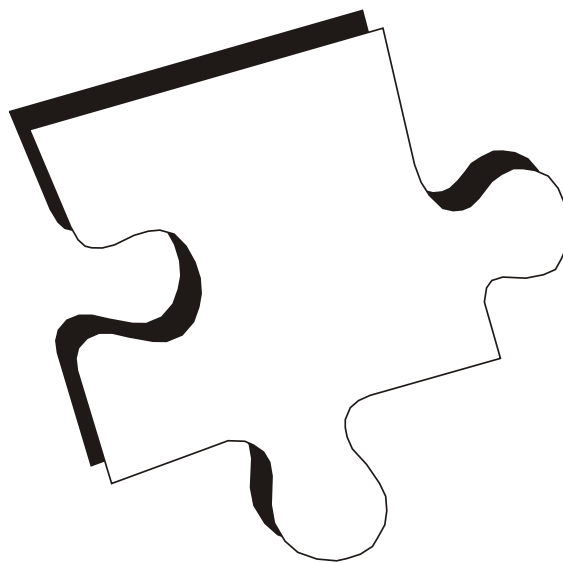
For the **ELA–Writing strand**:

- **three final writing samples** are included, plus a **baseline** sample for each text type submitted;
- each final writing sample has been pre-scored by the teacher using the state-provided scoring rubric for the appropriate text type;
- a completed work description label is included for each writing sample (including baseline and final samples).

PART IV

“Grade-Level” and “Competency” Portfolios

***for Students Who Are Achieving
At or Near Grade-Level
(Including Required Forms)***



MCAS-Alt “Grade-Level” Portfolios for Students in Grades 3–8

A. Background

Students who are achieving *at grade-level expectations*, but are unable to participate in standard MCAS tests even with the use of accommodations due to the nature and severity of their disabilities, should be considered for the “grade-level” MCAS-Alt portfolio. See the section on MCAS Participation Guidelines (pp. 10–11) for a description of the characteristics of a relatively small number of students who should be considered for the “grade-level” MCAS-Alt, under “Option 3.”

Students who submit grade-level portfolios will be eligible to earn a score of *Needs Improvement*, *Proficient*, or *Advanced* when they have independently demonstrated the grade-level knowledge and skills described in each assessed standard in their grade.

The Department strongly encourages collaboration between general and special educators in the creation of grade-level portfolios.

B. Requirements for the “Grade-Level” Portfolio:

See Table 3, “Grade-Level” Portfolio Requirements in Each Grade and Content Area, and be aware of the following information:

- Only work samples are required for the “grade-level” portfolio; **data charts are not required.**
- Multiple work samples must address *all aspects* of each selected standard (i.e., a., b., c, etc.).
- Work samples must show evidence of the student’s thinking and independent problem-solving (i.e., student must show all work).
- The portfolio should include, when appropriate, any graphic organizers, scoring rubrics, or tools used by the student.
- A completed “**Grade-Level**” **Portfolio Cover Sheet** (see page 44) must be placed in front of the Portfolio Cover Sheet in the binder; a completed “**Grade-Level**” **Portfolio work description** must be attached to each work sample (see page 45).

ELA-Writing

The following are specific requirements for the ELA–Writing strand in the “grade-level” portfolio:

- **At least four (4) final writing samples**, including at least one in each of the following text types:
 - **Opinion (grades 3–5)/Argument (grades 6–8)** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence (from a text, where possible).
 - **Informative/Explanatory text** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
 - **Narrative** telling a story based on real or imagined events from a text or personal experience; a narrative can be a work of fiction, drama (script), personal reflection, or event sequence.
 - **Poetry** using figurative language (e.g., similes, metaphors), imagery, sounds of words (e.g., rhyme), meter, and/or repetition to express emotion or tell a story.
- Successive outlines, drafts, and/or graphic organizers for each final writing sample.
- Completed “**Grade-Level**” **Portfolio work descriptions** for all *draft* and *final* writing samples. Students’ writing samples should be in response to a text read by or to the student, and should include details and descriptions from the text, where possible.
- **Student-generated work** should be produced by the student as independently as possible. **Text revisions and edits must be completed by the student**, based on guidance from the teacher. Teachers may not apply their own revisions to the student’s writing.
- Teacher-scribed writing samples must be submitted verbatim, based on what student has dictated.

Table 3
“Grade-Level” Portfolio Requirements in Each Grade and Content Area

Grade	“Grade-Level” Portfolio Content Area		
	ELA	Mathematics	Science and Technology/Engineering
	Work samples sufficient to document all aspects of the following standards:	Work samples sufficient to document all aspects of the following standards:	Work samples sufficient to document all aspects of the following standards:
3	<ul style="list-style-type: none"> Any <u>three</u> Reading standards for Literature Any <u>three</u> Reading standards in Informational Text <u>Four</u> final writing samples, one in each text type listed on page 20 	<ul style="list-style-type: none"> Any <u>three</u> standards in Operations and Algebraic Thinking (OA) All <u>three</u> standards in Number and Operations–Fractions (NF) Any <u>three</u> standards in Measurement and Data (MD) 	N/A
4	<ul style="list-style-type: none"> Any <u>three</u> Reading standards for Literature Any <u>three</u> Reading standards in Informational Text <u>Four</u> final writing samples, one in each text type listed on page 20 	<ul style="list-style-type: none"> Any <u>three</u> standards in Operations and Algebraic Thinking (OA) Any <u>three</u> standards in Number and Operations in Base Ten (NBT) Any <u>three</u> standards in Number and Operations–Fractions (NF) 	N/A
5	<ul style="list-style-type: none"> Any <u>three</u> Reading standards for Literature Any <u>three</u> Reading standards in Informational Text <u>Four</u> final writing samples, one in each text type listed on page 20 	<ul style="list-style-type: none"> Any <u>three</u> standards in Number and Operations in Base Ten (NBT) Any <u>three</u> standards in Number and Operations–Fractions (NF) Any <u>three</u> standards in Measurement and Data (MD) 	<ul style="list-style-type: none"> Any <u>three</u> standards in three different STE strands (9 standards in all) selected by the teacher: <ul style="list-style-type: none"> Earth and Space Science Life Science Physical Science Technology/Engineering
6	<ul style="list-style-type: none"> Any <u>three</u> Reading standards in Literature Any <u>three</u> Reading standards in Informational Text <u>Four</u> final writing samples, one in each text type listed on page 20, on topics or texts selected by the teacher; or focused on discipline-specific content in: <ul style="list-style-type: none"> History/Social Studies 	<ul style="list-style-type: none"> All <u>three</u> standards in Ratios and Proportional Relationships (RP) Any <u>three</u> standards in The Number System (NS) Any <u>three</u> standards in Geometry (G) 	N/A

	<ul style="list-style-type: none"> ○ Science, or ○ Technical Subjects 		
7	<ul style="list-style-type: none"> • Any <u>three</u> Reading standards in Literature • Any <u>three</u> Reading standards in Informational Text • <u>Four</u> final writing samples, one in each text type listed on page 20, on topics selected by the teacher; or focused on discipline-specific content in: <ul style="list-style-type: none"> ○ History/Social Studies ○ Science, or ○ Technical Subjects 	<ul style="list-style-type: none"> • All <u>three</u> standards in Ratios and Proportional Relationships (RP) • Any <u>three</u> standards in Expressions and Equations (EE) • Any <u>three</u> standards in Geometry (G) 	N/A
8	<ul style="list-style-type: none"> • Any <u>three</u> Reading standards in Literature • Any <u>three</u> Reading standards in Informational Text • <u>Four</u> final writing samples, one in each text type listed on page 20, on topics selected by the teacher; or focused on discipline-specific content in: <ul style="list-style-type: none"> ○ History/Social Studies ○ Science, or ○ Technical Subjects 	<ul style="list-style-type: none"> • Any <u>three</u> standards in Expressions and Equations (EE) • Any <u>three</u> standards in Functions (F) • Any <u>three</u> standards in Geometry (G) 	<ul style="list-style-type: none"> • Any <u>three</u> standards in three different STE strands (9 standards in all) selected by the teacher: <ul style="list-style-type: none"> ○ Earth and Space Science ○ Life Science ○ Physical Science ○ Technology/Engineering

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

WORK DESCRIPTION for “Grade-Level” Portfolio

For students in Grades 3-8

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

Student’s
Name:

Date work was
produced:

Student’s grade: _____

Content Area (Check one): ☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

Strand/Domain: _____

Learning Standard: _____

Brief description of the assignment or activity in the attached work sample:

What was the student’s overall percent of accuracy on this assignment?

(Level of **Accuracy** = _____ %)

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** = _____ %)

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.

List any examples of self-evaluation by the student, including self-correction, editing, planning, reflection, or goal-setting.

“Competency” Portfolios to Meet the High School CD Requirement

A. MCAS-Alt Requirements to Earn a Competency Determination in Each Subject

When the IEP team or the 504 plan determines that a high school student is working *at grade-level expectations*, but is unable to demonstrate grade-level knowledge and skills on the standard MCAS tests, even with the use of accommodations due to the nature and severity of their disabilities, the team or coordinator should consider submitting a competency portfolio for the student.

If the student demonstrates in his or her portfolio a level of achievement **comparable** to, or higher than, that of a student who has scored *Needs Improvement* on the high school MCAS tests in English Language Arts (ELA), Mathematics, and/or Science and Technology/ Engineering (STE), the student will be awarded a CD in that subject. The requirements for compiling and submitting the competency portfolio are described below and on the following pages. The Department strongly encourages collaboration between general and special educators on the development of competency portfolios.

Content experts will review each competency portfolio and make individual determinations in each subject. In order to earn a CD in a content area, the student’s portfolio must:

1. demonstrate that the student has completely and independently addressed *all* required standards and strands in the subject being assessed, as described in the portfolio requirements for ELA, Mathematics, and/or STE;
2. include work samples compiled under the direct supervision of staff in the district, collaborative, or approved private special education school submitting the appeal. **Data charts like those required in other MCAS-Alt portfolios are *not* required in competency portfolios;**
3. reflect a performance that is equivalent to or higher than a student who has received a score of *Needs Improvement* in the high school ELA, Mathematics, and/or STE MCAS test;
4. include a completed **Competency Portfolio Cover Sheet** (see page 55) in front of the Portfolio Cover Sheet in the binder; each work sample must be accompanied by a **2017 High School Competency Portfolio Work Description** (see pages 56–61).

Students who earn a score of *Needs Improvement* in ELA and Mathematics must also fulfill the requirements of an [Educational Proficiency Plan](#) (EPP) in order to be eligible for a diploma.

B. Resubmitting Competency Portfolios beyond Grade 10 for the Competency Determination

There is no requirement to resubmit an alternate assessment portfolio beyond grade 10, unless the IEP team or 504 plan has determined that the student is working at or close to a grade 10 level of achievement and may be able to earn a CD in one or more subjects.

Students who have already submitted alternate assessments for competency, but scored below *Needs Improvement* in grade 10 ELA, Mathematics, and high school STE are encouraged to **resubmit** their portfolios in the spring of each successive school year by providing *additional* clearly-labeled work samples in each subject. Portfolios may include evidence produced and accumulated over multiple years of high school, and may be resubmitted annually until such time as the student has earned an achievement level of *Needs Improvement* or higher.

Students who are submitting portfolios with the intention of earning a CD must submit a competency portfolio by **Friday, March 31, 2017**, the deadline for submitting all other alternate assessment portfolios. Rosters of results for students in grade 12 will be provided to schools and districts before the end of May.

Students in grade 12 will have an additional opportunity to submit an MCAS-Alt competency portfolio by **Friday, June 23, 2017**, and notification of results will be given in early August.

C. Requirements to Earn a Competency Determination

ENGLISH LANGUAGE ARTS (ELA) high school portfolios must include the following components at minimum, to be considered for a Competency Determination:

- **FIVE essays with all drafts and revisions.**
- **Multiple drafts** of each essay must be submitted that indicate a progression of the student's thinking in each successive draft. Each draft must:
 - be clearly identified on the first page with a title, the student's name, and the date on which it was completed;
 - include a completed ELA High School Competency Portfolio Work Description attached to each draft;
 - show independent edits *by the student* in each draft, with meaningful revisions incorporated into subsequent drafts, written in the words of the student, not rewritten by the teacher;
 - include a clear indication of the *type(s) and frequency of assistance* provided to the student by the teacher, either written directly on each draft or described on the ELA High School Competency Portfolio Work Description;
 - include original student work, not photocopies;
 - not include multiple-choice worksheets, short-answer tests, quizzes, or plot summaries.

An ELA portfolio may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10. Use the guidance on the following pages to determine which work samples to submit.

ENGLISH LANGUAGE ARTS	
<i>ELA high school competency portfolios must include the following:</i>	
Language	Evidence (within each essay or submitted as separate work samples) that the student understands and is independently able to analyze and appropriately apply <ul style="list-style-type: none"> • Conventions of Standard English grammar and usage, including punctuation, capitalization, and spelling • Knowledge of Language, including making effective choices for meaning or style, and appropriate application in different contexts • Vocabulary Acquisition and Use, including the use of grade-appropriate general academic and domain-specific words; and literal/figurative language
Reading	Three essays, including all drafts, based on grade 10 texts in which the student analyzes, interprets, compares and contrasts, and/or discusses the meaning of <ol style="list-style-type: none"> 1. an informational/expository text (including literary nonfiction), 2. a literary work of fiction, and 3. a work of either poetry or drama.
Writing	Two essays, including all drafts, based on grade 10 texts that demonstrate original thinking and independent editing through several drafts, in which the student produces <ol style="list-style-type: none"> 1. an analysis of a theme in literature appropriate to a student in grade 10 2. either a narrative based on real or imagined events or experiences (creative), an argument to support a claim (persuasive), or an informational/expository text that conveys ideas and information on a topic of the student's own choosing.

MATHEMATICS high school competency portfolios must include the following, at minimum, to be considered for the Competency Determination:

- at least **four examples or problems solved correctly by the student that demonstrate each aspect** of all required learning standards. Additional work samples in each standard are encouraged.
- a completed Mathematics High School Competency Portfolio Work Description attached to each work sample
- a **score** (percent accuracy) given by the teacher for each work sample, with incorrect answers clearly marked
- written evidence of the student's thinking and problem-solving, indicating the process and steps used to solve each problem
- work samples produced as independently as possible by the student; corrections made by the teacher may not be submitted as the student's own work
- a clear indication of the type(s) and frequency of assistance provided to the student by the teacher (i.e., percent independence and any accommodations used by the student), provided on the Mathematics High School Competency Portfolio Work Description
- original student work, not photocopies
- submission of multiple-choice, matching, and fill-in-the-blank worksheets is discouraged

*Mathematics portfolios may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.*

In the tables below, the content requirements from the 2000 frameworks are cross-referenced with the 2011 mathematics standards. The degree to which standards match between the 2000 and 2011 frameworks varies and is not always exact. As a result, the tables below do not show a one-to-one correlation between the 2000 and 2011 standards, and may contain some standards listed for lower grade levels in the 2011 mathematics framework.

Number Sense and Operations (2011 Conceptual Category: Number and Quantity)

At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	Competency Portfolio Requirements (from the 2000 Curriculum Frameworks)
7.NS.A.3 7.EE.B.3 8.EE.A.2 HSN-RN.A.2	10.N.1	Identify and use: <ul style="list-style-type: none"> <input type="checkbox"/> the properties of operations on real numbers, including the associative, commutative, and distributive properties [Note: Do not simply define these properties; show how they are applied and demonstrate that students can identify each property; e.g., use the distributive property to multiply $7(23)=7(20+3)=7(20)+7(3)=140+21=161$]; <input type="checkbox"/> the existence of the identity and inverse elements for addition and multiplication; <input type="checkbox"/> the existence of nth roots of positive real numbers for any positive integer n; and <input type="checkbox"/> the inverse relationship between taking the nth root of and the nth power of a positive real number.
6.EE.A.2 7.NS.A.3 8.EE.A.1	10.N.2	Simplify numerical expressions, including those involving: <ul style="list-style-type: none"> <input type="checkbox"/> positive integer exponents [e.g., $3(2^4 - 1) = 45$], and <input type="checkbox"/> the absolute value [e.g., $4 3 - 5 + 6 = 14$], and <input type="checkbox"/> apply such simplifications in the solution of problems.

Patterns, Relations, and Algebra (2011 Conceptual Categories: Algebra and Functions)

At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	Competency Portfolio Requirements (from the 2000 Curriculum Frameworks)
8.F.B.4 HSA-CED.A.2 HSF-IF.B.4 HSF-IF.C.8	10.P.2	<input type="checkbox"/> Demonstrate an understanding of the relationship between various representations of a line. <input type="checkbox"/> Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. <input type="checkbox"/> Find a linear equation describing a line from a graph or a geometric description of the line (e.g., by using the "point-slope" or "slope y-intercept" formulas). <input type="checkbox"/> Explain the significance of a positive, negative, zero, or undefined slope.
8.EE.A.1 HSA-APR.A.1 HSA-SSE.A.2	10.P.4	Demonstrate facility in symbolic manipulation of polynomial and rational expressions by <input type="checkbox"/> rearranging and collecting terms; <input type="checkbox"/> factoring [e.g., $a^2 - b^2 = (a + b)(a - b)$; $x^2 + 10x + 21 = (x + 3)(x + 7)$; $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$]; <input type="checkbox"/> identifying and canceling common factors in rational expressions; and <input type="checkbox"/> applying the properties of positive integer exponents. [This standard does not include simple addition, subtraction, and multiplication of polynomials, as covered in 10.P.3.]
HSA-REI.B.4	10.P.5	Find solutions to quadratic equations (with real roots) by: <input type="checkbox"/> factoring, <input type="checkbox"/> completing the square, or <input type="checkbox"/> using the quadratic formula. <input type="checkbox"/> Demonstrate an understanding of the equivalence of the methods. [Note: In order to demonstrate an understanding of equivalence of the methods, at least <u>two</u> methods must be shown for the same equation.]
HSA-CED.A.1 HSA-CED.A.2 HSF-LE.A.1 HSF-LE.A.2 HSF-IF.B.4	10.P.7	Solve everyday problems that can be modeled using <input type="checkbox"/> linear, <input type="checkbox"/> reciprocal, <input type="checkbox"/> quadratic, or exponential functions. <input type="checkbox"/> Apply appropriate tabular, graphical, or symbolic methods to the solution. <input type="checkbox"/> Include compound interest [i.e., exponential], and <input type="checkbox"/> direct [i.e., linear] and <input type="checkbox"/> inverse [i.e., reciprocal] variation problems. Use technology when appropriate.

Geometry (2011 Conceptual Category: Geometry)

At least four examples solved correctly by the student must be submitted that show *each aspect* of **any three** 2000 standards identified below.

2011 Standards	2000 Standards	Competency Portfolio Requirements (from the 2000 Curriculum Frameworks)
5.G.B.4 8.G.A.2	10.G.1	<input type="checkbox"/> Identify figures using properties of sides, <input type="checkbox"/> angles, and <input type="checkbox"/> diagonals <input type="checkbox"/> Identify the figures' type(s) of symmetry.
HSG-CO.D.12	10.G.2	<input type="checkbox"/> Draw congruent and similar figures using a compass, straightedge, protractor, and other tools such as computer software.

		<input type="checkbox"/> Make conjectures about methods of construction. <input type="checkbox"/> Justify the conjectures by logical arguments.
8.G.A.5 HSG-C.A.2	10.G.3	<input type="checkbox"/> Recognize and solve problems involving angles formed by transversals of coplanar lines. <input type="checkbox"/> Identify and determine the measure of central and inscribed angles, and their associated minor and major arcs. <input type="checkbox"/> Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.
HSG-SRT.A.2 HSG-SRT.B.5	10.G.4	<input type="checkbox"/> Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and <input type="checkbox"/> provide logical justification.
8.G.A.5 HSG-SRT.C.8	10.G.5	<input type="checkbox"/> Solve simple triangle problems using the triangle angle sum property and the Pythagorean theorem. [Note: Both must be shown.]
HSG-SRT.B.5 HSG-SRT.C.6	10.G.6	<input type="checkbox"/> Use the properties of special triangles to solve problems; for example: <input type="checkbox"/> isosceles, <input type="checkbox"/> equilateral, <input type="checkbox"/> 30° - 60° - 90° <input type="checkbox"/> 45° - 45° - 90°
8.F.B.4 8.G.B.8 HSG-GPE.B.4 HSG-GPE.B.6	10.G.7	Using rectangular coordinates, <input type="checkbox"/> calculate midpoints of segments, <input type="checkbox"/> slopes of lines and segments, and <input type="checkbox"/> distances between two points, and <input type="checkbox"/> apply the results to the solutions of problems.
HSG-GPE.5	10.G.8	Find linear equations that represent lines that are either: <input type="checkbox"/> perpendicular or <input type="checkbox"/> parallel to a given line and through a point, e.g., by using the “point-slope” form of the equation.
HSG-CO.2 HSG-CO.3 HSG-CO.5 HSG-CO.6 HSG-SRT.1	10.G.9	Draw the results, and interpret transformations on figures in the coordinate plane, e.g., <input type="checkbox"/> translations, <input type="checkbox"/> reflections, <input type="checkbox"/> rotations, <input type="checkbox"/> scale factors, and <input type="checkbox"/> the results of successive transformations. <input type="checkbox"/> Apply transformations to the solutions of problems.
7.G.3	10.G.10	<input type="checkbox"/> Demonstrate the ability to visualize solid objects and <input type="checkbox"/> recognize their projections and <input type="checkbox"/> cross sections.

Measurement (2011 Conceptual Category: Geometry)

At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	Competency Portfolio Requirements (from the 2000 Curriculum Frameworks)
7.G.4 7.G.6 HSG-GPE.7	10.M.1	Calculate <input type="checkbox"/> perimeter, <input type="checkbox"/> circumference, and <input type="checkbox"/> area of common geometric figures such as parallelograms, trapezoids, circles, and triangles. [Note: Include a variety of figures.]
7.G.6 7.G.B.7 HSG-GMD.3	10.M.2	Given the formula, find the <input type="checkbox"/> lateral area, <input type="checkbox"/> surface area, and <input type="checkbox"/> volume of prisms, pyramids, spheres, cylinders, and cones, <input type="checkbox"/> find the volume of a sphere with a specified surface area. [Note: All of the above must be shown for all three-dimensional forms listed.]
7.G.4 7.G.6 7.G.B.7 HSG-GMD.3	10.M.3	<input type="checkbox"/> Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing radius or height of a cylinder affects its surface area or volume.

Data, Statistics, and Probability (2011 Conceptual Category: Statistics and Probability)

At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	Competency Portfolio Requirements (from the 2000 Curriculum Frameworks)
6.SP.4.MA.4c 6.SP.5 HSS-ID.1 HSS-ID.2 HSS-ID.3 HSS-ID.5 HSS-ID.6 HSS-ID.7	10.D.1	Select, create, and interpret an appropriate graphical representation of a set of data, including: <input type="checkbox"/> scatter plot, <input type="checkbox"/> table, <input type="checkbox"/> stem-and-leaf plots, <input type="checkbox"/> box-and-whisker plot, <input type="checkbox"/> circle graph, <input type="checkbox"/> line graph, <input type="checkbox"/> line plot and <input type="checkbox"/> Use appropriate statistics (e.g., mean, median, range, mode) to communicate information about the data. <input type="checkbox"/> Use these notions to compare different sets of data.
HSS-ID.6	10.D.2	<input type="checkbox"/> Approximate a line of best fit (i.e., draw a trend line) given a set of data (e.g., scatter plot). <input type="checkbox"/> Use technology when appropriate. [Note: One trend line is sufficient.]

HIGH SCHOOL SCIENCE AND TECHNOLOGY/ENGINEERING—Portfolios submitted for the CD in STE must reflect the *Massachusetts Science and Technology/Engineering High School Standards* (January 2006).

Portfolios may be submitted *either* in grade 9 or 10 and must be based on **one** of the following disciplines:

- Biology
- Chemistry
- Introductory Physics
- Technology/Engineering

In order to be considered for the CD, a high school STE portfolio must include evidence that a student has addressed and demonstrated knowledge and skills in a total of **at least ten standards in the selected discipline** (with evidence of at least *one standard* addressed in each topic). Portfolios must reflect the *Massachusetts Science and Technology/Engineering High School Standards* (January 2006) and demonstrate work by the student at a level comparable with that of students who have passed the standard MCAS test in the discipline.

The portfolio must include the following information and materials:

- work samples created by the student that demonstrate **all aspects** of standards selected for the discipline and topic
- a completed STE High School Competency Portfolio Work Description attached to each work sample (or collection of related work samples) produced for the portfolio
- a score (percent accurate) given by the teacher for each work sample. Work samples must be produced as independently as possible by the student, with all corrections clearly marked. Work samples may not be corrected by the teacher and submitted as the student's own work.
- written evidence of the student's thinking and problem-solving indicating the process used to solve each problem (i.e., show all student work)
- a clear indication of the type(s) and frequency of assistance provided to the student by the teacher (i.e., percent independence and any accommodations used by the student), either written directly on each piece or described on the High School Competency Portfolio Work Description
- submission of multiple-choice, matching, or fill-in-the-blank worksheets is strongly discouraged

Topics in each STE discipline are listed in the following tables. In the discipline selected for the portfolio, *all* topics must be addressed, with evidence of at least *one standard* addressed in each topic, and a total of *ten standards* in all.

BIOLOGY
Topics:
1. The Chemistry of Life
2. Cell Biology
3. Genetics
4. Anatomy and Physiology
5. Evolution and Biodiversity
6. Ecology

INTRODUCTORY PHYSICS
Topics:
1. Motion and Forces
2. Conservation of Energy and Momentum
3. Heat and Heat Transfer
4. Waves
5. Electromagnetism
6. Electromagnetic Radiation

CHEMISTRY
Topics:
1. Properties of Matter
2. Atomic Structure and Nuclear Chemistry
3. Periodicity
4. Chemical Bonding
5. Chemical Reactions and Stoichiometry

TECHNOLOGY/ENGINEERING
Topics:
1. Engineering Design
2. Construction Technologies
3. Energy and Power Technologies—Fluid Systems
4. Energy and Power Technologies—Thermal Systems
5. Energy and Power Technologies—Electrical Systems

6. States of Matter, Kinetic Molecular Theory, and Thermo chemistry	6. Communication Technologies
7. Solutions, Rates of Reaction, and Equilibrium	7. Manufacturing Technologies
8. Acids and Bases and Oxidation-Reduction Reactions	

Work samples generated during one or more of the following activities must be provided in the portfolio that document the student's scientific knowledge, skills, and understanding in the selected discipline at the grade 9 or 10 level, as identified by the Massachusetts *Science and Technology/ Engineering High School Standards*:

- conducting investigations:
 - For example, the student engages in exploratory activities in which he or she identifies a key question, designs a process for gathering information and investigating the question, and incorporates scientific knowledge to produce a response, inference, conclusion, or analysis of findings.
- performing laboratory experiments:
 - For example, the student develops a hypothesis, designs or identifies a procedure for testing the hypothesis, performs a controlled experiment or series of trials, collects data accurately, summarizes and analyzes the results, and draws conclusions.
- conducting research:
 - For example, the student undertakes an activity in which he or she locates and applies available scientific knowledge and/or data from texts, articles, research summaries, etc., in order to describe a process or aspect of the discipline and provides a synthesis of the knowledge acquired, supportable conclusions, and an analysis of findings.
- conducting data analysis:
 - For example, the student accurately collects data generated either by the student, class, or teacher or data compiled from external sources and describes, synthesizes, and analyzes the data to articulate patterns, explain relationships between variables, and draw conclusions.
- completing an independent writing activity:
 - For example, the student writes a persuasive essay or answers a series of guided open-response questions that provide an analysis of scientific materials or data in support of a particular conclusion or point of view.
- developing a scientific model to represent a natural system:
 - For example, the student relates and explains how components of a natural system work together and creates a visual representation of that model.
- solving a technology/engineering design problem by creating a model or prototype:
 - For example, the student demonstrates technical knowledge and an understanding of the steps of the Engineering Design Process by describing a particular design challenge, analyzing relevant information, making predictions, and developing a prototype or model to test the predictions.

For further guidance in planning instructional activities, refer to the actual high school standards, the Scientific Inquiry Skills Standards, and the Steps of the Engineering Design Process in the Massachusetts *Science and Technology/Engineering Curriculum Framework (January 2006)*.

Cover Sheet and Work Description Labels

The blank forms on the following pages may be used to describe each portfolio product in the competency portfolio. Blank forms may be photocopied and completed by hand or may be downloaded from the Department's website. If product description labels are used, one completed label must be attached to each piece of primary evidence, as appropriate. Labels are also part of the online [Forms and Graphs](#) program.

- **Competency Portfolio Cover Sheet**
Complete and attach this form to the front of the competency portfolio
- **Work Description for High School Competency Portfolio**
Complete and attach one label to each work sample in the appropriate content area in the competency portfolio.
 - English Language Arts
 - Mathematics
 - Science and Technology/Engineering (in one high school discipline)

Competency Portfolio Cover Sheet

Include at front of portfolio only if submitting a high school Competency portfolio.

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

WORK DESCRIPTION for High School Competency Portfolio in ENGLISH LANGUAGE ARTS

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

**Student's
Name:**

**Date work was
produced:**

This Work Description includes virtually the same content as in previous years, but reflects the terminology found in the 2011 Massachusetts Curriculum Frameworks. **The ELA competency portfolio must contain at least five (5) writing samples, listed below under A. and B., including multiple drafts edited and revised by the student.** Writing samples must be based on grade 10 texts. Editing by the teacher should guide the student's *own* revisions.

Please provide the information below and attach this form to the work sample.

For the attached work sample, select either:

- A. "Reading" (and one of the accompanying categories) or
B. "Writing" (and one of the accompanying categories).

The "Language Strand" may be documented either within the five required writing samples, or through additional work.

☐

Language:

(Check Language area(s) to the right for which the attached piece should be scored.)

☐

Conventions of
Standard English

(Grammar and usage)

☐

Knowledge of
Language

(Effective choices for meaning/style, and application in different contexts)

☐

Vocabulary Acquisition
and Use

(Grade-appropriate words; literal/figurative language)

If a writing sample is attached, select A. or B. below, then check the appropriate box to the right:

A. ☐ **Reading:** ☐ Fiction ☐ Informational Text Select one: ☐ Poetry OR ☐ Drama

The attached writing sample is based on the following grade 10 text:

Name of text: _____

(check one) Draft: _____ Final: _____

B. ☐ **Writing:** ☐ Analysis of a theme in literature (check one) Draft: _____ Final: _____

☐ Narrative, Argument, or Informational/expository text (check one) Draft: _____ Final: _____

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

(You may wish to use a scoring rubric to determine the percentages. If so, please attach the rubric.)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in MATHEMATICS

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

**Student's
Name:**

**Date work was
produced:**

This Work Description includes the content standard codes found in both the 2000 and 2011 *Massachusetts Curriculum Frameworks*. **The Mathematics competency portfolio must include:**

- work samples with a minimum of four examples or problems solved by the student for each aspect of the learning standard listed below
- evidence of the student's own thinking and problem solving (i.e., all work must be shown).
- a score (% accurate) for each piece of student work, with all incorrect answers marked.
- work produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence *before* corrections were made must be indicated below.
- work corrected by the teacher may not be submitted as the student's own work.

Please indicate below the strand and learning standard documented in the attached work sample.

<input type="checkbox"/> Number Sense and Operations	<input type="checkbox"/> 10.N.1	<input type="checkbox"/> 10.N.2	<i>(2011 Standards: HSN-RN.A.2, 6.EE.A.2, 7.NS.A.3, 7.EE.B.3, 8.EE.A.1, 8.EE.A.2)</i>			
<input type="checkbox"/> Patterns, Relations, and Algebra	<input type="checkbox"/> 10.P.2	<input type="checkbox"/> 10.P.4	<input type="checkbox"/> 10.P.5	<input type="checkbox"/> 10.P.7		
<i>(2011 Standards: HSA-SSE.A.2, HSA-APR.A.1, HSA-CED.A.1, HSA-CED.A.2, HSA-REI.B.4, HSF-IF.B.4, HSF-IF.C.8, HSF-LE.A.1, HSF-LE.A.2, 8.F.B.4)</i>						
<input type="checkbox"/> Geometry <small>(Choose any three)</small>	<input type="checkbox"/> 10.G.1	<input type="checkbox"/> 10.G.2	<input type="checkbox"/> 10.G.3	<input type="checkbox"/> 10.G.4	<input type="checkbox"/> 10.G.5	<input type="checkbox"/> 10.G.6
	<input type="checkbox"/> 10.G.7	<input type="checkbox"/> 10.G.8	<input type="checkbox"/> 10.G.9	<input type="checkbox"/> 10.G.10		
<i>(2011 Standards: HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.5, HSG-CO.B.6, HSG-CO.D.12, HSG-SRT.A.1, HSG-SRT.A.2, HSG-SRT.B.5, HSG-SRT.C.6, HSG-SRT.C.8, HSG-C.A.2, HSG-GPE.B.4, HSG-GPE.B.5, HSG-GPE.B.6, 5.G.B.4, 7.G.A.3, 8.G.A.2, 8.G.A.5, 8.G.B.8)</i>						
<input type="checkbox"/> Measurement	<input type="checkbox"/> 10.M.1	<input type="checkbox"/> 10.M.2	<input type="checkbox"/> 10.M.3	<i>(2011 Standards: HSG-GPE.B.7, HSG-GMD.B.3, 7.G.B.4, 7.G.B.6, 7.G.B.7)</i>		
<input type="checkbox"/> Data, Statistics, and Probability	<input type="checkbox"/> 10.D.1	<input type="checkbox"/> 10.D.2				
<i>(2011 Standards: S-ID.A.1, S-ID.A.2, S-ID.A.3, S-ID.B.5, S-ID.B.6, S-ID.C.7, 6.SP.B.4, 6.SP.B.5)</i>						

ON THE ATTACHED WORK SAMPLE:

What score did the student receive?

(Level of Accuracy = _____ %)

How much was done independently by the student?

(Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering BIOLOGY

Student's
Name:

Date work was
produced:

(Attach one **WORK DESCRIPTION** to each work sample
or collection of related work samples in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work, with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s).

- | | |
|---|---|
| <input type="checkbox"/> Chemistry of Life | <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 |
| <input type="checkbox"/> Cell Biology | <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 <input type="checkbox"/> 2.8 |
| <input type="checkbox"/> Genetics | <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.6 |
| <input type="checkbox"/> Anatomy and Physiology | <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.6 <input type="checkbox"/> 4.7 <input type="checkbox"/> 4.8 |
| <input type="checkbox"/> Evolution and Biodiversity | <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 |
| <input type="checkbox"/> Ecology | <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 |

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

CHEMISTRY

Student's
Name:

Date work was
produced:

(Attach one **WORK DESCRIPTION** to each work sample
or collection of related work samples in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s).

<input type="checkbox"/> Properties of Matter	<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3					
<input type="checkbox"/> Atomic Structure and Nuclear Chemistry	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4	<input type="checkbox"/> 2.5	<input type="checkbox"/> 2.6	<input type="checkbox"/> 2.7	
<input type="checkbox"/> Periodicity	<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4				
<input type="checkbox"/> Chemical Bonding	<input type="checkbox"/> 4.1	<input type="checkbox"/> 4.2	<input type="checkbox"/> 4.3	<input type="checkbox"/> 4.4	<input type="checkbox"/> 4.5	<input type="checkbox"/> 4.6		
<input type="checkbox"/> Chemical Reactions and Stoichiometry	<input type="checkbox"/> 5.1	<input type="checkbox"/> 5.2	<input type="checkbox"/> 5.3	<input type="checkbox"/> 5.4	<input type="checkbox"/> 5.5	<input type="checkbox"/> 5.6		
<input type="checkbox"/> States of Matter, Kinetic Molecular Theory, and Thermochemistry				<input type="checkbox"/> 6.1	<input type="checkbox"/> 6.2	<input type="checkbox"/> 6.3	<input type="checkbox"/> 6.4	<input type="checkbox"/> 6.5
<input type="checkbox"/> Solutions, Rates of Reaction, and Equilibrium	<input type="checkbox"/> 7.1	<input type="checkbox"/> 7.2	<input type="checkbox"/> 7.3	<input type="checkbox"/> 7.4	<input type="checkbox"/> 7.5	<input type="checkbox"/> 7.6		
<input type="checkbox"/> Acids and Bases and Oxidation-Reduction Reactions			<input type="checkbox"/> 8.1	<input type="checkbox"/> 8.2	<input type="checkbox"/> 8.3	<input type="checkbox"/> 8.4		

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering INTRODUCTORY PHYSICS

**Student's
Name:**

**Date work was
produced:**

**(Attach one WORK DESCRIPTION to each work sample
or collection of related work samples in the portfolio.)**

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s).

<input type="checkbox"/> Motion and Forces	<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3	<input type="checkbox"/> 1.4	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.6	<input type="checkbox"/> 1.7	<input type="checkbox"/> 1.8
<input type="checkbox"/> Conservation of Energy and Momentum	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4	<input type="checkbox"/> 2.5			
<input type="checkbox"/> Heat and Heat Transfer	<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4				
<input type="checkbox"/> Waves	<input type="checkbox"/> 4.1	<input type="checkbox"/> 4.2	<input type="checkbox"/> 4.3	<input type="checkbox"/> 4.4	<input type="checkbox"/> 4.5	<input type="checkbox"/> 4.6		
<input type="checkbox"/> Electromagnetism	<input type="checkbox"/> 5.1	<input type="checkbox"/> 5.2	<input type="checkbox"/> 5.3	<input type="checkbox"/> 5.4	<input type="checkbox"/> 5.5	<input type="checkbox"/> 5.6		
<input type="checkbox"/> Electromagnetic Radiation	<input type="checkbox"/> 6.1	<input type="checkbox"/> 6.2						

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering TECHNOLOGY/ENGINEERING

Student's Name:

Date work was
produced:

(Attach one **WORK DESCRIPTION** to each work sample
or collection of related work samples in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s):

- | | |
|---|---|
| <input type="checkbox"/> Engineering Design | <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 |
| <input type="checkbox"/> Construction Technologies | <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 |
| <input type="checkbox"/> Energy and Power Technologies—
Fluid Systems | <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 |
| <input type="checkbox"/> Energy and Power Technologies—
Thermal Systems | <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 |
| <input type="checkbox"/> Energy and Power Technologies—
Electrical Systems | <input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 |
| <input type="checkbox"/> Communication Technologies | <input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 |
| <input type="checkbox"/> Manufacturing Technologies | <input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3 |

ON THE ATTACHED PIECE OF STUDENT WORK:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

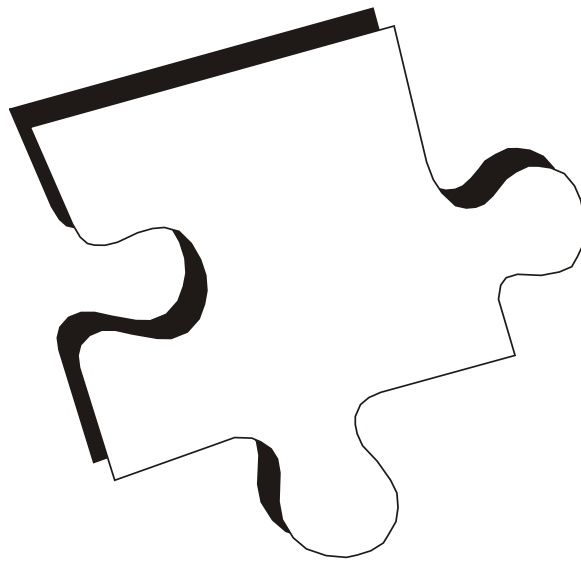
If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

PART V

Scoring Portfolios and Reporting Results



Scoring the MCAS-Alt

A. Scoring Student Portfolios

MCAS-Alt portfolios are scored by trained and qualified scorers whose performance is closely monitored by the Department to ensure that the score of each portfolio is accurate. All portfolios with missing or incomplete information, with evidence that is determined to be unmatched to the required Massachusetts curriculum framework standards for a student in that grade, or that includes evidence for a student who is performing at or close to grade-level expectations, will receive an additional round of review by expert scorers to ensure that results are accurate.

Through verification of the standards being assessed in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* and the application of a universal scoring rubric, the evidence of the student's performance is evaluated and scored against research-based criteria on how students with significant disabilities learn and demonstrate knowledge and skills. The MCAS-Alt Rubric for Scoring Portfolio Strands was developed with assistance and feedback from hundreds of teachers and a statewide advisory committee. The criteria for scoring portfolios are listed and described on the following pages, and are detailed in the [2016 Guidelines for Scoring Student Portfolios](#).

The scoring of MCAS-Alt portfolios reflects the level at which a student learns, understands, and applies the knowledge and skills outlined in the Massachusetts curriculum frameworks. The MCAS-Alt portfolio measures progress over time, as well as the highest achievement attained by the student on the assessed standards, and incorporates the frequency of the use of cues, prompts, and other assistance provided to the student in determining an overall score.

B. MCAS-Alt Rubric for Scoring Portfolio Strands

The MCAS-Alt Rubric for Scoring Portfolio Strands is shown on page 65, with an explanation of each rubric area on the pages following.

The Rubric for Scoring Portfolio Strands is used to generate a score in each portfolio strand based in each rubric area: Level of Complexity (1–5), Demonstration of Skills and Concepts (M–4), and Independence (M–4). A combined score for an entire subject is generated for Self-Evaluation (M–2) and Generalized Performance (1–2). A score of “M” means there was insufficient evidence or information to generate a numerical score in a rubric area.

Trained and qualified scorers examine each strand of the portfolio and apply the following criteria in order to produce a score in each rubric area, based on the evidence found in the portfolio:

- **level of complexity** at which the student addresses standards in the Massachusetts curriculum framework in the subject being assessed, either at grade-level, through entry points, or through access skills
- **completeness** of all portfolio materials
- **accuracy** of the student's responses to questions, or of his or her performance of specific tasks
- **independence** of the student in responding to questions, demonstrating knowledge and skills, or performing tasks
- **self-evaluation** during or after each task or activity (e.g., reflection, self-correcting, goal-setting)
- **generalized performance** of the same skill using different instructional approaches, activity formats, or methods of response

C. Using the Rubric to Guide the Development of Student Portfolios

In order for a portfolio to receive the highest score, it must include evidence that the student has learned challenging academic skills and is able to perform these skills accurately and independently. Evidence taken together should address all areas of the scoring rubric, including self-evaluation and generalized performance. However, a single piece of portfolio evidence cannot, by itself, provide evidence of student learning in every rubric category. A variety of portfolio products must be submitted that support and complement one another.

The MCAS-Alt Rubric for Scoring Portfolio Strands serves several purposes:

- to inform educators and parents of the criteria that will be used to evaluate portfolios
- to score portfolios
- to guide teachers in planning and designing standards-based instruction that yields high-quality products for the student's portfolio

MCAS-Alt RUBRIC for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses motor and communication "access skills" during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).
Self-Evaluation	Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.	Student plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.		
Generalized Performance		Student demonstrates knowledge and skills in one context or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts or uses multiple approaches and/or methods of response and participation in this strand.		

Expanded Version of the MCAS-Alt Rubric for Scoring Portfolio Strands

1) LEVEL OF COMPLEXITY

To what extent is the portfolio evidence aligned with the standards required for assessment in this subject?

1	2	3	4	5
Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses motor, and communication "access skills" during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

What each score means in this rubric area:

1. The evidence in this strand documents instruction that is either **unrelated or unmatched to the Massachusetts curriculum framework standards** required for assessment. Either the standards being assessed were not required in the portfolio of a student enrolled in the grade or the evidence does not document the student's participation in a standards-based activity. If a score of 1 is given in Level of Complexity, other rubric areas will not receive a score.
2. The evidence indicates that the student is being exposed to the academic curriculum, but is **not yet addressing academic content and skills** in this subject. He or she is working on communication, and/or motor skills ("access skills") **during** instructional activities based on curriculum frameworks assessed in that grade, which may include exploring methods, tools, and materials in the content area.
3. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards in this strand, but **standards have been modified to a lower level of complexity** (i.e., below grade-level expectations) compared with standards addressed by a typical student in this grade. Modified standards are called "entry points" and are described in detail in the Department publication *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*.
4. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards **at grade-level expectations; although only a small number of standards (1 or 2) are included** in the portfolio strand.
5. The evidence indicates that the student is addressing academic content based on curriculum framework standards **at grade-level expectations, and a broad range of standards (3 or more) are included** in the portfolio strand.

NOTE: A score of 5 in this rubric area is required for a student to be considered for a score of *Needs Improvement* or higher; and in high school, for a student to earn a Competency Determination. The student must submit the specific portfolio evidence described in the section entitled Grade-Level and Competency Portfolios for Students Who are Achieving at Grade-Level.

2) DEMONSTRATION OF SKILLS AND CONCEPTS

How accurate was the student's performance of the skills and concepts being assessed?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).

Summary:

This rubric area measures the degree to which the student gave the **correct or desired response(s)** during a task or activity. Teachers must provide the student's percentage of accuracy on (or attached to) *each piece* of primary evidence, and for each data point on the data chart. The percent of accuracy for points on the data chart is calculated by averaging the percentage(s) of accuracy on all tasks and activities performed by the student in the assessed strand or standard on a single date.

What each score means in this rubric area: the “final 1/3 time frame”

Each strand, with the exception of the ELA-Writing, will be scored for *Demonstration of Skills and Concepts* by first identifying the “final 1/3 time frame” on the data chart. If fewer than twelve data points are listed on the data chart the final three points will be calculated. An overall average accuracy percentage will be calculated by the scorer based on the percentage of accuracy for all data points during or after the final 1/3 time frame of the data chart. Based on the average percentage of the data points and evidence in the final 1/3 time frame, the overall score for Demonstration of Skills and Concepts (i.e., 1–4) in the strand is determined using the scoring rubric above.

A score of “M” (missing or insufficient evidence) will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student's performance of the measurable outcome on **at least eight different dates** that shows the student's overall (i.e., average) accuracy and independence for each date; the percentage must begin **below 80 percent** for either accuracy or independence or both. A **brief description** must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.
- **two additional pieces of primary evidence** (labeled correctly), such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

A score of “M” will also be given for primary evidence that is not labeled either directly on the evidence or on attached work description labels with the student's name, date of completion, percentage of accuracy, and percentage of independence.

NOTE: See Writing Rubrics, pages 22-25 for information on *Demonstration of Skills and Concepts* for the Writing strand.

3) INDEPENDENCE

How much support and direct assistance does the student require in order to demonstrate knowledge and skills?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).

Summary:

This rubric area measures the frequency with which cues and prompts (either verbal, visual, gestural, or physical) were used to assist the student in responding to a task, activity, or assignment. The percent of independence for a single point on a data chart is calculated by averaging the percentage(s) of independent responses on all tasks and activities performed by the student on a single date based on the measurable outcome. **Any prompt given to the student during an instructional activity will count as a non-independent response** and the percentage of independence calculated as 0%.

Scoring in this rubric area: the “final 1/3 time frame”

Each strand will be reviewed by the scorer for *Independence* who will identify the “final 1/3 time frame” on the data chart (or the final three points, if fewer than twelve points are listed on the chart). An average score will be calculated for independence based on the percentage of independence for all data points during or after the final 1/3 time frame of the data chart. Based on the average of the data points and evidence, the overall score in the strand is then determined using the scoring rubric above.

A score of “M” (missing or insufficient evidence) will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student’s performance of the measurable outcome on **at least eight different dates** that shows the student’s overall accuracy and independence for each date; the percentage must begin **below 80 percent** for either accuracy or independence or both. A **brief description** must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.
- **two additional pieces of primary evidence** (labeled correctly), such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

4) **SELF-EVALUATION**

How aware is the student of his or her performance, and how often does he or she make decisions or choices that affect the performance?

M	1	2
Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.	Student frequently plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.

Summary:

Self-evaluation, or “thinking about learning,” measures how well and how frequently the student:

- reflects on his or her performance
- plans and sets goals
- chooses an activity or next steps in an activity
- selects a problem-solving strategy
- monitors his or her progress or use of a strategy (e.g., checks off steps as each is completed)
- decides when to continue or end participation in an activity
- self-corrects as necessary
- determines own score using a rubric

Evidence of **self-evaluation** must be clearly labeled with the student’s name and date, and may be included on the work description label. If it is included on a piece of primary evidence directly, then it should be briefly described by the teacher (for example, “student corrected his/her incorrect answer” or “student chose this piece of work for the portfolio”).

5) GENERALIZED PERFORMANCE

How frequently does the student demonstrate knowledge and skills in different contexts, and during instruction that uses multiple approaches and formats?

1	2
Student demonstrates knowledge and skills in one context or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts or uses multiple approaches and/or methods of response and participation in this strand.

Summary:

Students with significant cognitive disabilities often have difficulty **generalizing** skills in new settings and situations. This area measures the use of effective classroom strategies for ensuring that students are able to retain and transfer what they have learned (*National Alternate Assessment Center*, 2005).

Generalized Performance reflects the number of **instructional approaches and activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following elements of instruction:

- *media and materials* (using art materials, written text, manipulatives, computer)
- *activity formats* (classroom projects, small group discussions, paired research, experiments)
- *presentation formats* (oral, written, multimedia)
- *method of response* (handwritten, word-processed, oral, creation of a visual display, on a video)
- *application of skills and/or knowledge* in home and community settings

Scoring Information:

The score for Generalized Performance will not be increased based on changes in the *setting* or *people* who assist the student.

A score of M will not be given in this rubric area, since portfolio evidence will always demonstrate at least **one** approach or context and result in a score of at least 1.

Age-appropriate instructional materials: When the evidence in the portfolio indicates that materials used during instruction were inappropriate to the student's chronological age, the Generalized Performance score in the strand will be lowered to 1.

Calculating the Overall Achievement Level in the Content Area

To determine the overall achievement level in a content area, each portfolio strand in the content area is scored separately using the Rubric for Scoring Portfolio Strands. A **subscore** is assigned to each strand by applying the score combinations shown in Table 5 below. An **overall achievement level** is then determined based on calculating the average of all subscores in the assessed strands of a content area and rounding to the nearest achievement level (where In=1, Aw=2, Em=3, Pg=4, and NI+=5). Scores in *Self-Evaluation* and *Generalized Performance* are not included in the calculation of the overall achievement level.

Table 5
Calculating a “Subscore” in Each Portfolio Strand

A subscore is calculated for each portfolio strand based on the score combinations shown below using the Rubric for Scoring Portfolio Strands. Then, each subscore is combined to yield an overall score in the content area.

<u>Level of Complexity = 1</u>						<u>Level of Complexity = 2</u>						<u>Level of Complexity = 3</u>					
Demonstration of Skills & Concepts						Demonstration of Skills & Concepts						Demonstration of Skills & Concepts					
Independence	M	1	2	3	4	Independence	M	1	2	3	4	Independence	M	1	2	3	4
	In	In	In	In	In		In	In	In	In	In		In	In	In	In	In
	1	In	In	In	In		1	In	Aw	Aw	Aw		1	In	Aw	Aw	Aw
	2	In	In	In	In		2	In	Aw	Aw	Aw		2	In	Aw	Aw	Em
	3	In	In	In	In		3	In	Aw	Aw	Em		3	In	Aw	Em	Pg
	4	In	In	In	In		4	In	Aw	Aw	Em		4	In	Aw	Em	Pg

<u>Level of Complexity = 4</u>						<u>Level of Complexity = 5</u>					
Demonstration of Skills & Concepts						Demonstration of Skills & Concepts					
Independence	M	1	2	3	4	Independence	M	1	2	3	4
	In	In	In	In	In		In	In	In	In	In
	1	In	Aw	Aw	Aw		1	In	Aw	Aw	Aw
	2	In	Aw	Aw	Em		2	In	Aw	Em	Em
	3	In	Aw	Em	Pg		3	In	Em	Pg	Pg
	4	In	Aw	Em	Pg		4	In	Em	Pg	NI+

NOTE:

“M” means the required information was either missing or insufficient to determine a score.

KEY

In	Incomplete
Aw	Awareness
Em	Emerging
Pg	Progressing
NI+	Needs Improvement, Proficient, or Advanced (based on portfolio review by content experts)

Reporting MCAS-Alt Results

A. Reporting an Achievement Level in Each Content Area

For each student who takes the MCAS-Alt, one of the following achievement levels are reported in each content area of the portfolio:

- ***Incomplete***—**Insufficient evidence and information** was included in the portfolio to allow an achievement level to be determined in the content area.
- ***Awareness***—Students demonstrate **very little understanding** of standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require extensive prompting and assistance, and their performance is mostly inaccurate.
- ***Emerging***—Students demonstrate a **simple understanding that is below grade-level expectations** of a limited number of standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require frequent prompting and assistance, and their performance is limited and inconsistent.
- ***Progressing***—Students demonstrate a **partial understanding that is below grade-level expectations** of selected standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students are steadily learning new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate.
- ***Needs Improvement***—Students demonstrate a **partial understanding of grade-level subject matter** and solve some simple problems.
- ***Proficient***—Students demonstrate a **solid understanding of challenging grade-level subject matter** and solve a wide variety of problems.
- ***Advanced***—Students demonstrate a **comprehensive understanding of challenging grade-level subject matter** and provide sophisticated solutions to complex problems.

Note: A student taking high school MCAS tests/retests or an alternate assessment must attain a minimum achievement level of *Needs Improvement* in order to meet the state’s Competency Determination requirement to be eligible to receive a high school diploma. Students who score at the *Needs Improvement* level in ELA and Mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP), in English language arts and mathematics.

B. School and District Results

Preliminary school and district performance-level results and *Portfolio Feedback Forms* are posted to DropBox Central in the Department’s [Security Portal](#) in mid-June. Official results are posted in mid-September and reflect the changes made as a result of discrepancies reported to the Department and the results of MCAS-Alt score appeals. Students’ portfolios are returned to schools in mid-September. District level results include achievement-level results for students attending each school in a district, as well as for those students who reside in the district and attend publicly funded out-of-district placements, such as

educational collaboratives, approved or unapproved private special education schools, or programs in other public school districts.

To meet federal requirements for reporting results of statewide assessments for *all* students, the results of MCAS-Alt are included in school, district, and statewide reports of MCAS results. Since scaled scores (i.e., numerical scores between 200 and 280) are not assigned to MCAS-Alt, results of alternate assessments will be reported as achievement levels only. The alternate assessment achievement levels of *Incomplete*, *Awareness*, *Emerging*, and *Progressing* will be included in the *Warning/Failing* achievement level for the purpose of school and district reporting.

C. Parent/Guardian Reports

In mid-September, districts will receive MCAS-Alt Parent/Guardian Reports. These reports will provide a detailed description of a child's score in each area of the scoring rubric and an overall achievement level in each subject of the alternate assessment.

The district must send a parent/guardian reports to the student's homes. If the student is also reported as limited English proficient (LEP), a copy in the student's home language must be sent to the home of the student together with his or her actual report in English. Print copies of the translations of the report "shell" in ten languages are provided in the shipment of [MCAS-Alt Parent/Guardian Reports](#). Translated reports "shells" in ten languages are also available [online](#).

Policy on Storage and Destruction of Returned MCAS-Alt Portfolios

In September of each year, the Department of Elementary and Secondary Education (ESE) returns scored MCAS-Alt portfolios to the school that submitted them in the spring.

Once returned, an MCAS-Alt portfolio becomes part of a student's *temporary record*, and must be kept by the school in a secure location. Under the [Massachusetts Student Records Regulations](#), a temporary record contains everything that is not in the transcript and that is "clearly of importance to the educational process." Principals or their designees are required to periodically review temporary student records periodically and to destroy portions that are "misleading, dated, or irrelevant." Prior to destroying these records, **schools must give parents and eligible students written notice of the intent to destroy records, and of parents' rights to receive copies of these records before they are destroyed** (603 CMR 23.06(2)).

Regardless of the obligation to review and periodically purge temporary records of "misleading, dated, or irrelevant" documents, schools *must* destroy students' temporary records no later than seven years after the student transfers, graduates, or withdraws from public school (i.e., a student's temporary records *must* be destroyed *within* seven years after the student exits). However, **schools may destroy "misleading, dated, or irrelevant" documents prior to this time by providing written notice to the student and his/her parent** of the approximate date of destruction of the record and of their right to receive these materials in whole or in part prior to their destruction.

The Department recommends the following time periods for schools to retain MCAS-Alt portfolios after the Department has returned them to the schools, based on the general view that, over time, the importance of the portfolios to the educational process diminishes and ultimately they become dated and irrelevant:

- grades 3–8 ELA and Mathematics portfolios: **two years** after return of portfolios to school
- grades 5 and 8 Science and Technology/Engineering (STE) portfolios:
 - **three years** after grade 5 STE portfolios are returned to school
 - **two years** after grade 8 STE portfolios are returned to school
- high school ELA, Mathematics, and STE portfolios: **two years after the student exits** public education

After the recommended time period, if the student is no longer in the district, or if the parent doesn't want the portfolio after receiving notice of the approximate date of destruction and the parent's right to receive these materials, the school may destroy the portfolio. Despite these recommendations, schools and districts should be aware of circumstances in which it may be prudent to retain MCAS-Alt portfolios *longer* than the recommended time periods and treat the destruction of MCAS-Alt portfolios for specific students on a case-by-case basis. However, **in all cases, records must be destroyed within the seven-year period described above.**

Notes:

Districts are reminded that, prior to the destruction of a student's MCAS-Alt portfolio, the district must furnish a copy of the portfolio to the eligible student or parent upon request, per (603 CMR 23.07(2)).

Additionally, when a student is transferring from one Massachusetts district to another, the Department recommends that the previous district send the student's current and/or most recent MCAS-Alt portfolio to the new district.

MCAS-Alt and School and District Accountability

In February 2012, the Massachusetts Department of Elementary and Secondary Education (ESE) received approval from the U.S. Department of Education (USED) to waive certain requirements of the No Child Left Behind (NCLB) law, and that waiver was re-approved in June 2016. As a result, the **Progress and Performance Index (PPI)** has replaced Adequate Yearly Progress (AYP) as the primary method of providing accountability determinations for districts and schools. The PPI is a 100-point index assigned to districts, schools, and student groups based on achievement and growth/improvement in English language arts (ELA), mathematics, and science; and for high schools, graduation and dropout rates. Each district and school will receive both an Annual PPI and a cumulative Four-Year PPI. The Four-Year PPI will be used to classify schools and districts into an [accountability level](#).

All districts, schools, and subgroups will be expected to reduce the gap by half between their level of performance in 2011 and proficiency for *all* students by the 2016–2017 school year in English language arts (ELA), mathematics, and STE. The Composite Performance Indices (CPI) shown on page 76 will be used to measure progress towards this goal.

The provision continues to allow states to count the results of students with *significant cognitive disabilities* who take alternate assessments differently from the results of all other students. **Up to one percent of the total number of students assessed** in the state who do not score *Proficient* on the MCAS-Alt may be counted “as if *Proficient*” and receive up to 100 Composite Performance Index points for the purpose of determining annual progress, if they meet the criteria described below. **Note:** This does not mean that an individual student is considered to be *Proficient*, and only affects how ESE calculates whether groups, schools, or districts are meeting annual gap-halving goals. This provision should not be confused with existing state requirements to meet the Competency Determination standard to be eligible for a high school diploma; nor should it be misinterpreted as a quota or cap on the number of students who may take alternate assessments.

USED requires that the total number of students taking the MCAS-Alt who receive 100 CPI points not exceed one percent of the total number of students assessed by MCAS. To meet this requirement, the following policies have been implemented (see Table 6):

1. ESE will assign 100 CPI points only to students scoring *Progressing* on the MCAS-Alt who have been identified in the Student Information Management System (SIMS) as having the following **primary disabilities**: *Intellectual, Multiple Disabilities, Autism, Developmental Delay*, and *Sensory/Deaf and Blind*, and whose **level of need** for special education services has been reported as *High*. These students are most likely to have significant cognitive disabilities whose academic performance will be determined based on “alternate achievement standards.” ESE will further prioritize among these students, as needed, to reach a total of one percent, based on the reported level of need for special education services.
2. The Department will assign 75 CPI points to students scoring *Progressing*, if they are:
 - reported in the above disability categories, but with lower levels of need; or
 - reported as having the following primary disabilities: *Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities*, or *Neurological*.

3. All other students with disabilities assessed using the MCAS-Alt who do not score at the *Progressing* level will continue to be assigned CPI points in accordance with prior years' procedures (see Table 6). For example, students scoring at the *Emerging* level receive 75 CPI points, *Awareness* 50 CPI points, and *Portfolio Incomplete* 25 CPI points.

Students taking MCAS-Alt whose performance is based on grade-level achievement standards (i.e., students in grades 3–8 submitting grade-level portfolios and students in high school submitting competency portfolios) will receive CPI points based on equivalent MCAS test scores shown in Table 6.

The following table indicates how points are awarded to each school and district in ELA and mathematics based on MCAS and MCAS-Alt scores for students with and without disabilities. Point totals are used as one indicator of the school's or district's annual progress toward decreasing its proficiency gap.

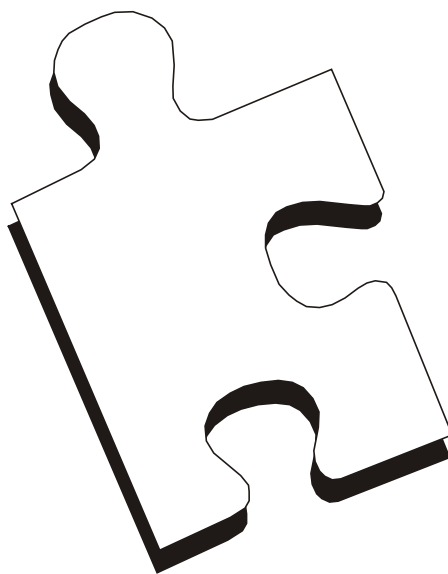
Table 6
Proficiency Index

MCAS Scaled Score	MCAS Achievement level	MCAS-Alt Achievement Level	CPI Points Awarded
240–280	Proficient and Advanced	Progressing (for certain disability types) ¹	100
230–238	Needs Improvement – High	Progressing (for certain disability types) ² and Emerging	75
220–228	Needs Improvement – Low	Awareness	50
210–218	Warning/Failing – High	Portfolio Incomplete	25
200–208	Warning/Failing – Low	Portfolio Not Submitted	0

¹ Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

² Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

Required Forms



2017 MCAS-Alt

PORTFOLIO CONTENTS CHECKLIST

The following items and completed forms must appear in the student's MCAS-Alt portfolio and be submitted in a three-ring binder. Place a check next to each item included in the portfolio:

- _____ **Artistic cover** designed by the student, inserted in the front window of the three-ring portfolio binder (recommended, but not required)
- _____ **Portfolio Cover Sheet** with all required information
- _____ **Student's introduction to the portfolio**, which can be written, dictated, or recorded by the student, and expresses "What I want others to know about me as a learner and about my portfolio."
- _____ **Verification Form** signed by the parent or guardian documenting that the parent/guardian was given an opportunity to review the work in their child's portfolio prior to submission. If this form is not signed, a record of attempts made by the school inviting parents to review the portfolio must be included.
- _____ **Consent Form to Photograph and Audio/Videotape a Student**, signed by the parent or guardian, is required if electronic images or recordings of the student are included in the portfolio. This form need *not* be included in the portfolio, but **must be kept on file at the school**.
- _____ **Student's weekly schedule**, verifies that the student is receiving an instructional program that includes the general education (i.e., academic) curriculum.
- _____ **School calendar** that verifies the days the school is in/out of session, including summer school, staff professional development days, and school closing due to inclement weather (Note: submit the last two years' calendars if submitting two years worth of science and technology/engineering evidence.)
- _____ **Strand Cover Sheet** attached to the evidence for each portfolio strand
- _____ **Portfolio evidence** (work samples, data charts, video, etc.) in the subject(s) being assessed, including pre-scored Writing rubrics for ELA-Writing
- _____ **Work Sample Descriptions** for all work samples, photographs, videotapes, flash drives, and other evidence, that include the student's name, date work was produced, and percentages of accuracy and independence. This information may be written directly on each piece of evidence, in which case these forms are unnecessary.

2017 MCAS-Alt

PORTFOLIO COVER SHEET

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

1) Student's Name: _____

2) State-Assigned Student Identifier (SASID):

1	0								
---	---	--	--	--	--	--	--	--	--

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

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

5) District-School Code:

--	--	--	--

 DISTRICT –

--	--	--	--

 SCHOOL (See <http://profiles.doe.mass.edu>)

6) Address of School or Program: _____

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

8) Contact Information:

Teacher's Name: _____

School telephone and email: _____

9) Content area(s) included in this portfolio (check all that apply):

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

10) Will this student take a **standard MCAS test** in any content area in spring 2017? If yes, which one(s)?

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering



STRAND COVER SHEET

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

1) Student's Name: _____

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

3) a. Content Area (Subject): _____

b. Strand: _____

c. Learning Standard(s): _____

(List standard(s) for the grade in which the student was reported in SIMS.)

4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)

- | | | |
|--|--|---|
| <input type="checkbox"/> at "grade-level"
(use "grade-level" or
"competency" Work
Descriptions) | <input type="checkbox"/> through "entry points"
(from the Resource Guide,
Page_____) | <input type="checkbox"/> through "access skills"
(practiced during academic
instruction; from the
Resource Guide, Page_____) |
|--|--|---|

5) Measurable outcome: Choose a challenging skill from the Resource Guide that the student is expected to learn, as a result of instruction at the appropriate level of complexity listed above (for example, "student will summarize key events in a literary text with 80% accuracy and 100% independence").

The student will.....

6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill, including augmentative and/or alternative communication (AAC) system, if used:

Primary Evidence Checklist

(Check boxes if product is included and labeled)

Name Date Accuracy Independence

Required Evidence:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Data chart showing measurable outcome listed above | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Evidence #1 based on same measurable outcome: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Evidence #2 based on same measurable outcome: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2017 MCAS-Alt
**Parent, Guardian, or Primary Care Provider
VERIFICATION FORM**

Student's Name: _____

School: _____

Please check below:

_____ I HAVE BEEN GIVEN AN OPPORTUNITY TO REVIEW THE CONTENTS OF MY CHILD'S PORTFOLIO.

_____ Date: _____

Signature of Parent, Guardian, Primary Care Provider,
or Student (if over 18 years of age)

_____ PARENT OR GUARDIAN **DID NOT VIEW** THE PORTFOLIO, BUT WAS INVITED TO DO SO
ON THE DATES LISTED IN THE SPACE BELOW.

OPTIONAL: Comments may be provided by the parent, guardian, or primary care provider regarding
the child's MCAS-Alt portfolio (continue on reverse side if necessary):

Please encourage parents to contact the Department of Elementary and Secondary Education
directly with comments/questions at mcas@doe.mass.edu.

This form **must be included** in the student's MCAS-Alt portfolio.

Padre, Guardián, o Proveedor de Cuidado Principal
FORMA DE VERIFICACIÓN

Nombre del Estudiante: _____

Escuela: _____

Marque abajo:

_____ YO HE TENIDO LA OPORTUNIDAD DE REPASAR EL CONTENIDO DEL
PORTAFOLIO DE MI HIJO/A.

Firma del Padre, Guardián, or Proveedor de Cuidado Principal, o estudiantes de 18 años, y **fecha**

_____ EL PADRE O GUARDIÁN NO REVISÓ EL PORTAFOLIO, PERO FUÉ INVITADO A
HACERLO EN LAS FECHAS INDICADAS ABAJO.

OPCIONAL: Comentarios del padre, guardián, or proveedor principal sobre el portafolio de MCAS
(continuar en el otro lado si es necesario):

Anime a los padres a ponerse en contacto con el Departamento de Educación Elemental y
Secundaria directamente con comentarios o preguntas de MCAS a mcas@doe.mass.edu.

Este formulario **debe ser incluido** en el portafolio del estudiante.

2017 MCAS-Alt
CONSENT FORM
to Photograph and Audio/Videotape a Student
(Please keep on file at school)

To Teachers:

Please share the attached *Consent Form* with the parent(s) or guardian of a student participating in the MCAS-Alt for whom photographs, videotape, or audiotape will be submitted. Informed consent by the parent/guardian is required for this specific use. If consent is not obtained, electronic images and recordings of the student may not be created or submitted in the portfolio.

Please keep a signed copy of this *Consent Form* in the student's file. It is not necessary to include this form in the portfolio.

Consent is necessary only for the creation of electronic images or recordings of the student.
The signed IEP signifies consent by the parent to have the student participate in the MCAS-Alt.

2017 MCAS-Alt
CONSENT FORM
to Photograph and Audio/Videotape a Student
(Please keep on file at the school)

To Parents or Guardians:

State and federal laws require all students in Massachusetts to participate in the Massachusetts Comprehensive Assessment System (MCAS), the state's student assessment program. Massachusetts gives MCAS tests in three subjects: English Language Arts, Mathematics, and Science and Technology/Engineering. A student's IEP team determines whether a student with a disability should take standard MCAS tests, either with or without test accommodations, or whether the student requires an alternate assessment. The MCAS-Alt provides a method for assessing the academic performance of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.

Brief Description of the MCAS-Alt: During the school year, your child's teacher will collect educational information documenting your child's performance. The teacher will compile this information in a portfolio and send it to the Department of Elementary and Secondary Education where it will be reviewed and scored by qualified scorers. Portfolios are scored in April and May, and will be returned to your child's school in the fall. Your child's portfolio will remain in his or her file at the school.

Components of the MCAS-Alt: Your child's MCAS-Alt portfolio will include some or all of the following:

- Samples of student work: a collection of your child's best classroom work demonstrating his or her performance at different times during the year
- Photographs, videotape, or audiotape: documentation of your child participating in classroom activities and assignments through video or audio recordings, or photography.
- Performance tasks: a record of your child's participation in tasks and classroom activities related to the Massachusetts curriculum frameworks, such as listening, communicating, and using objects and materials appropriately.
- Your child's weekly school schedule: a schedule of the academic courses taken by the student.
- Other documentation: your child's introduction to the portfolio; and a verification letter signed by parents stating that they have reviewed their child's portfolio, or were invited to do so.

Submission of the Portfolio: In early April, your child's teacher will submit your child's portfolio to the Department of Elementary and Secondary Education to be scored. In all, no more than 20 people outside your child's school will view this material, including staff from the Department of Elementary and Secondary Education, the state's test contractor, and professional scorers under formal agreement with the Department trained for the purpose of scoring alternate assessments.

Confidentiality of Your Child's Student Records: The information submitted as part of the MCAS-Alt constitutes student record material that is confidential under state and federal law. The people who review and score the information will be instructed regarding the confidentiality of the material. Your child's name and other identifying information will not be released to third persons other than those with whom the Department has contracted for purposes of implementing the MCAS-Alt. Portfolios are returned to your school and must be kept on file as part of your child's temporary record.

Revocation of Consent: You may revoke your consent to allow your child to be recorded, photographed, or video-taped for purposes of the MCAS-Alt at any time and for any reason. However, your child will still be required to participate in the MCAS-Alt.

Obtaining More Information about the MCAS-Alt: If you have any questions about the MCAS-Alt or your child's participation, please contact the Massachusetts Department of Elementary and Secondary Education at 781-338-3625 or by email at mcas@doe.mass.edu.

This Consent Form must be signed by one or both of the child's parents or guardians. Consent signifies agreement to your child being recorded on video, audio, or photography for purposes of the MCAS-Alt.

Within thirty days of receiving this form, sign and return it to your child's teacher or principal.

Statement of Consent:

I have read and understand all of the information in this Consent Form. I knowingly and voluntarily allow my child's school to release information about my child:

(child's name)

at _____
(name of school and address)

I will allow my child to be photographed, videotaped, or recorded for purposes of the MCAS-Alt and for my child's school to release information about my child that is created and collected pursuant to the terms of this agreement to the Massachusetts Department of Elementary and Secondary Education and Measured Progress for review by trained professionals. I understand that I may withdraw my consent at any time, with no penalty, by contacting my child's teacher, Measured Progress, or the Massachusetts Department of Elementary and Secondary Education.

Signature of Parent or Guardian: _____

Date: _____

FORMA DE PERMISO

Lineas Directivas para Obtener Permiso de los Padres o Guardián Para poder tomar Videos, Audiograbación o Fotografías del Estudiante

Para los Maestros:

Favor compartir la *Forma de Permiso* incluida con los padres o guardián de cualquier estudiante que está participando en la Evaluación MCAS Alterna durante el año escolar actual. Se requiere permiso para que un estudiante sea fotografiado o grabado para este propósito. Si no se obtiene permiso, no se podrán crear imágenes electrónicas y grabaciones del estudiante.

Favor notar

No es necesario obtener permiso para que un estudiante participe en la Evaluación MCAS Alterna, solamente para crear imágenes electrónicas o grabaciones del estudiante, y para ciertos componentes de los archivos confidenciales del estudiante.

2017 Evaluación MCAS Alterna
FORMA DE PERMISO
Para Video y Grabación Audio y Fotografía de Estudiantes

Para Padres o Guardián:

Como usted sabe, las leyes estatales y federales requieren que todos los estudiantes en Massachusetts participen en la evaluación MCAS (*Sistema de Evaluación Comprehensiva de Massachusetts*), por sus siglas en inglés), el programa de exámenes para estudiantes del estado. Massachusetts administra exámenes MCAS en tres áreas: Artes de Lenguaje en Inglés, Matemáticas, y Ciencias y Tecnología/Ingeniería. El Equipo del Plan Educativo Individual del estudiante determina si un estudiante con impedimentos debe de tomar el examen estandarizado MCAS, sea con o sin acomodados, o si el estudiante requiere una evaluación alterna. La Evaluación MCAS Alterna demuestra un medio para examinar el desempeño académico de estudiantes que no pueden participar en exámenes estandarizados MCAS, por causa de su discapacidad, aún con acomodados.

La participación de su hijo/a en la Evaluación MCAS Alterna constituirá cumplimiento del requisito, para que él o ella sea examinado/a a través de MCAS en el área en la cual se ha determinado anteriormente, que su hijo/a requiere una evaluación alterna.

Descripción Corta: La Evaluación MCAS Alterna requiere que durante el año escolar actual, el maestro de su hijo/a, a lleve a cabo ciertas actividades en el salón de clase con su hijo/a y recogerá información que refleje el desempeño educacional de su hijo/a. El maestro de su hijo/a recopilará esta información en un portafolio, y proveerá la información al Departamento de Educación Elemental y Secundaria para ser repasado por un equipo de repaso y personal específico de Medidas de Progreso (Measured Progress), el contratista de evaluaciones alternas del estado. El Equipo que repasa el portafolio incluye profesional anotadores entrenados/as, personal del Departamento y sus agentes contratistas. Los portafolios serán revisados y calificados durante la primavera por calificadores entrenados, para asegurar consistencia.

Componentes de la Evaluación MCAS Alterna: La Evaluación MCAS Alterna de su hijo/a consistirá de todos o algunos de los siguientes:

1. Ejemplos de Trabajo del Estudiante: Colección de ejemplos del mejor trabajo de su hijo/a demostrando el nivel en la cual su hijo/a está trabajando;
2. Fotografías, grabaciones de video o audio: Documentación de la participación de su hijo/a en actividades del salón de clase y asignaciones a través de grabaciones de videos, audios, o fotografías;
3. Trabajos Escolares: La participación de su hijo/a con el maestro en tareas y actividades en el salón de clase relacionados al Currículo tales como escuchando, comunicándose y usando objetos y materiales en el salón de clase;
4. Horario Semanal Escolar de su hijo/a: Esto demuestra los cursos académicos que toma su hijo/a.
5. Otra Documentación: Una introducción al portafolio creado por el estudiante; una carta firmada por los padres diciendo que ellos han repasado el portafolio de su hijo/a, o por lo menos fueron invitados a hacerlo; y cualquier carta o cartas de apoyo provistas por los compañeros, empleadores, miembros de la comunidad, etc.

Sometimiento del Portafolio para Repasar y Calificar: A principios de abril, el maestro de su hijo/a someterá el portafolio del estudiante al Departamento para ser repasado por calificadores entrenados. En conjunto, no más de 20 personas fuera de la escuela de su hijo/a mirarán este material, todos ellos, sea personal del Departamento de Educación Elemental y Secundaria o personal contratista de exámenes del estado bajo acuerdo formal con el Departamento que están entrenados para el propósito de calificar evaluaciones Alternas.

Confidencialidad de los Archivos de su Hijo/a/Estudiante: La información creada y recogida como parte de la Evaluación MCAS Alterna constituye material de archivo del estudiante y es confidencial bajo la ley estatal y federal. Aquellas personas que constituyen el equipo de repaso de portafolio y quienes estarán repasando y evaluando la información con su consentimiento serán informados respecto a la confidencialidad del material. El nombre de su hijo/a y otra información que lo identifica no se dará a terceras personas fuera de las que el Departamento ha contratado para el propósito de creación y implementación de la Evaluación MCAS Alterna. Los portafolios son regresados a su escuela y deben permanecer archivados como parte del record temporero de su hijo/a.

Revocación del Permiso: Usted puede revocar su permiso para permitir que su hijo/a sea fotografiado y estar en video o audio para propósitos de la Evaluación MCAS Alterna en cualquier momento y por cualquier razón. Su decisión en hacerlo no afectará la relación entre usted o su hijo/a con la escuela o con el Departamento de Educación Elemental y Secundaria. Sin embargo, seguirá siendo requerido que su hijo/a participe en la Evaluación MCAS Alterna.

Obteniendo Más Información Acerca de la Evaluación MCAS Alterna: Si usted tiene alguna pregunta acerca de la Evaluación MCAS Alterna, o la participación de su hijo/a, favor comunicarse sea con el Departamento de Educación Elemental y Secundaria al tel: 781-338-3625 o por correo electrónico a mcas@doe.mass.edu.

Esta *forma de permiso* debe ser firmada por uno o ambos de los padres o guardianes del niño/a. Permiso significa estar de acuerdo que su hijo/a sea fotografiado o video grabado o audio grabado para propósito de la Evaluación MCAS Alterna.

Dentro de treinta días de recibir la forma, debe de ser firmada y devuelta al maestro del niño/a o Principal. El original debe de ser incluido en el portafolio de la Evaluación MCAS Alterna para someterla al Departamento, con una copia duplicada en el archivo temporal del estudiante.

Declaración de Permiso:

Yo he leído y yo entiendo toda la información en esta Forma de Permiso. Yo conscientemente y voluntariamente autorizo a la escuela de mi hijo/a a dar la información acerca de mi hijo/a:

_____ en _____.
(Nombre del niño/a) (Nombre de la escuela y dirección)

a ser fotografiado, estar en video o audio grabado para propósitos de la Evaluación MCAS Alternativa y para que la escuela de mi hijo/a dé la información acerca de mi hijo/a que es creada y recogida en términos de este acuerdo al Departamento de Educación Elemental y Secundaria de Massachusetts y Measured Progress para ser repasada por profesionales entrenados. Yo entiendo que puedo retirar mi permiso en cualquier momento, sin ninguna penalidad, comunicándome con el maestro/a de mi hijo/a, Measured Progress o el Departamento de Educación Elemental y Secundaria de Massachusetts.

Firma del Padre/Madre o Guardián: _____

Fecha: _____

2017 Evaluación MCAS Alterna
FORMA DE PERMISO
Para Grabación de Video y Audio y Fotografía Incidental
de Estudiantes

Para los Padres o Guardián:

Este año el Departamento de Educación Elemental y Secundaria una vez más llevará a cabo la Evaluación MCAS Alterna en salones de clase del a través del estado. El maestro de su hijo/a estará entre aquellos que usan evaluaciones alternas con un número pequeño de estudiantes con discapacidades significativas que no pueden tomar exámenes MCAS estandarizados, aún con acomodos de exámenes.

Uno o más estudiantes en la clase de su hijo/a participarán en la Evaluación MCAS Alterna durante el año escolar 2014–2016. Durante este proceso, el maestro de su hijo puede encontrar necesario el usar cámaras y grabadoras para obtener información educacional en estos estudiantes, para determinar cómo desempeñan ciertas actividades. Puede ser necesario para el maestro de su hijo/a el grabar la voz o imagen del estudiante, participando y envuelto en actividades de rutina en el salón de clase con otros estudiantes presentes en el salón. Por lo tanto, pueden haber ocasiones limitadas en la cual su hijo/a puede aparecer en grabaciones y/o fotografías, o su voz en grabaciones, aunque solamente incidentalmente. Su hijo/a no será identificado/a por nombre, ni se compartirán los archivos de su hijo/a con otros fuera de la escuela o distrito escolar para este propósito. Nosotros pedimos su permiso en que su hijo/a aparezca en videos y fotografías de esta manera limitada. Muchas gracias.

Nombre del Estudiante: _____

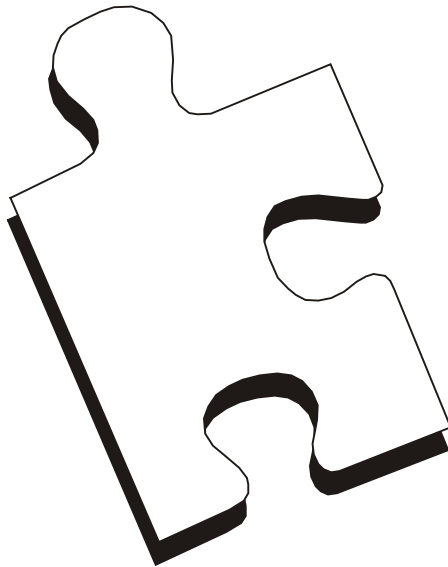
Nombre de la Escuela/Distrito Escolar: _____

Nombre del Maestro: _____

Firma del Padre/Madre o Guardián: _____

Fecha : _____

Product Description Labels
and
Blank Data Charts



Product Description Labels

The forms on the following pages may be used to describe each portfolio product. Blank forms may be photocopied and completed by hand or may be downloaded from the [Department's website](#). If product description labels are used, one completed label must be attached to each piece of primary evidence, as appropriate. Labels are also part of the online [Forms and Graphs](#) program.

- **Work Sample Description** (including a separate Work Sample Description for ELA–Writing): Complete and attach one label to each work sample in the portfolio.
- **Video Description:** Complete one label and insert it in the portfolio for video segments submitted on a DVD or flash drive.

Blank Data Charts

Submission of data charts is required in each portfolio strand, with the exception of “grade-level” portfolios for students in grades 3–8, and portfolios submitted for the Grade 10 Competency Determination.

The following three methods are suggested for collecting data on the student’s academic performance for the MCAS-Alt portfolio. Refer to the section entitled Guidelines for Collecting Data on Student Performance for more information and examples of completed data charts.

- **Data Method 1 – Field data chart**
- **Data Method 2 – Bar graph**
- **Data Method 2 – Line graph**

The data charts and graphs on the following pages may be used “as is,” or teachers may use the web-based Forms and Graphs Online to complete the required forms and graphs, which can be accessed through a secure website.

WORK SAMPLE DESCRIPTION

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

Name: _____

Subject: ☐ ELA ☐ Math ☐ STE

Date (m/d/y): _____

Strand: _____

ACCURACY:

--

 %

Learning Standard: _____

INDEPENDENCE:

--

 %

Measurable Outcome: _____

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

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

(Continue on reverse if necessary.)

WORK SAMPLE DESCRIPTION

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

Name: _____

Subject: ☐ ELA ☐ Math ☐ STE

Date (m/d/y): _____

Strand: _____

ACCURACY:

--

 %

Learning Standard: _____

INDEPENDENCE:

--

 %

Measurable Outcome: _____

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

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

(Continue on reverse if necessary.)

2017 MCAS-Alt

WORK SAMPLE DESCRIPTION

ENGLISH LANGUAGE ARTS | WRITING

(Complete and attach one label to each Writing work sample, or write this information directly on each piece.)

Name: _____

Date (m/d/y): _____

☐

BASELINE

☐

FINAL

Select Writing Text Type:

☐

Opinion/Argument

☐

Informative/Explanatory Text

☐

Narrative Text

☐

Poetry

INDEPENDENCE:

%

(Attach a completed Writing scoring rubric
to final sample)

Learning Standard:

Measurable Outcome:

Self-Evaluation: evidence of student reflection, self-correction (editing), goal-setting, and/or task-monitoring completed by, or scribed at the direction of, the student.

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

2017 MCAS-Alt

Video Description

Complete one form for each submitted video segment. Insert this page in the portfolio.
Videos must be submitted on standard DVD, CD, or flash drive or it will not be scored.

Name: _____
 Content Area: _____ Strand: _____



Description of Each Video Sample in this Strand:

Sample #1 (TITLE):	
<p>Date (m/d/y): _____</p> <p>Learning Standard: _____</p> <p>Measurable Outcome: _____</p> <p>Briefly describe how the measurable outcome was addressed by the student:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Self-Evaluation</p> <p>(Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)</p>
<p>Accuracy <input style="width: 50px;" type="text"/> % Independence <input style="width: 50px;" type="text"/> %</p>	

Sample #2 (TITLE):	
<p>Date (m/d/y): _____</p> <p>Learning Standard: _____</p> <p>Measurable Outcome: _____</p> <p>Briefly describe how the measurable outcome was addressed by the student:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Self-Evaluation</p> <p>(Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown.)</p>
<p>Accuracy <input style="width: 50px;" type="text"/> % Independence <input style="width: 50px;" type="text"/> %</p>	

DATA METHOD 1: FIELD DATA CHART (student performance of a series of tasks, or collection of work samples, related to measurable outcome)

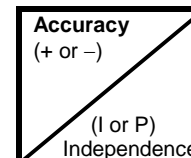
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ Learning Standard: _____

Measurable Outcome: _____

KEY



+	Accurate
-	Incorrect
I	Independent
P	Prompt

Date (mo/day/yr):		/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Accuracy and Independence for each trial (see KEY): 										
SUMMARY for this date	% Accuracy:									
	% Independence:									
Brief Description <i>(What was student asked to do and how did he/she do it?)</i>										



DATA METHOD 2: BAR GRAPH (instructional data summarizing the student's performance on each date)

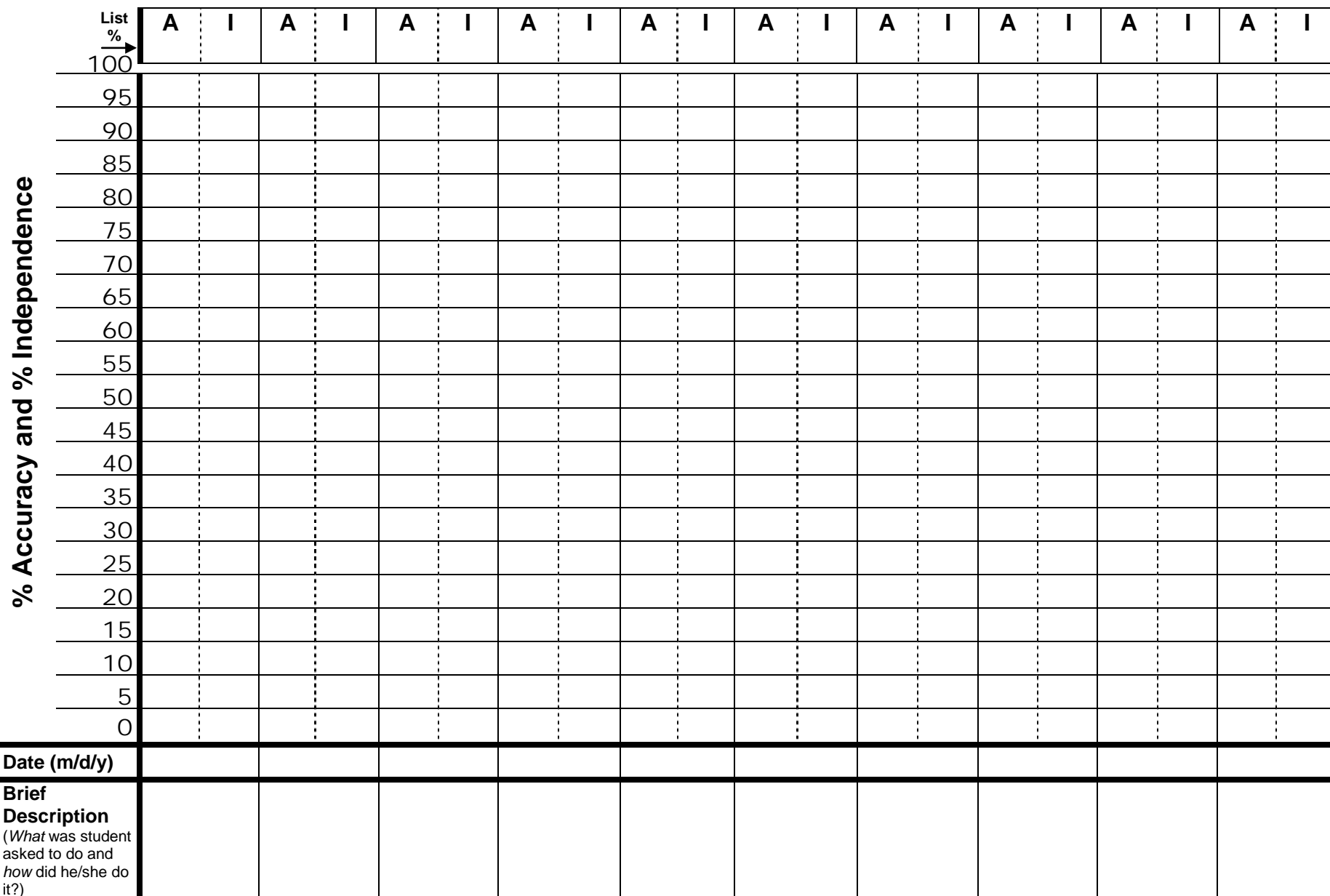
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ Learning Standard: _____

Measurable Outcome: _____

KEY	
% Accuracy:	
% Independence:	



DATA METHOD 3: LINE GRAPH (instructional data summarizing the student's performance on each date)

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

Student's Name: _____

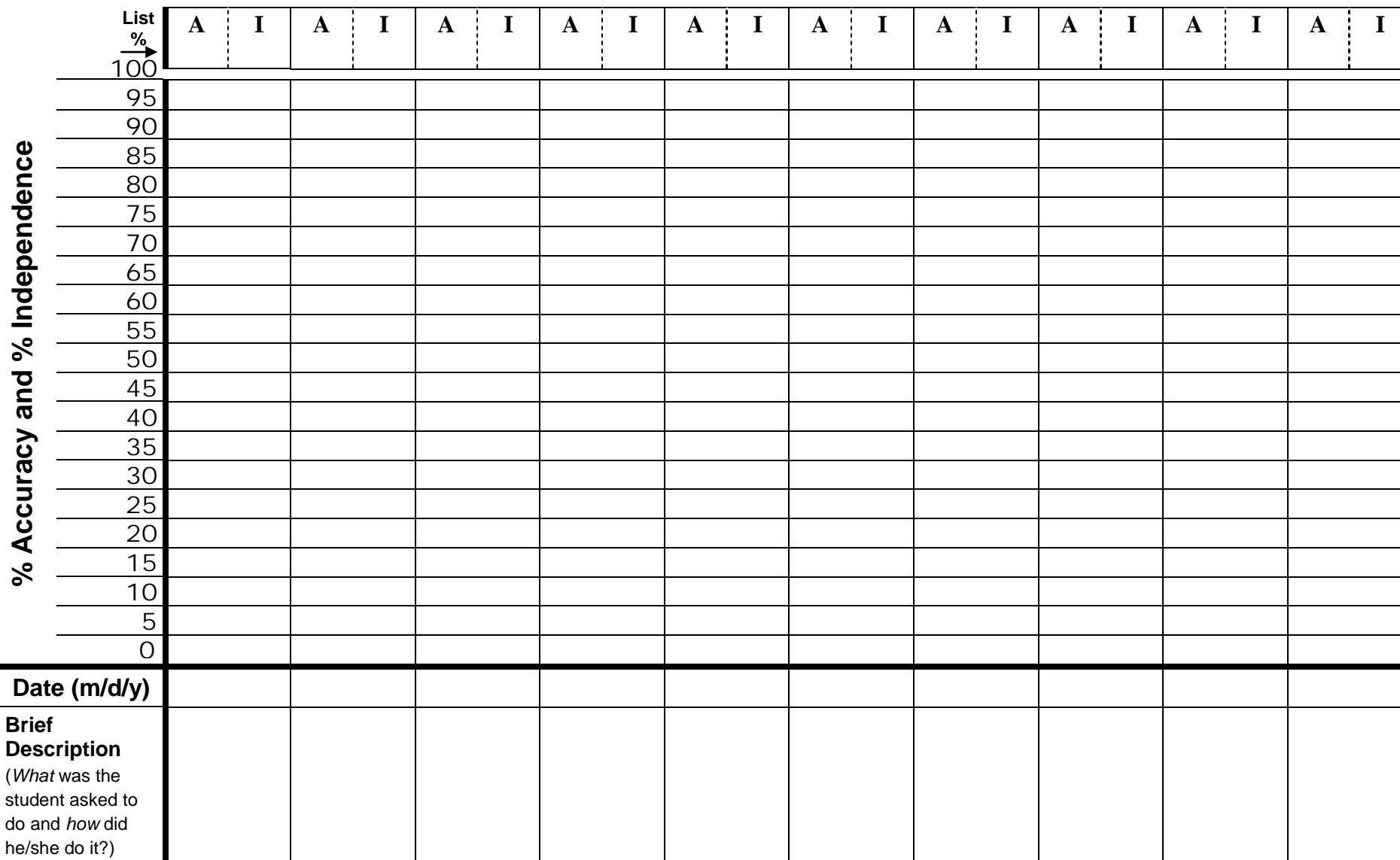
Content Area/Strand: _____ Learning Standard: _____

Measurable Outcome: _____

KEY

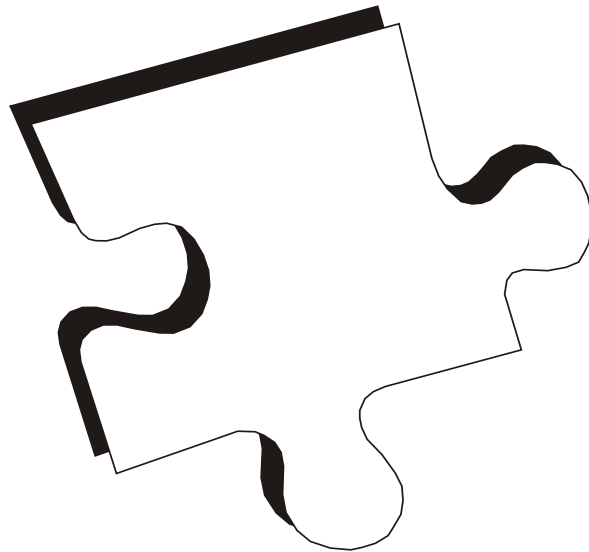
% Accuracy (A): (Solid Line)

% Independence (I): (Dotted Line)



Why It's Important to Include Students with Disabilities in MCAS

Frequently Asked Questions About MCAS-Alt



Why It's Important to Include Students with Disabilities in MCAS

Since 1998, students with disabilities in Massachusetts have been included in MCAS for the following reasons:

It's the law. State and federal laws require the participation of *all* students in statewide assessments in order to measure their academic performance. The alternate assessment portfolio ensures that students with the most intensive disabilities have an opportunity to “show what they know” and receive instruction at a level that is challenging and attainable based on the Massachusetts curriculum frameworks.

Students who are tested are those who get taught. Students with disabilities have become more “visible” in their schools as a result of taking the MCAS and the MCAS alternate assessment, and have a greater chance of being considered when decisions are made to allocate staff and resources to improve their academic achievement.

As a result of participation in MCAS, learning has improved as expectations are raised. Evidence indicates that students with disabilities learn more than expected when they are given opportunities to engage in challenging instruction with the necessary support. Indeed, the performance of students with disabilities on MCAS, and the rate at which these students meet state and local graduation requirements, has steadily increased.

Participation in MCAS helps to determine whether, and how much, students with disabilities are learning. In the past, it was not always possible to determine what had been taught and whether special education had been successful with a student; nor was it possible to compare outcomes among students and across programs, schools, and districts.

Standards-based instruction is for all students. All students are capable of learning at a level that engages and challenges them. One important reason to include students with significant disabilities in standards-based instruction is to explore their capabilities. While “daily living skills” are critical for these students to function as independently as possible, academic skills are also important. Standards in the Massachusetts curriculum frameworks are defined as “valued outcomes for all students.” Why, then, should separate standards be used with some students, and not others? And who, if anyone, should decide which students should receive instruction based on academic standards and which should not?

State graduation requirements apply to *all* students, even those taking MCAS alternate assessments. All students without exception are required to achieve a score of *Proficient* on the grade 10 MCAS tests in ELA and Math (or *Needs Improvement*, plus fulfilling the requirements of an Educational Proficiency Plan in ELA and mathematics), and a score of *Needs Improvement* on a high school Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score that is equivalent to that of a student who passed the required high school MCAS tests. Massachusetts is the only state that allows students to meet the graduation requirement by taking an alternate assessment. However, the majority of students who take alternate assessments are those with significant cognitive disabilities and therefore, the number earning a Competency Determination will likely remain low in relation to the number of students who meet the Competency Determination requirement on the MCAS tests.

For additional information and participation guidelines, please visit the Department's [MCAS Alternate Assessment website](#).

For additional information on meeting graduation requirements, please visit the Department's [MCAS website](#).

Frequently Asked Questions About MCAS-Alt

The Massachusetts Department of Elementary and Secondary Education receives many inquiries like the ones below concerning the MCAS Alternate Assessment (MCAS-Alt).



Why assess students with disabilities on the alternate assessment?

Rationale: First, it's the law. Students with disabilities must participate in MCAS in order to assess their performance of skills and knowledge of content found in the state's curriculum frameworks. This means students with disabilities must take MCAS tests, either with or without accommodations, or take an alternate assessment if they cannot take the tests due to the severity of their disabilities.

Another reason for requiring alternate assessments is to measure the academic performance of students with the most significant disabilities. Before 2001, academic learning was not measured or reported for these students. Since taking alternate assessments, students have become more “visible” in their schools and have a greater chance of being considered when decisions are made to allocate staff and resources.

There is more to the alternate assessment than “passing” the test. The alternate assessment gives honest, accurate, and detailed feedback that can be used to identify challenging goals and instruction for each student. The evidence submitted in a portfolio ensures that students with the most intensive disabilities have an opportunity to “show what they know” and to receive instruction at a level that is challenging and attainable.



Portfolios require some effort. How can teachers manage the portfolio process efficiently?

Rationale: The Department of Elementary and Secondary Education has made school administrators aware of the need to coordinate this process in schools and to meet regularly with teachers who conduct alternate assessments to identify resources for teachers who need assistance. The Department encourages all adults who work with a student to be involved in developing his or her portfolio.

At statewide teacher training sessions held during the fall and winter, the Department emphasizes the need for teachers to begin collecting student work early in the school year and to complete all required forms and cover sheets well in advance of the submission deadline. Teachers report that after the first year of creating student portfolios, they find the process much easier, and they have developed strategies to organize and manage this task more efficiently. They have made the creation of alternate assessment portfolios a part of their daily instruction and have begun to use them to plan instruction, identify educational goals for students, write progress reports, and share information with parents. Thousands of teachers have conducted alternate assessments and are assisting each other in the process. Teachers find that portfolios help them document their students' performance in order to focus their time and attention where it is most needed.

We encourage teachers to request assistance from the Department if they need it. Experts are available to help teachers who are new to the process.



How do we know that portfolios truly reflect what students have learned?

Rationale: If teachers follow instructions outlined in the *2016 Educator's Manual for MCAS-Alt*, they can be assured the portfolio will receive the score it deserves based on the evidence submitted. Teachers should become familiar with the scoring rubric in the Educator's Manual to make certain the portfolio samples and data charts address each rubric category. Each year, written feedback is provided directly to the teachers who created each portfolio. This feedback is intended to assist teachers to improve the portfolios the following year.

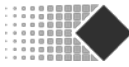


Why use the same standards for these students?

Rationale: One reason to include students with significant disabilities in standards-based instruction is to more fully explore and expand their capabilities. Performance expectations for these students have traditionally been quite low, and data on their performance have only recently been collected. *Standards* are defined as “valued outcomes for all students.” Therefore, why should separate standards be identified for some students, and not others? And who, if anyone, should decide which students should receive standards-based instruction and which should not?

All students are capable of learning at a level that engages and challenges them. Teachers who have incorporated standards into their instruction cite unanticipated gains in students’ performance and understanding. Using the curriculum resources provided by the Department of Elementary and Secondary Education to improve and enhance their instruction, they have become excited about new teaching possibilities offered by this approach.

An additional advantage to using this approach is that some social, communication, motor, self-help, and other daily living skills can be addressed during activities in which standards are taught, as outlined in the Department’s publication *The Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*. The [Resource Guide](#) is available online.



Why is the graduation rate low for students taking the alternate assessment?

Rationale: All students without exception are required to meet the Competency Determination standard by earning a minimum score of *Proficient* on English Language Arts and Mathematics MCAS tests (*or Needs Improvement*, plus fulfilling the requirements of an Educational Proficiency Plan); and a minimum score of *Needs Improvement* on a high school Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score equivalent to that of a student who met the CD requirement on the required high school tests. Massachusetts allows students with disabilities who take alternate assessments to meet the graduation requirement, provided they demonstrate in their MCAS-Alt portfolio a level of performance equivalent to a student who has achieved these scores on the MCAS tests.

Each year, a small number of students score sufficiently well to meet the state’s graduation requirement. Since 2001, more than 200 students taking the MCAS-Alt have earned the Competency Determination in at least one subject. These students would not have earned a Competency Determination without this option. As students gain greater access to academic instruction and teachers become more proficient at documenting their students’ performance, this number may increase in the future. However, since students with significant cognitive disabilities comprise the majority of students taking alternate assessments, the number achieving a score of *Needs Improvement* will likely remain low in comparison to the number of students who meet the Competency Determination requirement by taking standard MCAS tests.

For additional information, updates, materials, and participation guidelines, please visit the Department’s [MCAS Alternate Assessment website](#).

For additional information on Educational Proficiency Plans (EPP), please visit the [Department’s College and Career Readiness website](#).