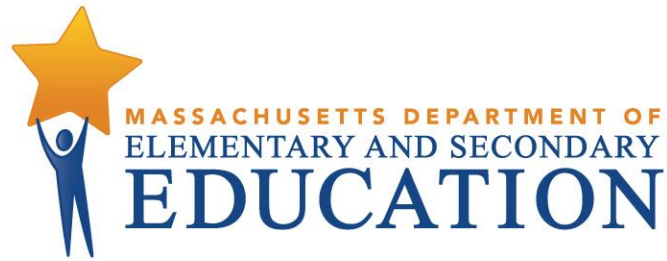


APPENDIX V

Guidelines for Scoring MCAS-Alt Portfolios



2018 MCAS-Alt

Guidelines for Scoring MCAS-Alt Portfolios

MCAS Alternate Assessment

Massachusetts Comprehensive Assessment System



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeff Wulfson
Acting Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, gender identity, national origin, race, religion, sex, or sexual orientation. Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148 781-338-6105.

© 2018 Massachusetts Department of Elementary and Secondary Education
*Permission is hereby granted to copy for non-commercial educational purposes any or all parts of this document.
Please credit the "Massachusetts Department of Elementary and Secondary Education."*

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



Purpose of the Guidelines

The purpose of the *2018 Guidelines for Scoring MCAS-Alt Portfolios* is to train scorers to evaluate the 2018 MCAS Alternate Assessment (MCAS-Alt) student portfolios. These guidelines provide important information so that scorers can give valid scores on statewide MCAS-Alt assessments and maintain consistency in applying the scoring rules during the scoring process. Massachusetts educators are also encouraged to use these guidelines to familiarize themselves with the process used to evaluate and score MCAS-Alt portfolios.

MCAS-Alt is the state's alternate assessment for students with significant disabilities who cannot be assessed on standard MCAS tests, even with accommodations, due to the severity of their disabilities. It is important to assess the academic performance of all students in relation to the state's learning standards, and to include students with disabilities in MCAS reporting so results provided to their schools can be used to improve instruction. The MCAS-Alt portfolio ensures that students with the most significant disabilities have an opportunity to show what they know and to receive instruction at a level that is challenging and attainable.

By participating in alternate assessments, students become more visible in their school and have a greater chance of being considered when decisions are made to allocate staff and resources. Guidelines for the MCAS-Alt are provided in the *2018 Educator's Manual for MCAS-Alt*, available at www.doe.mass.edu/mcas/alt/resources.html.

Table of Contents

Introduction and Background	1
General Guidelines for Scorers	2
Content Areas Assessed by MCAS-Alt: Grades 3, 4, and 5	3
Content Areas Assessed by MCAS-Alt: Grades 6, 7, and 8	4
Content Areas Assessed by MCAS-Alt: High School	5
Required Portfolio Contents	6
Summary of Scoring Process: Scorers	7
Summary of Scoring Process: Table Leaders	9
Scoring: <i>Complexity</i>	10
Scoring: <i>Completeness</i>	12
Scoring: <i>Demonstration of Skills & Concepts (DSC) and Independence (IND)</i>	23
Scoring: <i>Self-Evaluation (S-E)</i>	24
Scoring: <i>Generalized Performance (GP)</i>	25
Scoring Rules in Special Cases	26
“Grade-Level Portfolios” (3–8) and “Competency Portfolios” (9–12)	27
Maintaining Validity and Reliability	30
Appendix A: Comment Key	31
Appendix B: MCAS-Alt Glossary	32
Appendix C: Sample Data Charts	33
Appendix D: MCAS-Alt Scoring and Writing Rubrics	36
Appendix E: Informational Text–Supplemental List	41
Appendix F: Literature and Informational Text Types	42

Introduction and Background

The MCAS Alternate Assessment (MCAS-Alt) has been administered annually in Massachusetts since 2001. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking standard MCAS tests with or without accommodations, or by taking the MCAS-Alt. Decisions regarding how each student will participate in MCAS must be made by the student's IEP team and documented in the student's IEP; or listed in the student's 504 plan.

Portfolio Contents and Structure

The MCAS-Alt portfolio consists of a structured collection of "evidence" compiled throughout the school year that documents the student's knowledge and skills based on the Massachusetts curriculum framework learning standards in the content area being assessed. Evidence is organized into "strands" in the portfolio according to standards specified for assessment in each content area.

Each strand includes the following products and information (with the exception of ELA–Writing for which only writing samples are required):

- one data chart showing the student's performance on at least eight different dates, based on a skill listed in the state's Resource Guide for students with disabilities in the learning standard and subject being assessed
- at least two work samples, video clips, and/or photographs showing the student's performance based on the skill listed on the data chart, with a brief description of how the student demonstrated the skill
- examples of materials and tools used by the student, reflection sheets, and other supporting documentation at the discretion of the teacher

Creation of portfolios is guided by information in the Department's publication entitled *Educator's Manual for MCAS-Alt*, which is updated annually. The educator's manual is posted on the Department's website at www.doe.mass.edu/mcas/alt/resources.html and is also made available at Department-sponsored training events.

Scoring of MCAS-Alt Portfolios

After portfolios are submitted to the Department in late March, they are reviewed at a scoring institute sponsored by the Department and its test contractor. The *2018 Guidelines for Scoring MCAS-Alt Portfolios* (this publication) provides detailed information on the scoring process that will be used by scorers to review and rate each student's portfolio. The *2018 Guidelines for Scoring MCAS-Alt Portfolios* is available online at www.doe.mass.edu/mcas/alt/results.html.

General Guidelines for Scorers

Carefully review the following general guidelines. Review each step of the scoring process in this booklet, including all scoring rules and onscreen displays of the AltScore program.

Scorers must:

- **Score objectively and impartially.**
Put aside opinions about the appropriateness of the student's placement, program, or services; opinions on why the student is participating in the alternate assessment; and personal feelings about statewide assessment in general.
- **Review all evidence in a strand before scoring the strand.**
- **Score only what is provided in the portfolio.**
Do not make inferences or assumptions about what the student or teacher may have intended, or should have included. Use *actual evidence*, rather than the description of the evidence provided by the teacher, as the basis for determining the score.
- **Avoid biases in reviewing the portfolio as a result of overall presentation, neatness, and/or organization of the contents.**
- **Score each rubric area separately for each strand.**
- **Respect student and teacher confidentiality.**
In accordance with the Family Educational Rights and Privacy Act (FERPA), do not discuss confidential student information with anyone. Do not use the names of teachers or students when discussing the contents of any portfolio. Do not score any portfolio if you are familiar with the student or teacher who submitted it.
- **Respect the contents of the portfolio.**
The portfolio must be returned in the same condition in which it was submitted. Maintain the order of all contents in the portfolio. Remove all notes, flags, and placeholders that you may have used during scoring. Keep food and drinks away from the portfolio.
- **Score at a reasonable pace, without rushing.**
Read each question and answer it based on the evidence in front of you. Be methodical without taking too long. Each portfolio strand should take no more than about fifteen minutes to score. Ask for assistance only if you get stuck.

Content Areas Assessed by MCAS-Alt: Grades 3, 4, and 5

The content areas assessed by the 2018 MCAS-Alt in grades 3–5 are shown below.

A student in this grade	Must be assessed in the following	
	Content areas	Strands/Domains
3	<ul style="list-style-type: none"> English Language Arts 	<ul style="list-style-type: none"> One portfolio strand each in: <ul style="list-style-type: none"> Reading (Literature or Informational Text) Language (<i>Vocabulary Acquisition and Use</i>) Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> One portfolio strand each in: <ul style="list-style-type: none"> Operations and Algebraic Thinking Measurement and Data
4	<ul style="list-style-type: none"> English Language Arts 	<ul style="list-style-type: none"> One portfolio strand each in: <ul style="list-style-type: none"> Reading (Literature or Informational Text) Language (<i>Vocabulary Acquisition and Use</i>) Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> One portfolio strand each in: <ul style="list-style-type: none"> Operations and Algebraic Thinking Number and Operations–Fractions
5	<ul style="list-style-type: none"> English Language Arts 	<ul style="list-style-type: none"> One portfolio strand each in: <ul style="list-style-type: none"> Reading (Literature or Informational Text) Language (<i>Vocabulary Acquisition and Use</i>) Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> One portfolio strand each in: <ul style="list-style-type: none"> Number and Operations in Base Ten Number and Operations–Fractions
	<ul style="list-style-type: none"> Science and Technology/Engineering (STE) * 	<ul style="list-style-type: none"> One portfolio strand each in any three STE strands

* STE portfolios may include evidence collected during the current and one previous school year. Grades 5 and 8 STE can choose from the Life Science, Physical Science, Earth and Space Science, or Technology/Engineering strands.

Content Areas Assessed by MCAS-Alt: Grades 6, 7, and 8

A student in this grade	Must be assessed in the following	
	Content areas	Content areas
6	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ The Number System ○ Ratios and Proportional Relationships
7	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Ratios and Proportional Relationships ○ Geometry
8	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Expressions and Equations ○ Geometry
	<ul style="list-style-type: none"> • Science and Technology/Engineering * 	<ul style="list-style-type: none"> • One portfolio strand each in any three STE strands

* STE portfolios may include evidence collected during the current and one previous school year. Grades 5 and 8 STE can choose from the Life Science, Physical Science, Earth and Space Science, or Technology/Engineering strands.

Content Areas Assessed by MCAS-Alt: High School

A student in this grade	Must be assessed in the following	
	Content areas	Content areas
9 or 10	<ul style="list-style-type: none"> • Science and Technology/Engineering * 	<ul style="list-style-type: none"> • Three standards in one of the following disciplines. <ul style="list-style-type: none"> ○ Biology or ○ Introductory Physics or ○ Chemistry or ○ Technology/Engineering
10	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in any three of the following strands: <ul style="list-style-type: none"> ○ Number and Quantity (The Number System) ○ Statistics and Probability ○ Algebra (Expressions and Equations) ○ Geometry ○ Functions (Ratios and Proportional Relationships)

* STE portfolios may include evidence collected during the current and one previous school year.

Required Portfolio Contents

Portfolio Overview:

The MCAS-Alt portfolio will consist of either two or three **portfolio strands** in each content area, depending on the subject and grade of the student (see tables on pages 3–5), organized in a three-ring binder for each student. Guidelines for assembling the portfolio are provided in the *2018 Educator’s Manual for MCAS-Alt*, available at www.doe.mass.edu/mcas/alt/resources.

Required Forms:

- Portfolio Cover Sheet
- Student’s Weekly Schedule
- Student’s Introduction
- Verification Form
- School Year Calendar

The overall score will not be affected if a required form is missing, but the scorer should provide **comment 42 or 43** from the Comment Key (Appendix A), as appropriate.

Contents of Each Portfolio Strand:

The “evidence” shown below must be included, at minimum, in each required portfolio strand. In addition, other supporting documentation may also be submitted at the teacher’s discretion (see below). The measurable outcome being assessed must remain the same throughout a portfolio strand.

A complete portfolio strand includes the following components (except for ELA–Writing):

Primary evidence:

Strand Cover Sheet

+

Data Chart
showing student’s performance of the measurable outcome on at least 8 different dates, with brief descriptions of each

+

Primary Evidence #1*
showing student’s performance of the measurable outcome listed on Strand Cover Sheet

+

Primary Evidence #2*
showing student’s performance of the measurable outcome listed on Strand Cover Sheet

* can be a **work sample**, **video sample**, **audio sample**, **photograph**, or **series of photos** clearly showing a final product. Video and audio samples may be up to 3 minutes in duration. Evidence must be labeled with name, date, percent accuracy, percent independence, and must include a brief description of the activity.

Supporting Documentation (Optional):

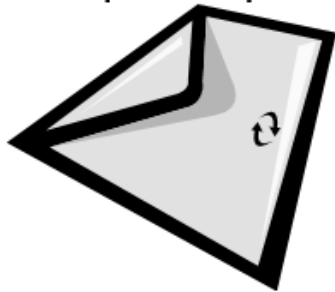
- Work Sample Description label(s)
- Tools, templates, organizers, aids, a description of Augmentative and Alternative Communication devices, and/or screen shots of technology-based communication systems used by the student
- Reflection sheets or other examples of self-evaluation

Summary of Scoring Process: Scorers

The Scorer:

1

- Receives a portfolio from their Table Leader
- Removes from unsealed white envelope
- Stores the envelope under portfolio, or nearby



2

Enters the 10-digit barcode found on the white envelope (beneath the student name label) into the AltScore program



The barcode will always begin with 3018

3

Confirms that demographic information in the AltScore program matches the Portfolio Cover Sheet of the portfolio to be scored

Portfolio Demographic Information
Barcode #: 5555555555

Student Name
Sample Student
Grade
05

Does the information above match the Portfolio Cover Sheet?

4

Selects a strand to score

Select the next strand in the portfolio to score

ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE and TECH/ENG
Language	Number and Operations in Base Ten	Earth and Space Science
Reading	Number and Operations Fractions	Life Science
Writing		Physical Science
		Technology/Engineering

Summary of Scoring Process: Scorers (Continued)

The Scorer:

5

- Scores each strand individually
- Answers each question in the AltScore program for each strand, in order to determine scores for:
 - Level of Complexity
 - Completeness
 - Demonstration of Skills and Concepts
 - Independence
 - Self-Evaluation
 - Generalized Performance

6

- Adds Strand Comments, as appropriate, for each strand
 - Informs Table Leader of any scores of “M” or Level of Complexity (LOC)=1
- (Note: A score of “M” means that strand evidence was either missing or insufficient to score. “M” comments will be generated automatically, as needed, according to scorers’ responses to the AltScore “Completeness” questions.)

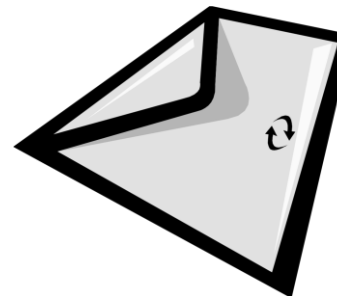
7

- Scores the remaining strands in each content area until all have been scored
- Adds General Portfolio Comment(s), as appropriate, for each content area

General Portfolio Comments	
General Comments	
<input type="checkbox"/>	18 Instruction allowed student to demonstrate knowledge and creative approaches.
<input type="checkbox"/>	19 Review portfolio requirements in the <i>Educator's Manual for</i>
<input type="checkbox"/>	20 One or more required forms in the portfolio were missing.
<input type="checkbox"/>	21 Verification Form was not signed by parent/guardian, and/or attempts made by school to contact parent/guardian.
<input type="checkbox"/>	22 Evidence was not divided into strands. Scorer attempted to

8

Places portfolio back in white envelope and returns it to the Table Leader



Summary of Scoring Process: Table Leaders

The Table Leader:

1

- Distributes portfolios to scorers at their table
- Answers questions from scorers at their table
- Uses AltScore “Arbitration” screen to complete steps 2, 3, and 4

2

- Double-scores every fifth portfolio for each scorer (or at least once each morning and each afternoon), and as needed, at the Table Leader’s discretion
- Determines whether a double-or resolution score is needed
- Ensures that double-scores are conducted by a scorer at another table.

3

- Tracks and maintains the flow of portfolios into and out of the double-score box.
- Follows procedure for “M” resolution and discrepancy resolution scores.

(Note: A score of “M” means that strand evidence was either missing or insufficient to score)

4

- Discusses any inaccurate scores with the scorer, based on resolution score
- Checks percent of inter-rater reliability (IRR) in AltScore for scorers based on their double-scored portfolios

5

- Returns portfolios to their original box when completely scored
- Confirms that all portfolios in the box have been scored

6

- Returns completed boxes to the Quality Control room
- Retrieves a new box of portfolios from storage room

Scoring: Complexity

The following numbered questions appear in AltScore, the program that guides scorers through the scoring process:

1. DOES THE MEASURABLE OUTCOME CONTAIN AN ENTRY POINT OR ACCESS SKILL FOUND IN THE CURRENT RESOURCE GUIDE FOR THIS STRAND/DOMAIN?

Scorers must confirm that the portfolio strand includes a **measurable outcome** (listed on line 5 on the Strand Cover Sheet) based on an **entry point** or **access skill** found in the Resource Guide.

Scorer must confirm that:

- The entry point or access skill is located in the Resource Guide. Line 4 of the Strand Cover Sheet lists the **page number** in the indicating which entry point or access skill was used (Note: If page number is not listed, use **CTRL+F** and type in a key word to search.)
- The wording of the entry point or access skill has not been **excessively modified** in the measurable outcome (i.e., the original meaning and intent of the entry point or access skill has been maintained).
- If the measurable outcome is not based on an entry point or access skill found in the Resource Guide, then scorer answers NO. If in doubt, ask your Table Leader.

If the answer to question 1 is YES, scorer answers this follow-up question:

- Does the measurable outcome (entry point) include **multiple skills** (e.g., “addition and subtraction”)?

Examples of entry points that were modified in the measurable outcome:

1. Entry point (STE–Biology):

- *Identify the major organs of the digestive system and their functions* (Note: this is an example of multiple skills)

Modification in the measurable outcome (Acceptable):

- *Student will identify the major organs of the digestive system with 80% accuracy and 100% independence*
(**Note:** “...and their functions” was deleted.)

2. Entry point (Mathematics–Number and Operations–Fractions):

- *Solve a multiplication word problem involving fractions using manipulatives*

Modification in the measurable outcome (Unacceptable):

- *Student will solve a multiplication word problem using manipulatives with 80% accuracy and 100% independence*
(**Note:** Measureable outcome must include “fractions.”)

Scoring: Complexity (Continued)

2. IS THE SKILL ADDRESSED BY THE STUDENT DURING A STANDARDS-BASED ACTIVITY?

Scorers must confirm that:

- the student has addressed the skill in the context of an academic (i.e., standard-based) activity. This question usually, but not always, refers to students addressing **access skills**. (See line 4, Strand Cover Sheet.)

Examples:

Academic activities expose the student to the tools, concepts, and materials of the **content area** required for assessment, such as:

- Student will turn her communication device on or off during an addition, subtraction, and/or counting activity.
- Student will visually track a geometric shape for a specified amount of time during a lesson on shapes.
- Student will grasp and release tools during a lesson on proper tool safety.

Non-academic activities might include:

- Carrying a jug of water
- Engaging in personal hygiene (e.g., tooth brushing; cleaning; washing clothes) or self-help activities (e.g., crossing the street)
- Choosing a motivational reward

The scoring rubric below is the basis for the score in Level of Complexity. The AltScore program will score this area automatically, based on scorers' responses to the AltScore "Complexity" questions.

SCORING RUBRIC: Level of Complexity (LOC)				
1	2	3	4	5
Portfolio reflects little or no basis in, or is unmatched to, <i>Curriculum Framework</i> learning standards required for assessment. ("NO" to Complexity questions 1 or 2)	Student addresses social, motor, and communication " access skills " during instruction based on <i>Curriculum Framework</i> learning standards in this strand.	Student addresses <i>Curriculum Framework</i> learning standards that have been modified below grade-level expectations (i.e., " entry points ") in this strand.	Student addresses a narrow sample of <i>Curriculum Framework</i> learning standards (1 or 2) at grade-level expectations in this strand. (Portfolio must be reviewed by Content Experts)	Student addresses a broad range of <i>Curriculum Framework</i> learning standards (3 or more) at grade-level expectations in this strand. (Portfolio must be reviewed by Content Experts)

Scoring: *Completeness*

1. DOES THE STRAND INCLUDE A DATA CHART WITH THE STUDENT'S CORRECT NAME AND AT LEAST TWO PIECES OF PRIMARY EVIDENCE?

For all strands (except ELA–Writing), scorers must confirm that the strand includes at least:

One data chart

Field Data or Bar Graph or Line Graph
(Examples shown in Appendix C)

+

Two pieces of primary evidence

Any combination of
Work samples, Photographs, or Videos
that shows a final product of instruction

If the answer to question 1 is YES, then scorer will review primary evidence and determine which of the following are included:

Photographs and/or videos Teacher-scribed work sample (see p.19) None of these

(If photographs, videos, or teacher-scribed work samples are checked above, **Questions 11 and 12** will be activated in AltScore.)

THE FOLLOWING IS ALSO ACCEPTABLE: One field data chart; **plus** one line or bar graph summarizing the field data chart; **plus** one piece of additional primary evidence. In these cases, scorer answers YES, but gives Comment R.

If at least one data chart and two pieces of evidence are **not** included in the portfolio strand, scorer answers NO. Scorer will be directed to **Scoring: Self-Evaluation**

2. IS THE STUDENT'S NAME, % OF ACCURACY, AND % INDEPENDENCE LISTED ON THE DATA CHART?

Scorers must confirm that the following information is listed:

- Student's correct name
- Percent (%) accuracy and percent (%) independence for at least 8 data points

3. IS THE EARLIEST DATA POINT ON THE DATA CHART BELOW 80%, EITHER FOR ACCURACY OR INDEPENDENCE?

Scorer must confirm that:

- The earliest acceptable data point on the data chart is **below 80%** for *either* Accuracy or Independence (or both).

Scoring: *Completeness (Data Chart)*

4. DOES THE DATA CHART INCLUDE AT LEAST 8 DIFFERENT VALID DATES?

Scorer must confirm that:

- All dates for **English Language Arts (ELA)** and **Mathematics** occur in the current school year (i.e., between 7/1/17 and 3/29/18).
- All dates for **Science and Technology/Engineering (STE)** include the current and up to one previous school year (i.e., between 7/1/16 and 3/29/18).
- Dates on which school was not in session (e.g., weekends, school holidays, and snow days) are not included on the data chart, unless marked as homework. Refer to the school calendar included in each portfolio or the calendar available in the AltScore program to answer this question.
- Dates on which 0% accuracy and 0% independence were recorded do not count as valid data points.

5. DO AT LEAST 8 BRIEF DESCRIPTIONS ADDRESS ONLY THE SKILL(S) IDENTIFIED IN THE MEASURABLE OUTCOME?

Scorer must confirm that:

- On at least 8 dates, the student was assessed on the same skill listed in the measurable outcome, as documented in the brief descriptions for each activity included on the data chart.
- Scorer should not score any data point that assesses a skill that is different from the skill listed in the measurable outcome.

For example, in ELA–Literature, if the measurable outcome is:

Student will compare and contrast characters in a story with 80% accuracy and 100% independence.

An acceptable brief description might be: *After reading Cinderella, student created a Venn diagram to compare and contrast character traits of Cinderella and her stepsisters.*

An unacceptable brief description might be: *Student answered questions about Cinderella and her stepsisters after reading two chapters and recorded her answers on a worksheet. (“Answering questions” is **not** the same skill as “comparing and contrasting.”)*

If the answer to Question 5 is NO, question 6 will not appear.

Scoring: *Completeness (Data Chart)* (Continued)

6. DO AT LEAST 8 BRIEF DESCRIPTIONS ON THE DATA CHART LIST THE SKILL BEING ASSESSED (I.E., WHAT THE STUDENT WAS ASKED TO DO) AND EXPLAIN HOW THE STUDENT ADDRESSED THE SKILL (I.E., WHAT ACTIVITY, INSTRUCTIONAL APPROACH, AND/OR MATERIALS WERE USED)?

Scorer must confirm that:

A minimum of 8 brief descriptions were provided that indicate what the student did (skill) and how the student demonstrated the skill (e.g., activity, instructional approaches, materials used).

It should be clear to the scorer how the activity was conducted. If not, the scorer should click NO.

- The skill listed in the measurable outcome should be included in the brief description; **and**
- The method(s) or approach(es) used by the student to demonstrate the skill or respond to questions.

For example, the following brief descriptions indicate **what** the student did and **how** they performed the activity:

In ELA–Reading, the measurable outcome is: Student will *answer simple comprehension questions* about informational text.

Acceptable brief descriptions:

- After reading *All about Penguins*, student **answered 5 questions** about penguins' habits (**SKILL** being assessed in the measurable outcome) on a **worksheet** (**HOW** the student demonstrated the skill).
- Student **answered 8 questions** about the possible reasons for extinction (**SKILL** being assessed in the measurable outcome), based on the class assignment to read *Gone but Not Forgotten* (**HOW** the activity was conducted).
- Student read *National Geographic for Kids* online and **answered 8 comprehension questions** (**SKILL** being assessed in the measurable outcome) on his **computer** (**HOW** the activity was conducted).

In ELA–Reading, the measurable outcome is: Student will *identify main idea* about literary text

Unacceptable brief description:

- Student found **the main idea** in *Silly Penguins* (**HOW** was not addressed).

Scoring: *Completeness (Data Chart)* (Continued)

7. DO AT LEAST 8 BRIEF DESCRIPTIONS ADDRESS ALL OF THE SKILLS FOUND IN THE MEASURABLE OUTCOME, IN EACH BRIEF DESCRIPTION?

Scorer must confirm that:

- If multiple skills are listed in the measurable outcome (e.g., addition and subtraction), then **all** of the skills must be addressed on at least 8 different dates (e.g., both addition *and* subtraction were included for at least 8 data points.)

For example, in STE–Life Science, the measurable outcome is: Student will *identify the major organs of the digestive system and their function* with 80% accuracy and 100% independence.

Acceptable Brief Description: Student used an outline of the human body *to label the major organs of the digestive system and listed their function* next to each organ.

Unacceptable Brief Description: Student used a diagram to *label the major organs of the digestive system*.
(Note: Student did not perform both skills listed in the measurable outcome, since the teacher said the student would *identify the major organs of the digestive system and their function*.)

The brief descriptions on the data chart must show that both skills were addressed on at least 8 dates.

Note to Scorers:

A scorer's response of "NO" to any of the preceding questions will result in a score of "M" in *both* Demonstration of Skills and Concepts (i.e., accuracy) and Independence, which will result in an overall score of *Incomplete* in the content area.

A score of "M" means that required information in the portfolio strand was either missing or insufficient to provide a score. "M" comments will be generated automatically, based on the scorer's "NO" response(s).

Scoring: *Completeness (Data Chart)* (Continued)

For ELA–Reading: Informational or Literature

R1. DO AT LEAST 8 BRIEF DESCRIPTIONS INCLUDE TEXT TITLES? IF NOT, ARE COPIES OF THE ACTUAL TEXT INCLUDED ELSEWHERE IN THE STRAND?

Scorers must confirm that:

- A minimum of 8 brief descriptions for ELA–Reading include the **title of the text** used in each activity, or include a **photocopy** of the text, if it is teacher-created or taken from a website. If the titles of texts are not listed on the data chart, look for a list elsewhere in the portfolio strand.

(Refer to the list in AltScore of web-based informational texts that require only the title of the article from the website or program, and do not require a photocopy of the text.)

R2. DO ALL ACTIVITIES ON THE DATA CHART ASSESS EITHER INFORMATIONAL TEXT (FROM THE INFORMATIONAL TEXT STRAND) OR LITERARY TEXT (FROM THE LITERATURE STRAND)?

After reviewing the *Literature and Informational Text* hyperlink in AltScore (see Appendix F), scorers must confirm that:

- The activities listed on the data chart assessed **either *informational* or *literary* text**, but not both.

ELA–Reading: What Is Text Comprehension?

For the ELA–Reading strand, “text” is considered to be *at least* one complete sentence (not phrases or isolated words). Isolated words or phrases may be assessed, but *only* if these have been extracted from the text listed in the brief description, or from the photocopied text submitted in the portfolio.

The student can demonstrate **comprehension** of text either in writing (including scribed by the teacher), verbally, or through the use of: actions (e.g., pointing to one picture from an array that represents the text), symbols (e.g., selection of pictures, illustrations, or text), or technology (e.g., an electronic communication system).

Scoring: Completeness (Primary Evidence)

8. IS THE STUDENT'S NAME, VALID DATE, % ACCURACY, AND % INDEPENDENCE LISTED ON AT LEAST TWO PIECES OF PRIMARY EVIDENCE, OR LISTED ON WORK DESCRIPTION LABELS?

Primary evidence includes any combination of work samples, videos, or photographs.

Scorers must confirm that:

- At least **two** pieces of evidence include the student's correct name, valid date, and percent (%) accuracy, and percent (%) independence, listed either directly on the piece or on a Work Description label attached (or adjacent) to the evidence.

9. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE DIRECTLY ADDRESS THE SKILL IDENTIFIED IN THE MEASURABLE OUTCOME?

Scorers must confirm that:

- At least two pieces of primary evidence address the skill listed in the measurable outcome.

10. DO AT LEAST TWO PIECES OF EVIDENCE ADDRESS ALL OF THE SKILLS FOUND IN THE MEASURABLE OUTCOME (E.G., "ADDITION AND SUBTRACTION")?

Scorers must confirm that:

- If multiple skills are listed in the measurable outcome, then all skills listed must be addressed in at least two pieces of primary evidence (work samples, videos, or photographs).
- If the measurable outcome is based on an entry point that only includes a **single skill**, then scorers will not see this question.

Scoring: Completeness (Primary Evidence) (Continued)

11. DO THE PHOTOGRAPH(S) OR VIDEO(S) SHOW A FINAL PRODUCT AND IS EACH CLEARLY LABELED?

After reviewing the photographs or videos, scorers must confirm that:

- A final product from the activity is clearly visible.
- The photo or video documents the skill listed in the measurable outcome.
- Products are clearly labeled with name, date, % accuracy, and % independence.
- Video samples are no more than 3 minutes in length (i.e., scorers should view only the first 3 minutes of the video)
- If photographs or videos are **not** included, then scorers will not see this question.

12. DOES THE “TEACHER-SCRIBED WORK SAMPLE” INCLUDED AS PRIMARY EVIDENCE, PROVIDE SUFFICIENT INFORMATION TO DETERMINE WHAT THE STUDENT DID AND HOW THE STUDENT ADDRESSED THE MEASURABLE OUTCOME?

Definition: **Teacher-scribed work samples** are portfolio products that are produced by the teacher on behalf of a student who is unable to produce his or her own written work samples. In the teacher-scribed work sample, a teacher may document one or more student responses on a single date that address the same measurable outcome.

Scorers must confirm that:

- The teacher-scribed work sample provides documentation of a series of trials conducted on the same date.
- The student’s responses are recorded for each trial, task, or question, together with the % accuracy and % independence.
- The teacher-scribed work sample must include detailed information describing the context of each activity and how it was conducted.
- For further information and an example, click the hyperlink in the AltScore program
- If teacher-scribed work samples are **not** included, then scorers will not see this question.

Scoring: *Completeness (Primary Evidence)* (Continued)

For ELA—Reading

R3. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE INCLUDE TITLES OR PHOTOCOPIES OF TEXTS

Scorers must confirm that:

- A minimum of two pieces of primary evidence include the **title of the text** used during the activity, or a photocopy of the text, if it was teacher-created or taken from a website. (Note: See Appendix E for a list of web-based informational texts that require only the title of the website or program, rather than a photocopy of the text.)

R4. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE DOCUMENT ACTIVITIES BASED SOLELY ON INFORMATIONAL OR LITERARY TEXT?

After reviewing the *Literature and Informational Text* handout, scorers must confirm that:

- Text titles (or copies of the text) are provided for at least two pieces of primary evidence that document the use of either Literary *or Informational Text*, **but not both**.

For ELA–Writing

W1. WERE 3 FINAL WRITING SAMPLES SUBMITTED WITH CORRESPONDING PRE-SCORED WRITING RUBRICS?

Scorers must confirm that:

- A minimum of **three final writing samples** were submitted together with **three completed scoring rubrics** attached or adjacent to each sample. If any are missing, the scorer clicks NO and follows prompts.
- If a student’s narrative writing sample contains personal bathroom-related activities, do not count the sample as one of the 3 required samples. Check with your table leader if you are uncertain.

Writing samples may be submitted using the student’s primary mode of communication, including samples that are:

- handwritten or word-processed by the student
- dictated to a scribe (student’s own words written verbatim by an adult, who may assume correct capitalization and punctuation)
- symbol-based communication system
- drawings or pictures

Writing samples may be submitted in any combination of the following **text types**:

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.

A different **writing scoring rubric** is used to score each text type. Teachers are required to pre-score their students’ final writing samples (not the baseline sample) by completing a separate writing scoring rubric for each sample.

W2. ARE THE STUDENT'S NAME, DATE, AND % INDEPENDENCE INCLUDED FOR EACH FINAL WRITING SAMPLE (EITHER ON THE SAMPLE, WORK SAMPLE DESCRIPTION, OR SCORING RUBRIC)?

Scorers must confirm that:

- Each final writing sample includes the student's name, date, and percent (%) independence, listed either on the piece, on a Writing Work Sample Description attached (or adjacent) to the evidence, or on a completed writing scoring rubric.

W3. IS A BASELINE SAMPLE SUBMITTED?

Scorers must confirm that:

- A **baseline writing sample** was also submitted. A "baseline sample" may consist of a draft, outline, notes, completed graphic organizer, or partially completed writing sample. Completed writing scoring rubrics are **not** required for baseline samples because these samples will not be scored. Check the Work Sample Description to determine whether the sample was considered a "final" or "baseline" sample.
- If a baseline sample was NOT included, then scorer clicks NO. (Note: This will not affect the final score in this strand)

SCORING THE FINAL WRITING SAMPLES USING PRE-SCORED WRITING RUBRICS

Scorers review each **final writing sample** and **pre-scored writing rubric** in the ELA–Writing strand. A drop-down menu will ask scorers to identify the **text type** of each sample, as indicated on the Work Sample Description. After selecting the text type, scorers will respond to the following prompts:

W4. DOES THE WRITING SAMPLE INCLUDE ONLY...?

- single pictures or symbols,
- single word or list of single words,
- fill-in-the-blank, matching, true/false, circling correct responses, selecting multiple-choice response(s), **or**
- text provided by the teacher, with no evidence of original text expressed by the student.

If yes to W4, then scorer clicks YES and proceeds to question W4A.

If not, Scorer clicks NO and enters the writing rubric scores provided by the teacher.

W4A. IF THE WRITING SAMPLE DOES INCLUDE ONE OR MORE OF THE EXAMPLES LISTED IN W4, DOES THE PRE-SCORED WRITING RUBRIC CONTAIN SCORES OF 3 OR 4 IN *EXPRESSION OF IDEAS AND CONTENT*, *KNOWLEDGE OF CONVENTIONS*, *TEXT STRUCTURE*, OR *USE OF VOCABULARY*?

Scorer must confirm that:

- A writing sample includes one or more of the examples listed above in W4, **and** that
 - **scores of 3 or 4** are provided by the teacher for *Expression of Ideas and Content*, *Knowledge of Conventions*, *Text Structure*, or *Use of Vocabulary*.
If so, scorer clicks YES. **Scorer must change scores of 3 or 4 in those areas to scores of 1 or 2** (according to the rubric area descriptions) and must enter the revised scores onscreen, rather than the score provided by the teacher.
 - **scores of 1 or 2** are provided by teacher for *Expression of Ideas and Content*, *Knowledge of Conventions*, *Text Structure*, or *Use of Vocabulary*.
If so, scorer clicks NO and enters the writing rubric scores provided by the teacher.
- If **Access Skills** are addressed by the student in an ELA–Writing sample (i.e., Level of Complexity=2), a score of 1 must always be recorded for *Expression of Ideas and Content*, *Knowledge of Conventions*, *Text Structure*, and *Use of Vocabulary*.

W5. DOES THE FINAL WRITING SAMPLE CONTAIN A PARAGRAPH OF AT LEAST THREE RELATED SENTENCES GENERATED BY THE STUDENT?

- Scorer confirms that:
 - The writing sample consists of a paragraph of at least 3 sentences.
If so, Scorer clicks YES. If not, scorer clicks NO and moves to the next question.

Scoring: Demonstration of Skills & Concepts (DSC) and Independence (IND)

For all strands except ELA–Writing, scorer must determine the dates of the **final 1/3 time frame** of the data points on the data chart (or a minimum of the last 3 dates on the data chart).

Scorer performs the following steps in AltScore:

1. Enters the **dates** in the final 1/3 time frame on the data chart.
2. Enters the **% accuracy** and **% independence** for each data point in the final 1/3 time frame on the data chart.
3. Reviews the dates of each piece of primary evidence:
 - a) If the date of the primary evidence is **within or after the final 1/3 time frame AND is not included on the data chart**, then the scorer enters the % accuracy and % independence of the piece of primary evidence.
 - b) If the date of the evidence is **before the final 1/3 timeframe OR is already included on the data chart**, the scorer does *not* add that information to the AltScore screen.
 - c) AltScore will automatically calculate an average of all the scores in the final 1/3 time frame for DSC and IND, based on the scoring rubric shown below.
 - d) The scorer reviews the averages calculated by AltScore and confirms that the scores “appear to be correct,” based on the scoring rubrics shown below

Demonstration of Skills and Concepts (Accuracy)				
M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate) .	Limited and inconsistent with regard to accuracy, and demonstrates limited understanding in this strand (26–50% accurate) .	Mostly accurate and demonstrates some understanding in this strand (51–75% accurate) .	Demonstrates consistent accuracy and understanding in this strand (76–100% accurate) .
Independence				
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 in this strand (0–25% independent) .	Student requires frequent verbal, visual, and physical assistance to demonstrate skills in this strand (26–50% independent) .	Student requires some verbal, visual, and physical assistance to demonstrate skills in this strand (51–75% independent) .	Student requires minimal verbal, visual, and physical assistance to demonstrate skills in this strand (76–100% independent) .

Scoring: Self-Evaluation (S-E)

Instructions to Scorers

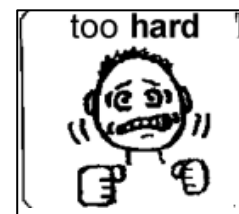
The scorer should review the evidence in the strand for examples of self-evaluation. The following should be counted as one example of self-evaluation, if it is **performed by the student** (as indicated on the evidence, in an attached note, or on a Work Description label):

- selecting work for the portfolio
- choosing materials/activities
- reflecting on performance
- goal-setting
- graphing or monitoring own performance
- checking off or listing tasks as they are accomplished
- self-correcting errors in the work sample

The scorer will indicate in AltScore whether none, one, or multiple example(s) of self-evaluation were found in the portfolio strand.

Scoring Rules

1. If the same self-evaluation activity was used on multiple pieces of primary evidence, count each as an example of self-evaluation.
2. Do not count a stamp, sticker, or teacher's expression of praise as an example of self-evaluation.
3. If a teacher scribes a student's responses to a self-evaluation question, count that as an example.
4. Count any example that uses pictorial symbols, rather than words, to self-evaluate as an example (see below).



The score for *Self-Evaluation* will be determined by AltScore based on the scoring rubric below:

SCORING RUBRIC: Self-Evaluation		
M	1	2
Evidence of self-correction, monitoring, goal-setting, and reflection was not found in this strand.	Student self-corrects monitors, sets goals, and reflects on only one piece of evidence in this strand.	Student self-corrects monitors, sets goals, and reflects on two or more pieces of evidence in this strand.

Scoring: *Generalized Performance (GP)*

Instructions to Scorers

The scorer should review all evidence and brief descriptions for examples of “generalized performance.” 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 variations:

- *Media and materials* (e.g., uses a variety of materials, such as print text, manipulatives, art materials, computers, etc.)
- *Activity formats* (e.g., classroom projects, research, experiments, worksheets, open/constructed responses)
- *Presentation formats* (e.g., oral, written, multimedia)
- *Methods of response* (e.g., handwritten, word-processed, oral, visual display or presentation)
- Application of skills and/or knowledge in a setting outside the school

The scorer should indicate in AltScore whether one or multiple example(s) of generalized performance were found in the portfolio strand.

Scoring Rules

- a) Activities in **community settings** (i.e., outside the school) always count as one example of GP when this is indicated in the evidence or in the brief description.
- b) **Use of age-inappropriate instructional materials** (e.g., dolls, nursery rhymes, etc.) by a student in grades 6–10 will result in a score of **GP=1**, regardless of other factors contributing to the GP score. In this case, add Comment C from the Comment Key. Check with your Table Leader if you are uncertain.

For ELA–Writing ONLY

When three final writing samples have been submitted in the ELA–Writing strand, a score of **GP=2** will be automatically generated. Scorers do not need to indicate a score for Generalized Performance in ELA–Writing.

The score for *Generalized Performance* will either be “1” or “2,” based on the rubric below:

SCORING RUBRIC FOR EACH STRAND: Generalized Performance (GP)	
1	2
Student demonstrates knowledge and skills in this strand using a single context or one instructional approach.	Student demonstrates knowledge and skills in this strand using two or more contexts or instructional approaches.

Scoring Rules in Special Cases

1) Can pieces of primary evidence also be included as points on the data chart? If so, is the strand complete?

Yes. At the teacher's discretion, the work samples, videos, and other primary evidence may be included as data points on a graph or chart, but it is *not* required. Regardless of whether primary evidence is included on the chart, scorers will continue to count the evidence for the purpose of determining completeness, provided the work reflects the skill listed in the measurable outcome. Please include the percentages of accuracy and independence for the activity only once.

2) What if a required strand is not submitted?

When indicating the "strands to be scored" on the AltScore screens, scorers should not select a strand for scoring that was not submitted; nor should a scorer mark any scores for required strands that were not submitted. The scorer must indicate that the strand was not submitted by checking the box "strand required but not submitted" on the final AltScore screen.

3) What if a strand was submitted that was not required for a student in that grade?

If a strand was submitted that was **not** required, scorers should not score the strand.

4) Can portfolio evidence be submitted from previous school years?

Science and Technology/Engineering portfolios in grades 5, 8, and high school may contain evidence accumulated over two consecutive school years, the current and previous year (i.e., beginning July 1, 2016).

5) What if a high school portfolio includes evidence for more than one strand in Science and Technology/Engineering?

If a STE portfolio does not contain **one** discipline (Chemistry, Biology, Introductory Physics, or Tech/Eng), mark the scores for the first strand in the STE section of the portfolio, and mark the other strands as "strand not submitted."

6) Can photographs (or a series of photographs), audio, and video samples be submitted as primary evidence?

Products submitted in the portfolio will be counted and scored as additional pieces of primary evidence if the content clearly shows how the student demonstrated the measurable outcome, and the final product of instruction is clearly visible. Each product must be labeled with all required information. Video and audio samples must be intelligible (or transcribed in writing), sufficiently clear for a scorer to see the final product, and no longer than three (3) minutes in duration.

“Grade-Level Portfolios” in Grades 3–8

Portfolios submitted for students in grades 3–8 who address standards at **grade-level expectations**, as indicated on Line 4 of the Strand Cover Sheet, should be given to the Table Leader without being scored or reviewed by scorers. **These will be scored by content experts.**

“Grade-level portfolios” include work samples (no data charts) that document a wider range of standards than typical MCAS-Alt portfolios.

The following strands and domains are required and must show grade-level knowledge and skills by the student (i.e., the level of complexity of the work samples was not modified):

- In **ELA**, the following must be documented in the student’s portfolio:
 - **for a student in grades 3–8:**
 - any three learning standards listed for the student’s grade in **ELA–Reading–Literature**
 - any three learning standards listed for the student’s grade in **ELA–Reading–Informational Text**
 - all three learning standards listed for the student’s grade in **ELA–Writing–Text Types and Purposes**;
at least **four (4)** writing samples must be submitted in all, including at least one in each of the following text types:
 - **Opinion (grades 3–5)/Argument (grades 6–8)**
 - **Informative/Explanatory text**
 - **Narrative (prose or poetry)**
- In **Mathematics**, the following must be documented in the student’s portfolio:
 - any three learning standards selected by the teacher in each of the **two** domains required for a student in that grade (see pp. 3–4)
 - any three learning standards in **one additional Math domain**, as follows:
 - **Grade 3:** Number and Operations–Fractions (NF); **Grade 4:** Number and Operations in Base 10 (NBT); **Grade 5:** Measurement and Data;
 - Grade 6:** Geometry (G); **Grade 7:** Expressions and Equations (EE); **Grade 8:** Functions (F)
- In **Science and Technology/Engineering (STE)**, the following must be documented in the student’s portfolio:
 - any three learning standards listed for the student’s grade in three different STE strands (selected by the teacher)

The following evidence must be submitted for each learning standard being assessed:

- A minimum of **two pieces of primary evidence** (and additional work samples, as needed) to demonstrate that the student has addressed **all aspects** of the assessed standard.
- More than one skill may be documented in each piece of evidence.

Level of Complexity (LOC) will be scored for each strand as follows:

LOC = 5, if the student addressed **three** (or more) learning standards at grade-level expectations.

LOC = 4, if the student addressed **one or two** (but not all three) learning standards at grade-level expectations (i.e., some, but not all, of the evidence is at grade level); or if evidence addresses some, but not all, aspects of the learning standard at grade-level expectations.

LOC = 3, if the student addressed all learning standards *below* grade-level expectations (i.e., using “entry points”).

Student must attain an overall score of LOC=5, DSC= 3 or 4, and IND=4 in all strands submitted to earn a score of *Partially Meeting Expectations*.

“Grade-Level Portfolios” in Grades 3–8 (Continued)

“Grade-level” portfolios are distinguishable from other portfolios in three ways: the Strand Cover Sheet (Line 4) indicates “at grade-level expectations;” a **Grade-Level Portfolio Cover Sheet** (shown below) should appear in the front of the portfolio; and the portfolio should include **Work Descriptions for “Grade-Level” Portfolios** (shown below) attached to each piece of primary evidence.

The structure and content of these portfolios are different from those of students working below grade-level expectations. Grade-level portfolios include work samples produced by the student and do not include data charts. The work samples in a strand document a broader range of standards than in typical MCAS-Alt portfolios and each may include more than one skill.

Competency Portfolio Cover Sheet	
Include at front of portfolio only if submitting a high school Competency portfolio.	
<hr/> <p>If this is a high school Competency Portfolio, indicate the content area(s) submitted:</p> <p><input type="checkbox"/> ELA</p> <p><input type="checkbox"/> MATHEMATICS</p> <p><input type="checkbox"/> SCIENCE AND TECHNOLOGY/ENGINEERING (STE): HIGH SCHOOL DISCIPLINE (Select one)</p> <p style="margin-left: 20px;"><input type="checkbox"/> BIOLOGY</p> <p style="margin-left: 20px;"><input type="checkbox"/> CHEMISTRY</p> <p style="margin-left: 20px;"><input type="checkbox"/> INTRODUCTORY PHYSICS</p> <p style="margin-left: 20px;"><input type="checkbox"/> TECHNOLOGY/ENGINEERING</p>	

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.)	
<hr/> <p>If this is a Grade-Level Portfolio, indicate the content area(s) submitted:</p> <p><input type="checkbox"/> ELA</p> <p><input type="checkbox"/> MATHEMATICS</p> <p><input type="checkbox"/> SCIENCE AND TECHNOLOGY/ENGINEERING</p>	

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:	<input style="width: 150px;" type="text"/>
Date work was produced:	<input style="width: 80px;" type="text"/>
Student's grade: _____	
Content Area (Check one): <input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science and Technology/Engineering	
Strand/Domain: _____	
Learning Standard: _____	
Brief description of the assignment or activity in the attached work sample:	
<hr/> <hr/> <hr/>	
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? <hr/> <hr/>	
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. <hr/> <hr/>	

“Competency Portfolios” in Grades 9–12

High school portfolios that indicate “at grade-level expectations” on Line 4 of the Strand Cover Sheet must be given by scorers to the Table Leader without being scored. These portfolios should include a **Competency Portfolio Checklist** (shown on the previous page) near the front of the portfolio, with **Work Descriptions for High School Competency Portfolios** (shown below) attached to each piece of evidence. **These portfolios will be reviewed by a panel of high school content experts.**

“Competency portfolios” are an alternative method for a student with a disability to meet the state’s graduation requirement (called the *Competency Determination*). The structure and content of these portfolios are different from portfolios submitted by students working below grade-level expectations, and include student work that documents a broad range of standards. Data charts are not included. A score of *Needs Improvement*, *Proficient*, or *Advanced* is required to earn a Competency Determination be eligible to graduate.

WORK DESCRIPTION for High School Competency Portfolio in ENGLISH LANGUAGE ARTS					
(Attach one WORK DESCRIPTION to <u>each</u> work sample in the portfolio.)					
Student's Name: <input style="width: 90%;" type="text"/>	Date work was produced: <input style="width: 90%;" type="text"/>				
<p>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.</p> <p>Please provide the information below and attach this form to the work sample.</p> <p>For the attached work sample, select either: A. "Reading" (and one of the accompanying categories) or B. "Writing" (and one of the accompanying categories).</p> <p>The "Language Strand" may be documented either within the five required writing samples, or through additional work.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><input type="checkbox"/> Language: <small>(Unless language area(s) to the right for which the attached piece should be scored.)</small></td> <td style="width: 25%;"><input type="checkbox"/> Conventions of Standard English <small>(grammar and usage)</small></td> <td style="width: 25%;"><input type="checkbox"/> Knowledge of Language <small>(word choice or meaningful, and application in different contexts)</small></td> <td style="width: 25%;"><input type="checkbox"/> Vocabulary Acquisition and Use <small>(unfamiliar words and literal/figurative language)</small></td> </tr> </table> <p>If a writing sample is attached, select A. or B. below, then check the appropriate box to the right:</p> <p>A. <input type="checkbox"/> Reading: <input type="checkbox"/> Fiction <input type="checkbox"/> Informational Text Select one: <input type="checkbox"/> Poetry OR <input type="checkbox"/> Drama <small>The attached writing sample is based on the following grade 10 text:</small></p> <p style="margin-left: 20px;">Name of text: _____ (check one) Draft: _____ Final: _____</p> <p>B. <input type="checkbox"/> Writing: <input type="checkbox"/> Analysis of a theme in literature (check one) Draft: _____ Final: _____ <input type="checkbox"/> Narrative, Argument, or Informational/expository text (check one) Draft: _____ Final: _____</p> <p>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 = _____ %) <small>(You may wish to use a scoring rubric to determine the percentages. If so, please attach the rubric.)</small> If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece? _____ _____</p> <p>Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.) _____ _____</p> <p>What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)? _____ _____</p>		<input type="checkbox"/> Language: <small>(Unless language area(s) to the right for which the attached piece should be scored.)</small>	<input type="checkbox"/> Conventions of Standard English <small>(grammar and usage)</small>	<input type="checkbox"/> Knowledge of Language <small>(word choice or meaningful, and application in different contexts)</small>	<input type="checkbox"/> Vocabulary Acquisition and Use <small>(unfamiliar words and literal/figurative language)</small>
<input type="checkbox"/> Language: <small>(Unless language area(s) to the right for which the attached piece should be scored.)</small>	<input type="checkbox"/> Conventions of Standard English <small>(grammar and usage)</small>	<input type="checkbox"/> Knowledge of Language <small>(word choice or meaningful, and application in different contexts)</small>	<input type="checkbox"/> Vocabulary Acquisition and Use <small>(unfamiliar words and literal/figurative language)</small>		

Competency Portfolio Cover Sheet														
<p>Include at front of portfolio only if submitting a high school Competency portfolio.</p> <hr/> <p>If this is a high school Competency Portfolio, indicate the content area(s) submitted:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> <td>ELA</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>MATHEMATICS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>SCIENCE AND TECHNOLOGY/ENGINEERING (STE): HIGH SCHOOL DISCIPLINE (Select one)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>BIOLOGY</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>CHEMISTRY</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>INTRODUCTORY PHYSICS</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>TECHNOLOGY/ENGINEERING</td> </tr> </table>	<input type="checkbox"/>	ELA	<input type="checkbox"/>	MATHEMATICS	<input type="checkbox"/>	SCIENCE AND TECHNOLOGY/ENGINEERING (STE): HIGH SCHOOL DISCIPLINE (Select one)	<input type="checkbox"/>	BIOLOGY	<input type="checkbox"/>	CHEMISTRY	<input type="checkbox"/>	INTRODUCTORY PHYSICS	<input type="checkbox"/>	TECHNOLOGY/ENGINEERING
<input type="checkbox"/>	ELA													
<input type="checkbox"/>	MATHEMATICS													
<input type="checkbox"/>	SCIENCE AND TECHNOLOGY/ENGINEERING (STE): HIGH SCHOOL DISCIPLINE (Select one)													
<input type="checkbox"/>	BIOLOGY													
<input type="checkbox"/>	CHEMISTRY													
<input type="checkbox"/>	INTRODUCTORY PHYSICS													
<input type="checkbox"/>	TECHNOLOGY/ENGINEERING													

Maintaining Validity and Reliability

Training and Qualification of Scorers

Prior to the first day of actual scoring, prospective scorers receive intensive training supervised by Department staff. After training is completed, each prospective scorer, Table Leader, scoring specialist, assistant floor manager, and floor manager must take and pass a qualifying test before scoring student portfolios.

Qualifying Test

In order to qualify, prospective scorers must (1) individually score several pre-calibrated, simulated MCAS-Alt portfolio strands which cover a range of scenarios scorers will likely encounter in the actual student portfolios using the AltScore onscreen scoring program. Prospective scorers are permitted to refer to the following publications while taking the test:

- *2018 Guidelines for Scoring MCAS-Alt Portfolios* (this publication)
- *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (Fall 2017 editions)
- Training for Portfolio Scorers PowerPoint presentation handout

The passing scores for the qualifying test are as follows:

- Scorers must achieve a score of **85 percent** correct on the qualifying test
- Table Leaders, Floor Managers, and MCAS-Alt scoring specialists must achieve a score of **90 percent** correct on the qualifying test.

Prospective scorers, Table Leaders, scoring specialists, and floor managers who do *not* qualify on the first attempt are given an opportunity to review their tests and receive additional training, after which a second qualifying test is administered. Those who do not qualify on the second attempt will be excused from scoring. Table Leaders and scoring specialists who score 85–89 percent will be invited to participate as scorers, but not as Table Leaders or scoring specialists.

Maintaining the Accuracy and Consistency of Scores

Table Leaders and Department staff will track each scorer's inter-rater consistency (IRC) when scoring portfolios. For portfolios in grades 3–10, this is accomplished by double-scoring at least one portfolio each morning and afternoon for each scorer (or at least one portfolio in every five). All scoring discrepancies and all scores of "M" for DSC and IND are resolved by a scoring specialist. Table Leaders and scoring specialists will be double-scored on at least two portfolios each week, with discrepancies resolved by a floor manager. Each scorer's rate of agreement with an expert scorer (i.e., inter-rater consistency) must be maintained at a level of 80 percent or higher for all rubric areas in the double-scored portfolio. When the rate of agreement falls below 80 percent, scorers are retrained and subsequently double-scored for the remainder of that day, and may be released from scoring at the discretion of the Department if their rate of agreement falls below 80 percent two or more times.

Comments Key

2018 MCAS-Alt

STAND COMMENTS

- A. Level of complexity indicated on Strand Cover Sheet (access skills, entry points, or grade level) was changed to match the evidence submitted.
- B. Brief descriptions contained additional skills not listed in the measurable outcome and could not be scored.
- C. Data points or evidence with 0% accuracy and 0% independence are not valid and could not be scored.
- D. Date(s) listed on primary evidence occurred on a non-school day.
- E. Date(s) listed on data chart occurred on non-school day.
- F. Some evidence was difficult or impossible to read or interpret and could not be scored.
- G. Score for generalized performance was lowered because some activities did not use age-appropriate materials and/or activities.
- H. Some photograph(s) could not be scored as primary evidence.
- J. The percent of independence was unclear or unmatched to the evidence submitted.
- K. Strand showed evidence of open-ended, creative approaches that allowed student to demonstrate knowledge and skills.
- L. Evidence of self-evaluation did not demonstrate choices or reflection by the student.
- N. Audio/video could not be scored due to poor audio/visual quality, or inability to open one or more recorded segments.
- P. Review the differences between Literature and Informational text for the ELA-Reading strand at www.mcas-alt.org/materials.
- R. Two data charts (field data and bar or line graph) plus one work sample is no longer acceptable as a core set of evidence. It was scored, but will no longer be scored after this year.

LEVEL OF COMPLEXITY = 1

- S. Skill was not addressed in the context of a standards-based activity.
- T. Entry point was not aligned with the required strand/domain because it was either excessively modified or was not found in the Resource Guide.
- U. Standard and/or entry point was not selected from the Vocabulary Acquisition and Use cluster, as required for the ELA-Language strand.

WRITING

- W1. Unclear whether the text in the sample was generated by the student or was the result of the teacher's edits.
- W2. The completed scoring rubric did not match the text type for one or more writing samples.
- W3. Review the description of each text type in the Educator's Manual for MCAS-Alt.
- W4. One or more Writing rubric scores were changed to reflect the evidence submitted.
- W5. Consider using a communication system that allows the student to express and communicate his or her knowledge and ideas.
- W6. The score for Demonstration of Skills and Concepts was changed because the rubric did not reflect the use of single pictures, single words, multiple-choice responses, or text provided by the teacher.
- W7. A baseline Writing sample was required, but was not submitted.
- W8. A completed Writing rubric was not submitted for each writing sample, as required.
- W9. Supporting documentation in the strand described how the learning occurred and was helpful in determining the score.
- W10. One or more Writing samples that describe bathroom-related activities could not be scored.
- W11. Unclear how the percent of independence was calculated on one or more Writing samples.
- W12. The score was changed in one or more rubric areas for Demonstration of Skills and Concepts because the writing sample(s) did not meet the criteria to score a 4.

AUTOMATICALLY GENERATED

- 47. Portfolio was clear and complete.
- 48. All work was clearly labeled.
- 49. Portfolio strand reflects little or no basis in, or is unmatched to, the curriculum framework (learning standard(s) required for assessment).
- V. This strand was required, but not submitted.

A SCORE OF "N" WAS GIVEN BECAUSE

- 6. Strand did not include a data chart.
- 7. The student's name was not listed, or a different student's name was listed, on the data chart.
- 8. The percent of accuracy was not listed on at least 8 data points.
- 9. The percent of independence was not listed on at least 8 data points.
- 10. The first data point on the data chart was listed as 80 percent or higher in both accuracy and independence.
- 11. The data chart did not include at least 8 different valid calendar dates.
- 12. Dates listed on the data chart occurred on non-school dates and could not be scored.
- 13. At least 8 different dates were not listed on the data chart due to duplicate dates.
- 14. Data points with 0% accuracy and 0% independence are not valid dates and could not be scored.
- 15. At least 8 brief descriptions on the data chart did not address the skill listed in the measurable outcome.
- 16. At least 8 brief descriptions on the data chart did not explain what the student was asked to do and how they addressed the skill in the measurable outcome.
- 17. All skills listed in the measurable outcome were not addressed during each activity on the data chart.
- 18. At least 8 brief descriptions on the data chart did not include either the title or a copy of the text used.
- 19. At least 8 activities on the data chart were not based on informational text.
- 20. At least 8 activities on the data chart were not based on literary text.
- 21. Strand did not include at least two pieces of primary evidence.
- 22. Student's name was not listed, or a different student's name appeared on the primary evidence and could not be scored.
- 23. The date was not listed on at least two pieces of primary evidence or on a Work Description label.
- 24. At least two pieces of primary evidence or Work Description label did not list a valid school date.
- 25. The percent of accuracy was not listed on at least two pieces of primary evidence or on a Work Description label.
- 26. The percent of independence was either not listed, was unclear, or appeared incorrect on at least one piece of primary evidence and could not be scored.
- 27. At least two pieces of primary evidence did not address the skill listed in the measurable outcome.
- 28. All skills listed in the measurable outcome were not addressed on at least two pieces of primary evidence (all skills must be addressed in each activity).
- 29. Photographs submitted as primary evidence did not show a final product and could not be scored.
- 30. Photographs submitted as primary evidence were not clearly labeled and could not be scored.
- 31. Video submitted as primary evidence did not demonstrate the skill listed in the measurable outcome and could not be scored.
- 32. Video submitted as primary evidence could not be viewed and therefore was not scored.
- 33. Teacher-scribed work sample did not include sufficient information to be scored.
- 34. At least two pieces of primary evidence did not include either the title or a copy of the text used.
- 35. Activities on at least two pieces of primary evidence were not based on informational text.
- 36. Activities on at least two pieces of primary evidence were not based on literary text.
- 37. No evidence of self-evaluation was found in this strand.
- W13. At least 3 final writing samples were required for the ELA—Writing strand, but were not submitted.
- W14. One or more Writing samples could not be scored because student's name, date, and/or percent of independence were not listed.
- W15. No evidence of self-evaluation was found in the ELA—Writing strand.
- W16. One or more Writing samples that describe bathroom-related activities could not be scored.

GENERAL COMMENTS

- 38. Portfolio showed evidence of a range of open-ended, creative approaches that allowed the student to demonstrate knowledge and skills.
- 39. Supporting documentation was helpful to the scorer in understanding the instructional strategies and/or context.
- 40. Please review portfolio requirements in the Educator's Manual for MCAS-Alt and consider attending additional Department-sponsored training sessions.
- 41. Review guidelines for writing a measurable outcome in the Educator's Manual for MCAS-Alt.
- 42. One or more required forms were missing in the portfolio, but this did not affect the overall score.
- 43. Verification Form was not signed by parent/guardian and no information was provided of attempts by school to contact parent/guardian.
- 44. Evidence was not included in the portfolio for three learning standards in a single discipline of high school Science and Technology/Engineering.
- 45. Consider showing evidence of varied instructional approaches used with the student (Generalized Performance).
- 46. Confidential information about the student should not be included in the portfolio.

Appendix A: Scorer Comment Key

Appendix B: MCAS-Alt Glossary

The following terms are used in describing and scoring the MCAS-Alt:

Access Skills: Student outcomes that address a social, motor, or communication skill during a standards-based (i.e., academic) activity in the required strand

Conceptual Category: The high school standards are listed in conceptual categories: Number and Quantity (N), Algebra (A), Functions (F), Modeling, Geometry, and Statistics and Probability (S) which together present a coherent view of high school mathematics.

Content Area: The subject in which an MCAS-Alt is submitted, including English Language Arts and Literacy (ELA), Mathematics, and Science and Technology/Engineering (STE)

Core set of evidence: The minimum amount of evidence required for a portfolio strand to receive a score:

- **One data chart** showing a student's progress over time in learning the measurable outcome
PLUS
- **Two additional pieces of primary evidence** showing student's performance of the same measurable outcome shown on the data chart

Domain: A cluster of related Mathematics standards in the grades 3–8 Massachusetts Curriculum Framework

Entry Point: An academic outcome based on a learning standard that has been modified below grade-level expectations. Entry points are listed at progressively lower levels of complexity in the Fall 2017 *Resource Guide* to the Massachusetts Curriculum Frameworks for Students with Disabilities (the "Resource Guide").

Learning Standard: Specific statement of what *all* students should know and be able to do in each grade.

Measurable Outcome: A specific goal for a student taking the MCAS-Alt on which his or her portfolio evidence is based. Measurable outcomes are based on entry points and access skills listed in the Resource Guide that identify the specific skill to be assessed in the strand/domain required for assessment of a student in that grade.

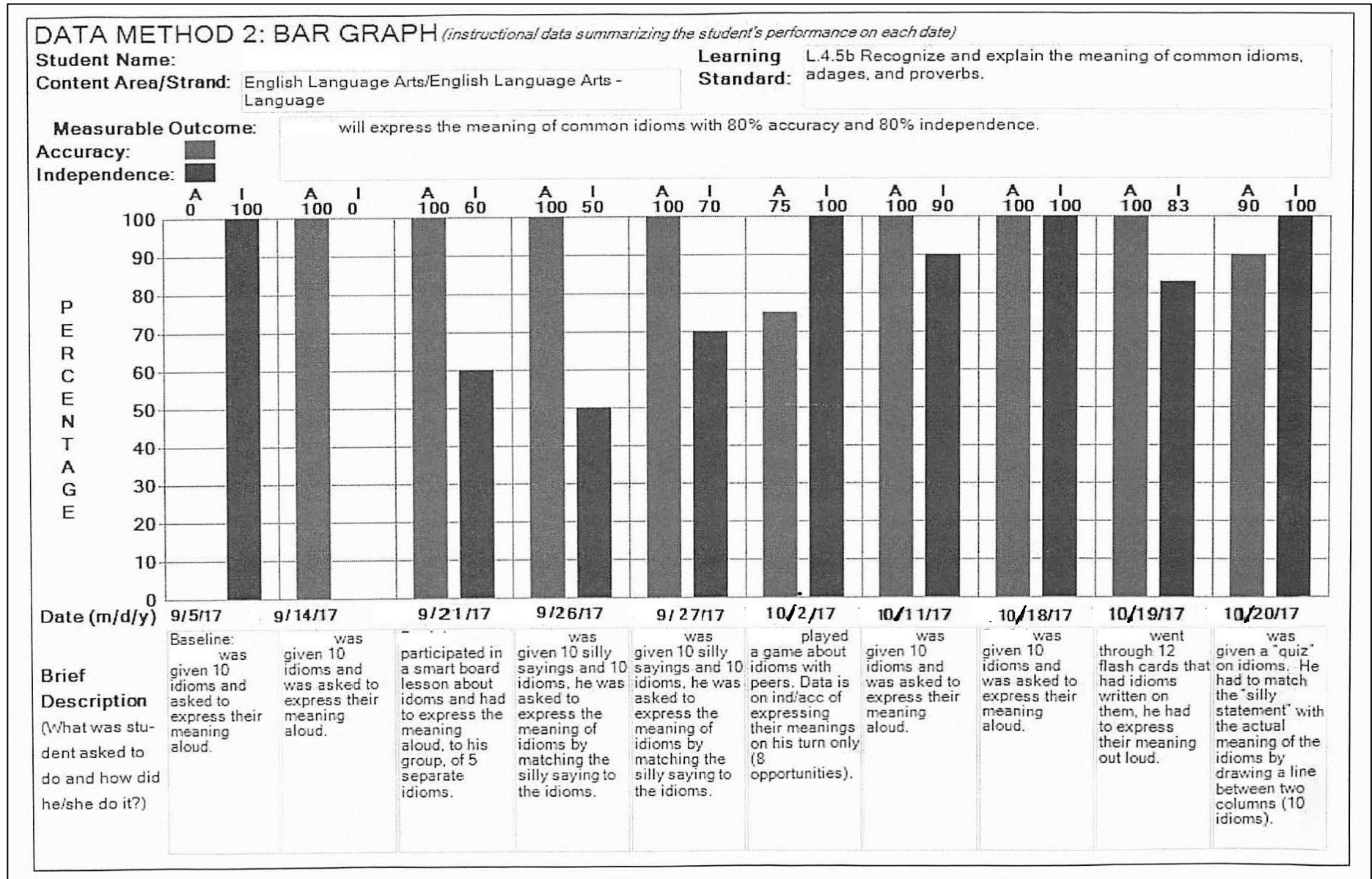
Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities: The Resource Guide lists the Massachusetts learning standards in each subject and grade, and identifies student outcomes based on each standard from more-to-less complex.

Primary evidence: A portfolio product that directly shows the student's knowledge or demonstration of a skill

Strand: A cluster of related ELA or STE standards in the Massachusetts Curriculum Framework.

Supporting documentation: A portfolio product that shows the context of an instructional activity (i.e., how did the instruction occur?). It does not show a final product or the results of the activity.

Appendix C: Data Chart–Sample Bar Graph

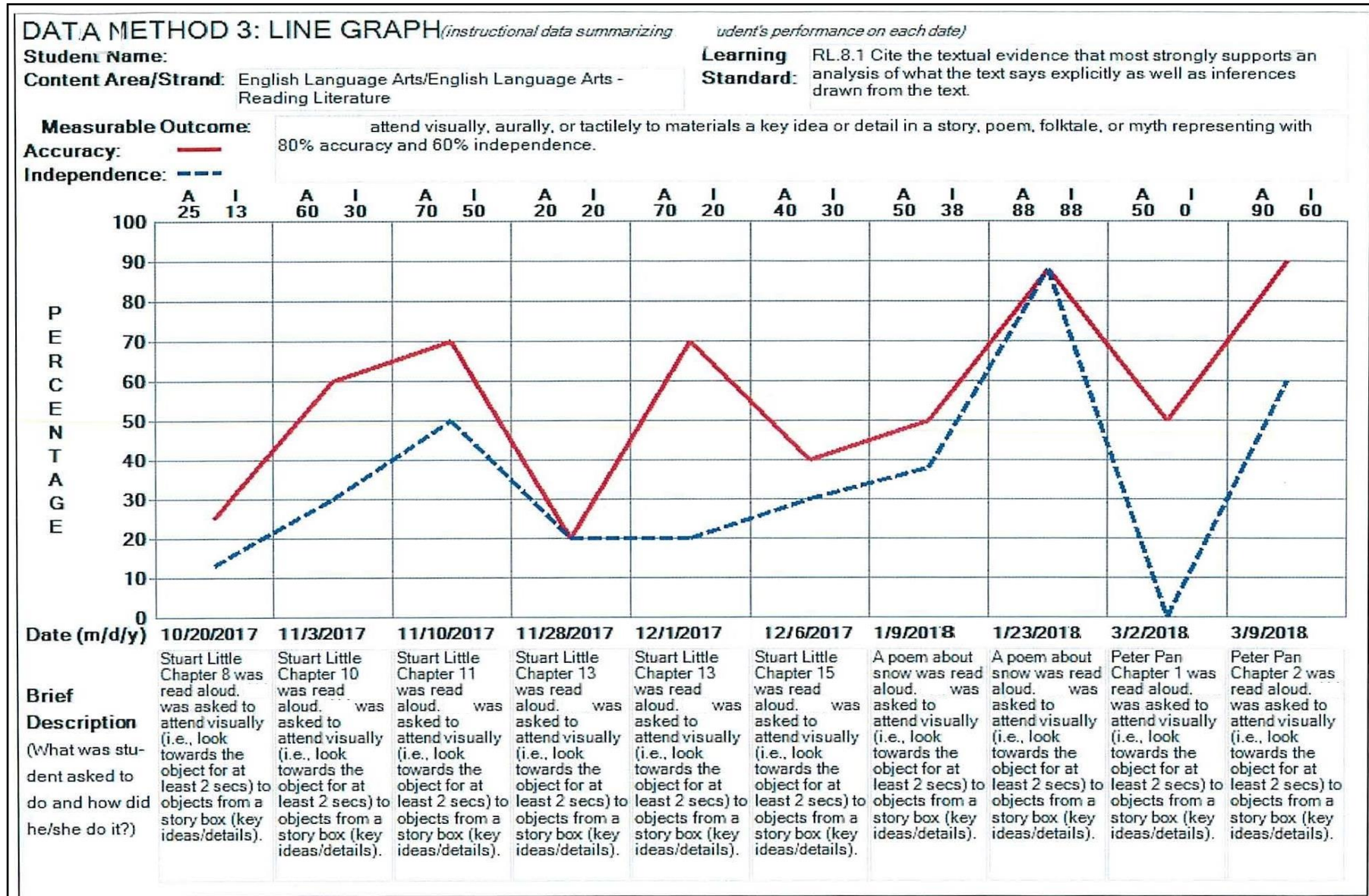


Appendix C: Data Chart–Sample Field Data Chart

DATA MEASUREMENT 1: FIELD DATA CHART (student performance on a series of tests or collection of work samples related to a measurable outcome)										
COMPLETE ALL INFORMATION BELOW.										
Student Name: _____							KEY		+ Accurate	
Content Area/Strand: English Language Arts - Language							Accurate (+ or -)	- Incorrect		
Learning Standard: L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.								I Independent		
Measurable Outcome: will attend visually, aurally, or tactily to materials related to vocabulary acquisition with 80% accuracy and 60% independence.								P Prompt Used		
At least eight (8) different dates are required.										
Date (mo/day/yr):	10/17/2017.	11/3/2017.	11/10/2017.	11/28/2017.	12/13/2017.	1/9/2018	1/23/2018	2/27/2018	3/9/2018	3/16/2018
Accuracy and Independence for each trial (see KEY):	+ / P	+ / P	+ / I	- / P	- / P	- / P	+ / P	- / P	+ / P	- / P
	- / P	- / P	+ / I	- / P	+ / P	+ / P	+ / I	+ / P	+ / I	+ / P
	+ / I	+ / P	+ / I	- / P	- / P	+ / I	+ / I	+ / I	- / P	+ / I
	+ / I	- / P	+ / I	- / P	- / P	+ / I	- / P	+ / I	+ / I	+ / I
	- / P	+ / I	+ / P	- / P	+ / P	+ / I		+ / P	+ / P	+ / I
	- / P	- / P	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	+ / I	+ / I	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	- / P	+ / I	+ / I	- / P	- / P	- / P		+ / P	+ / I	+ / I
		- / P	- / P	+ / I	+ / P			+ / I	+ / I	- / P
	+ / P	+ / P	+ / I	- / P			+ / I	+ / P	+ / I	
% Accuracy: SUMMARY for this date	50	60	70	20	50	50	75	90	90	60
% Independence: SUMMARY for this date	38	30	50	20	0	38	50	40	60	50
Brief Description (What was student asked to do and how did he/she do it?)	During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 13 (Ames' Crossing) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 15 (Heading North) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During literacy group, was read a poem about snow. During the reading, a story box of objects was used to represent vocabulary from the poem.	During morning meeting, the class discussed the topics of attendance, the calendar (month and day of the week), and the weather. Tactile objects and images were used to represent the text.	During literacy group, was read chapter 1 (Peter Breaks Through) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 2 (The Shadow) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 3 (Come Away, Come Away) in Peter Pan. A story box of objects was used to represent vocabulary from the text.

Data was taken on whether student attended.

Appendix C: Data Chart–Sample Line Graph



Appendix D: Rubric for Scoring Portfolio Strands

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.		

Appendix D: Rubric for MCAS-Alt Writing– Informative/Explanatory Text

Name:

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

Date:

		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; included three or more accurate relevant, facts, details, and/or descriptions
	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/or contained errors, run-on 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) or one 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. (26-50% independent) _____ %	Student required some prompts to complete writing assignment. (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.			

Appendix D: Rubric for MCAS-Alt Writing– Poetry

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.			

Appendix D: Rubric for MCAS-Alt Writing–Opinion/Argument

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 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.				

Appendix D: Rubric for MCAS-Alt Writing–Narrative Text

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 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.			

Appendix E: Informational Text–Supplemental List

Teachers are directed to include a photocopy of any Internet-based or teacher-created texts being submitted in the student’s portfolio. **The following *informational* texts do not require a photocopy for the ELA–Reading–Informational Text strand:**

- ***News-2-You*** (symbol and text-based)
- ***Scholastic for Kids***
- ***Weekly Reader***
- ***Time for Kids***
- ***Newsweek for Kids***
- ***National Geographic for Kids***
- ***Newsela*** (publishes daily news articles online at 5 different reading levels from grades 3–12)
- ***Unique Learning Systems*** (symbol and text-based)
- ***Wonderopolis*** or ***Camp Wonderopolis***
- **Digital Textbooks (Give name of textbook)**

Teachers are instructed to simply list the title and topic of articles from any of the sources listed above, and the name of the publication, either in the brief description or directly on the evidence. For example:

“(Student) read an article about goats from National Geographic for Kids and answered 5 comprehension questions on a worksheet.”

Appendix F: Literature and Informational Text Types

READING: LITERATURE VS. INFORMATIONAL TEXT

(Adapted from engageny.org)

- Examples of literary text:
 - A. adventure stories
 - B. nursery rhymes
 - C. poems
 - D. fables and folktales
 - E. legends
 - F. myths
 - G. fantasy
 - H. plays
 - I. historical fiction
 - J. mysteries
 - K. science fiction
 - L. realistic fiction
 - M. allegories
 - N. parodies
 - O. satire
 - P. graphic novels
- Examples of Informational text:
 - A. literary nonfiction
 - B. biographies and autobiographies
 - C. exposition, argument, and functional text, including:
 - personal essays and speeches
 - opinion pieces
 - essays about art or literature
 - biographies and memoirs
 - journalism (articles)
 - historical, scientific, technical, or economic accounts
 - D. historical, scientific, and technical texts, including:
 - texts about history, social studies, science, and the arts
 - directions, forms, and digital sources on a range of topics
 - historical, scientific, technical, or economic accounts