

APPENDIX E

**MCAS-ALT
2006 GUIDELINES FOR
SCORING STUDENT PORTFOLIOS**

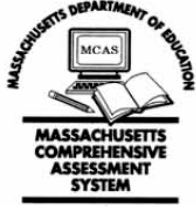


MCAS Alternate Assessment (MCAS-Alt)

*2006
Guidelines
for Scoring
Student Portfolios*

Massachusetts Department Education
June 2006

Appendix E



Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education.

Dr. David P. Driscoll, Commissioner of Education

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Commissioner's Foreword

Dear Educators:

I am pleased to present the MCAS Alternate Assessment (MCAS-Alt) *2006 Guidelines for Scoring Student Portfolios*. This publication will be used to train qualified individuals selected by the Department to score student portfolios submitted for the 2006 MCAS-Alt. This manual is used to ensure that scores for each portfolio are accurate and that standards for scoring are applied consistently.

Students with significant disabilities who are unable to take MCAS tests, even with accommodations, must participate in MCAS by submitting an alternate assessment portfolio. It is important to include these students in MCAS to measure their performance in relation to the state's learning standards, to improve their instruction, and to demonstrate that their educational needs matter.

Thank you for taking part in this important component of MCAS.

Sincerely,



David P. Driscoll
Commissioner of Education

Appendix E



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MCAS-Alt. 2006 Guidelines for Scoring Student Portfolios



General Guidelines for Scorers

Thank you for your interest in scoring MCAS Alternate Assessment portfolios. Please review the following general guidelines carefully and review each step of the scoring process in this booklet, including all scoring rules and appendices.

- **Be objective and impartial. Try not to let opinions or personal feelings influence your scoring.**
Put aside your opinions about the appropriateness of the student's placement, program, services, or the reason for his or her participation in alternate assessment.
- **Avoid the tendency to base your scores on any of the following:**
 - overall presentation and organization of the portfolio
 - neatness of student (or teacher) work
 - handwritten versus typed products
 - "electronic" versus "paper" portfolios
 - black-and-white versus color
 - quality of photos or videotapes (provided all images are recognizable and well-labeled)
- **Respect student and teacher confidentiality.**
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. Do not review or consider any IEP information provided in the portfolio.
- **Respect the contents of the portfolio.**
Maintain the order of all contents in the portfolio. Keep food and drinks away from the portfolio. The portfolio must be returned in the same condition in which it was submitted.
- **Review all evidence in a strand before scoring the strand.**
- **Score only what you see in the portfolio.**
Do not make inferences or assumptions about what the student or teacher may have intended. Use actual evidence, rather than the work description, as the basis for determining the score.
- **Score each rubric area separately for each strand.**
Do not let the score in one rubric area influence the score in another. Do not raise the student's score in one area to overcome or compensate for a lower score in another, or lower a score across several rubric areas without first examining all of the evidence.
- **Do not rush through scoring, but do not spend too much time reviewing evidence either.** Ask for assistance if you get stuck. On average, the review of a strand should not exceed about twenty minutes.
- **Complete all score forms neatly and legibly.**
It is important to print neatly and clearly on all score forms, particularly those being returned to teachers. You will be asked to recopy any forms with information that is crossed out or illegible.

MCAS-Alt: 2006 Guidelines for Scoring Student Portfolios



Introduction

MCAS-Alt has been administered annually since 2001 in Massachusetts. 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 alternate assessments. Decisions on how each student will participate in MCAS are made by the student's IEP or 504 team and must be documented in the student's IEP or 504 plan.

Participation Guidelines

A student with a significant cognitive disability should be considered for alternate assessments by an IEP or 504 team when the student:

- receives instruction in which the content and level of instruction have been modified well below the expectations of non-disabled students enrolled in the same grade;
And
- receives intensive, individualized instruction across all settings in which a subject is taught;
And
- does not adequately demonstrate knowledge and skills in the subject being assessed on a standardized, paper-and-pencil test such as MCAS, even when accommodations are provided.

Students with *other* complex and significant, though not necessarily cognitive, disabilities should also be considered for alternate assessments when those disabilities present the student with unique and significant challenges that may not allow the student to fully demonstrate knowledge and skills on a paper-and-pencil test such as MCAS, even with accommodations.

Portfolio Contents and Structure

The MCAS-Alt portfolio consists of a structured collection of products, compiled throughout the school year, that document the student's performance of skills and understanding based on the *Curriculum Framework* in the content area being assessed. Evidence is organized in a portfolio according to the standards specified for assessment in each content area, and includes the following products and information:

- Data charts showing the student's performance over time on tasks based on the learning standard being assessed
- Work samples, video/audio clips, and/or photographs showing the student's performance on tasks based on the learning standard being assessed
- Descriptive notes provided by the teacher, 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 publication entitled the *Educator's Manual for MCAS-Alt*, which is updated annually, distributed at Department-sponsored training events, and posted to the Department's Web page at www.doe.mass.edu/mcas/alt.

Scoring MCAS-Alt Portfolios

Once portfolios are completed and submitted to the Department each May, they are reviewed and scored by licensed Massachusetts educators at a three-week summer scoring institute sponsored by the Department of Education. The *Rubric for Scoring Portfolio Strands*, found in Appendix A of this publication, is used as the basis for scoring all student portfolios. Detailed information on scoring portfolios can also be found on the following pages. This publication, the *2006 Guidelines for Scoring Student Portfolios*, is also posted at www.doe.mass.edu/mcas/alt.



Content Areas Assessed by MCAS-Alt

The content areas assessed by 2006 MCAS-Alt in each grade are shown below.

| Students in this grade: | Must be assessed in the following content areas and strands: |
|-------------------------|---|
| 3 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8) Mathematics (Number Sense and Operations; Patterns, Relations, and Algebra) |
| 4 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8; Composition) Mathematics (Number Sense and Operations; Data, Statistics, and Probability) |
| 5 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8) Mathematics (Number Sense and Operations; Measurement) Science & Technology/Engineering (Choice of three strands) |
| 6 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8) Mathematics (Number Sense and Operations; Patterns, Relations, and Algebra) |
| 7 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8; Composition) Mathematics (Number Sense and Operations; Data, Statistics, and Probability) |
| 8 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8) Mathematics (Number Sense and Operations; Geometry) Science & Technology/Engineering (Choice of three strands) |
| 9 | No MCAS-Alt scheduled |
| 10 | <ul style="list-style-type: none"> English Language Arts (ELA General Standards #4 and #8; Composition) Mathematics (Choice of three strands) Science & Technology/Engineering (Three learning standards in any one discipline: Biology, Introductory Physics, Chemistry, or Technology/Engineering) |

MCAS-Alt: 2006 Guidelines for Scoring Student Portfolios

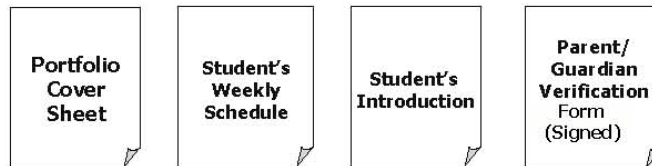


Required Portfolio Contents

The Portfolio:

Portfolios in each content area will consist of either two or three “strands” according to the table on page 3, plus required forms (shown below) organized in a three-ring binder for each student taking an alternate assessment. Guidelines for assembling the portfolio are provided in the *2006 Educator’s Manual for MCAS-Alt* posted to the Department’s Web page at www.doe.mass.edu/mcas/alt.

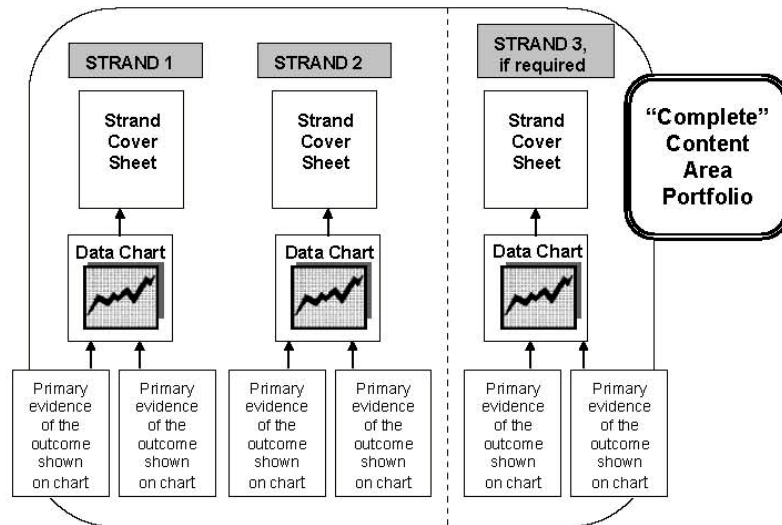
Forms:



If one or more of these forms is missing, the score will not be affected. Scorers should provide a numbered comment on the Portfolio Feedback Form selected from the Comment Key.

Contents of Each Portfolio Strand:

The following products (“evidence”) must be included in the portfolio, based on each strand assessed in the portfolio. A strand must include at least **one data chart** documenting the student’s performance of one skill, and **two pieces of primary evidence** documenting the same skill. The data chart must show performance of the skill on at least five different dates. Additional *primary* and *secondary* evidence of other skills in the strand may be submitted, at the discretion of the teacher.



MCAS-Alt: 2006 Guidelines for Scoring Student Portfolios



Allowable Portfolio Evidence

Types of Evidence:

Each portfolio strand will be scored separately. A strand may consist of any of the following portfolio products, some required and others optional, as described below:

Primary Evidence (required) - Clearly labeled* products that document student learning directly, such as:

- **Data charts**

- field data chart
- bar graph
- line graph

* Labeling of evidence must include:

- Student's Name
- Date (month/date/year)
- % Accuracy (number correct divided by the total)
- % Independence (or frequency of prompts provided)

- **work samples**

- **video** (3 minutes or less)

- **photographs** that clearly show a work sample, the end product of instruction, or steps in a sequence leading to the end-product

- **audiotapes** of an oral presentation, performance, or used as an accommodation (if applicable)

Secondary Evidence (optional) - Products that either support primary evidence or illustrate the context in which the learning occurred, such as:

- **photographs** that show setting, instructional approach, materials, assistive technology, etc.

- **brief notes** or **narrative descriptions** by the teacher, peer, parent, or others who assisted the student

- **audiotapes**

- **reflection sheets** or other self-evaluation activity (goal setting, task analysis, student charting own performance, self-correction)

- **letters or notes of support** from peers, employers, or other teachers

- **aids and supports** used by the student

- visual aids
- graphic organizers
- templates (for example, those used with assistive technology)
- adapted tools or materials

NOTE: Secondary Evidence will contribute to scores for **Self-Evaluation** and **Generalized Performance**, but do not affect the overall performance level in the content area.

MCAS-Alt: 2006 Guidelines for Scoring Student Portfolios




Summary of Scoring Process: Scorers

The Scorer:

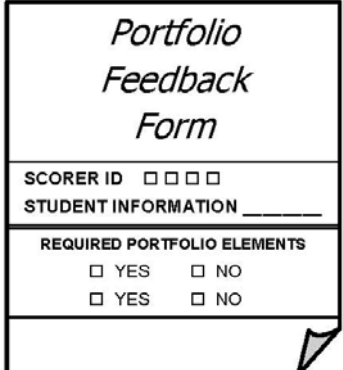
1

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



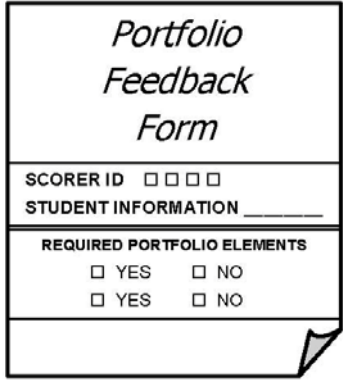
2

- NEATLY records scorer ID, scorer number, and student information on Portfolio Feedback Form (see page 28)



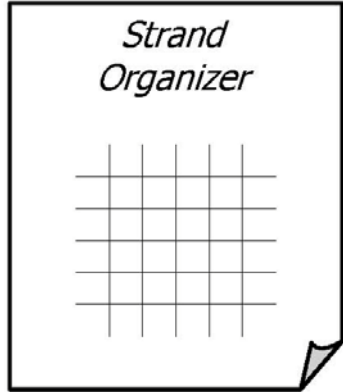
3

- Verifies all required forms were submitted
- NEATLY marks accordingly on Portfolio Feedback Form



4

- Reviews entire strand for completeness
- Records information about each piece of evidence on Strand Organizer (see page 27)





Summary of Scoring Process : Scorers

The Scorer (continued)

5

- Reviews Scoring Guidelines and determines the score in each strand for all rubric areas:
 - Level of Complexity
 - Demonstration of Skills and Concepts
 - Independence
 - Self-Evaluation
 - Generalized Performance
- Using a pen, NEATLY places an X to indicate each content area and strand on the Portfolio Feedback Form, and writes the learning standard number(s) addressed in each strand
- Using a pen, NEATLY circles each score on the Portfolio Feedback Form.

6

- Adds numbered comments from Comment Key to Portfolio Feedback Form (see pages 28 and 30)

7

- Using a #2 pencil, NEATLY transfers scores from the Portfolio Feedback Form to the top copy of the Student Score Form (see page 29)

8

- Removes top copy of Student Score Form
- Attaches it to top two copies of Portfolio Feedback Form with a paper clip

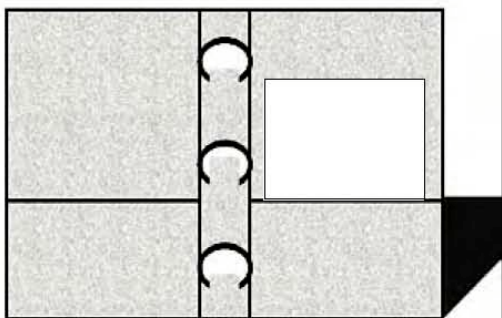


Summary of Scoring Process: Scorers

The Scorer (continued)

9

Places bottom (third) page of the Portfolio Feedback Form facedown in the inside back cover of the student's portfolio



10

- Places portfolio back in unsealed white envelope
- Returns the following materials to the Table Leader:
 - Portfolio in unsealed white envelope
 - Completed Student Score Form attached with paper clip to top two copies of the Portfolio Feedback Form





Summary of Scoring Process: Table Leaders

The Table Leader:

1

- Gives each scorer a portfolio to score
- Receives portfolios from scorers after scoring is completed
- Checks Portfolio Feedback Form for legibility and neatness (if not completed neatly, returns PFF to the scorer to complete a new form)



2

- Determines whether a second score is required:

For each scorer, every fifth portfolio is scored twice.

When evidence is missing or insufficient in any strand (scored "M"), it must be scored again in that area by an "M-Resolver."

Every Grade 10 portfolio is scored twice.

3

- If no second score is required, checks that forms are completed accurately, places portfolio back in carton, and holds the forms aside with all other forms
- If "second read" is required, gives portfolio to Scorer 2 and keeps forms from Scorer 1 separate

① ✓

① ② ✓

4

If portfolio is scored twice, checks for agreement between Scorers 1 and 2



5

- If scorers agree, places portfolio back in carton

≠

- If scorers disagree, scores only the rubric areas in question, then places portfolio back in carton

%

- Records each scorer's accuracy percentage on the Scorer Tracking Form

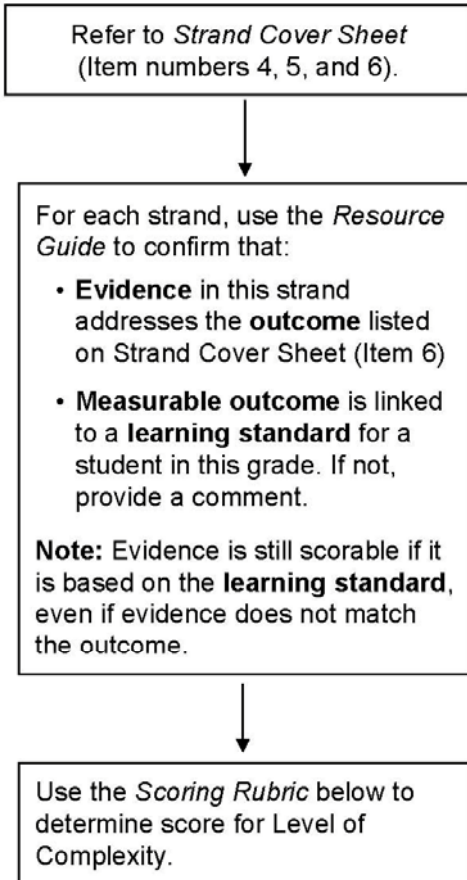
6

When all portfolios in a carton have been scored:

- Checks that all Portfolio Feedback Forms are NEAT and LEGIBLE (if not, return to scorer)
- Brings carton to scanning room
- Retrieves new carton
- Distributes portfolios to scorers one at a time
- Repeats steps until all portfolios are scored



Scoring Level of Complexity



Scoring Rules

(A) Use the following information plus the Scoring Rubric below to score Level of Complexity.

Definitions:

- **“Access skills”** may be social, motor, or communication skills that allow a student to participate in a standards-based activity, but do not address curriculum content directly. **Consult your Table Leader if uncertain.**
- **“Entry points”** address curriculum directly, but below grade-level expectations. NOTE: A skill (e.g., “waiting one’s turn”) may be an entry point in one subject (ELA) and access skill in another (Math).
- If it seems the standard(s) are addressed **“at grade-level expectations,”** it must be scored as usual, then set aside for review by scorers identified as **content experts** who will make the final determination for Level of Complexity. If uncertain, set aside anyway.

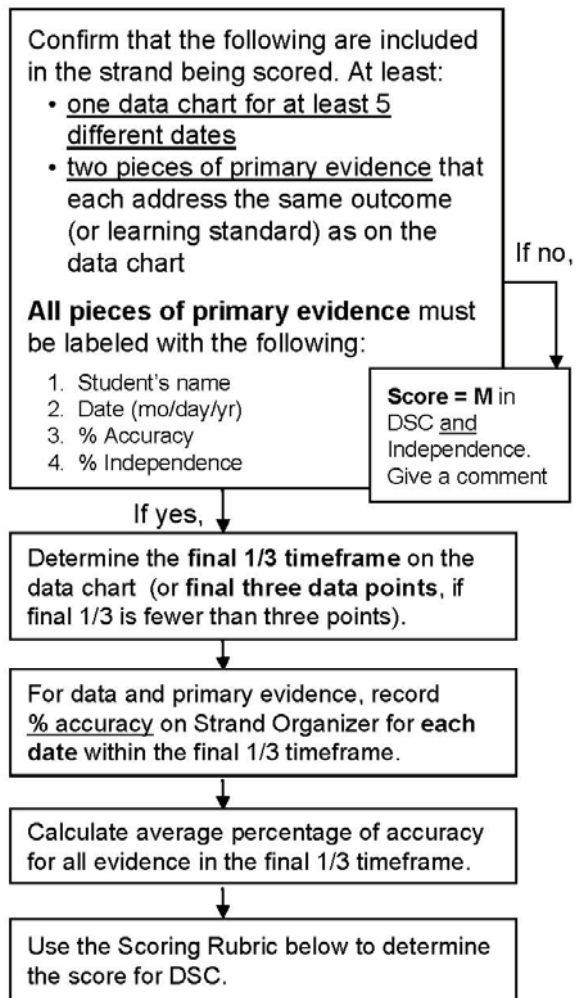
(B) **Level of Complexity may vary** within each strand. **At least three pieces of evidence** must be at the higher Level of Complexity in order to score at that level. Otherwise, score at the lower level in that strand

- For example, two pieces of primary evidence at entry points and one at access skills must be scored “2” for Level of Complexity.

| SCORING RUBRIC | | | | |
|--|---|--|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Portfolio reflects little or no basis on <i>Curriculum Framework</i> learning standards in this strand. | Student primarily addresses social, motor, and communication “access skills” during instruction based on <i>Curriculum Frameworks</i> learning standards in this strand. | Student addresses <i>Curriculum Frameworks</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 Frameworks</i> learning standards (1 or 2) at grade-level expectations in this strand. | Student addresses a broad range of <i>Curriculum Frameworks</i> learning standards (3 or more) at grade level expectations in this strand. |



Scoring Demonstration of Skills & Concepts (DSC)



Scoring Rules

(A) If DSC is scored M, then Independence must also be scored M.

(B) **Count each data point only once for the DSC score.** If a work sample is also included on a data chart, count it once in the final calculation for DSC.

(C) If % accuracy is not provided on primary evidence, calculate it yourself, if you can do so in two minutes or less (if not, score M).

(D) A strand may also include primary evidence related to other outcomes and learning standards in the same strand. When this occurs, score as follows:

- First, determine whether the "core set" of required evidence is included (i.e., data chart and two pieces addressing the same outcome or learning standard).
- Then determine whether additional evidence was submitted in the strand
- If so, record % accuracy on *Strand Organizer* for all data and evidence in the **final 1/3** timeframe of the data chart.
- Obtain the average by totaling the accuracy percentages for all data points and evidence in the final 1/3 timeframe, and divide by the number of data points and pieces of evidence.

SCORING RUBRIC

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

MCAS-AIT: 2006 Guidelines for Scoring Student Portfolios



Scoring Independence

Use the same data points and evidence to calculate Independence that you used to calculate % accuracy.



Record % independence on the *Strand Organizer* at the same time you record % accuracy.



Calculate the average % independence for the evidence recorded on the Strand Organizer.



Use the Scoring Rubric to determine the score for independence.

Scoring Rules

(A) If Independence is scored M, then DSC must also be scored M.

(B) **Count each data point only once for the Independence score.** If a work sample is also included on a data chart, count it once in the final calculation for DSC.

(B) If % cues/prompts are documented, rather than % independence; or a ratio is provided (e.g., "6/7 independent"), convert to a percentage (e.g., 10% cues/prompts = 90% independence). Use a calculator, if needed.

(C) If % independence is not provided on primary evidence, you may calculate it yourself in two minutes or less (if not, score M).

(E) Evidence indicating that a student required assistance "30-40% of the time," or was independent "almost all of the time," is unscorable.

(F) Count cues/prompts, but not accommodations, in the score for Independence.

(G) Full hand-over-hand assistance = 0% independence.

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

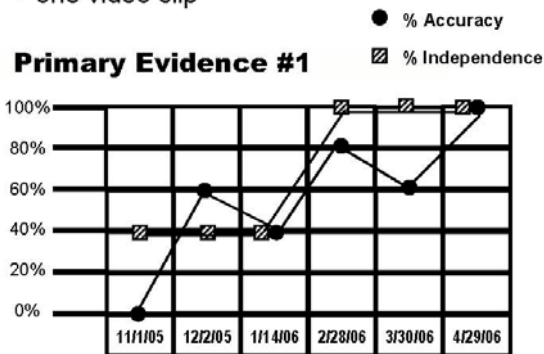


Scenario #1: Scoring DSC (Accuracy) and Independence

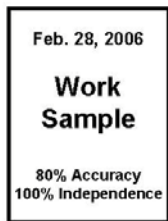
(All evidence in this strand is based on the same measurable outcome)

Evidence includes:

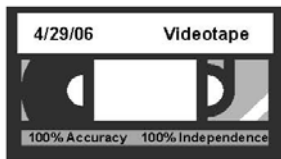
- one data chart
- one work sample
- one video clip



Primary Evidence #2 (already charted)



Primary Evidence #3 (already charted)



Calculating DSC (Accuracy) and Independence

1. Each of the three labeled pieces of primary evidence is scorable and the **strand is complete**. (At least one labeled data chart and two labeled pieces of related primary evidence were submitted.)

2. On the *Strand Organizer*, record % accuracy and % independence for all labeled evidence within or after the final 1/3 timeframe (or last three data points, whichever is more). In this strand, the final 1/3 timeframe begins on 2/28/06.

3. For the final calculation, do not include % accuracy and % independence for evidence if already included on the data chart. Since % accuracy and % independence for the work sample (2/28/06) and video clip (4/29/06) are already included on the data chart, do not include this information a second time.

4. Calculate the average for all evidence in the final 1/3.

| <u>% Accuracy</u> (beginning 2/28/06) | <u>% Independence</u> (beginning 2/28/06) |
|--|--|
| 80% | 100% |
| 60% | 100% |
| 100% | 100% |
| avg. = 80% | avg. = 100% |

5. Use the Scoring Rubric to determine the final score in each rubric area.

Demonstration of Skills = 4
Independence = 4

Appendix E

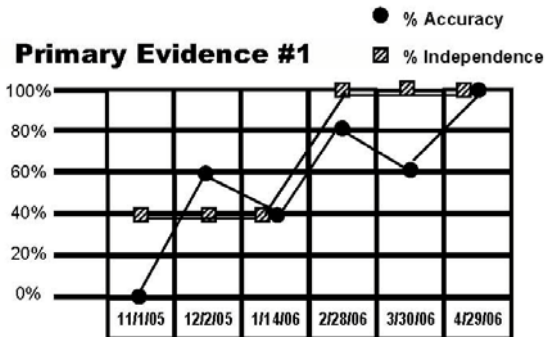


Scenario #2: Scoring DSC (Accuracy) and Independence

(All evidence in this strand is based on the same measurable outcome)

Evidence includes:

- one data chart
- two work samples



Primary Evidence #2 (within final 1/3 timeframe, and not included on chart)

4/15/06

Work Sample

100% Accuracy
100% Independence

Primary Evidence #3 (after final date on chart)

5/01/06

Work Sample

100% Accuracy
100% Independence

Calculating DSC and Independence

1. Each of the three labeled pieces of primary evidence is scorable and the **strand is complete**. (At least one labeled data chart and two labeled pieces of related primary evidence were submitted.)
2. On the *Strand Organizer*, record % accuracy and % independence for all labeled evidence within or after the final 1/3 timeframe (or last three data points). In this strand, the final 1/3 timeframe begins on 2/28/06.
3. For the final calculation, be sure to include % accuracy and % independence for the two work samples, since they are within or after the final 1/3 and not already included on the data chart.
4. Calculate the average for all evidence in the final 1/3.

| % Accuracy <small>(beginning 2/28/06)</small> | % Independence <small>(beginning 2/28/06)</small> |
|--|--|
| 80% | 100% |
| 60% | 100% |
| 100% | 100% |
| 100% | 100% |
| 100% | 100% |
| avg. = 88% | avg. = 100% |

5. Use the Scoring Rubric to determine the final score in each rubric area.

**Demonstration of Skills = 4
Independence = 4**

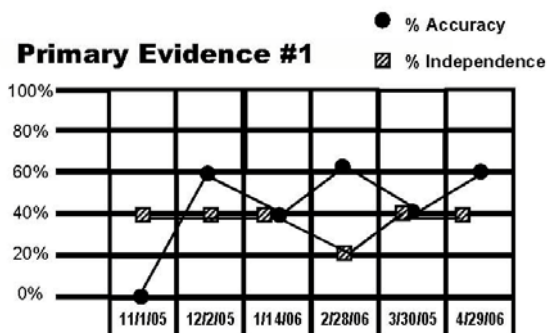


Scenario #3: Scoring DSC (Accuracy) and Independence

(All evidence in this strand is based on the same measurable outcome)

Evidence includes:

- one data chart
- two work samples



Primary Evidence #2 (not within final 1/3, and not included on chart)

9/20/06

Work Sample

40% Accuracy
100% Independence

Primary Evidence #3 (not within final 1/3, and included on chart)

12/2/05

Work Sample

60% Accuracy
40% Independence

Calculating DSC and Independence

1. Each of the three labeled pieces of primary evidence is scorable and the **strand is complete**. (At least one labeled data chart and two labeled pieces of related primary evidence were submitted.)
2. On the *Strand Organizer*, record % accuracy and % independence for all labeled evidence within or after the final 1/3 timeframe (or last three data points). In this strand, the final 1/3 timeframe begins on 2/28/06.
3. For the final calculation, do not include % accuracy and % independence from the two work samples, since they were completed prior to the final 1/3 timeframe (i.e., before 2/28/06).
4. Calculate the average for all evidence in the final 1/3.

| % Accuracy | % Independence |
|---------------------|---------------------|
| (beginning 2/28/06) | (beginning 2/28/06) |
| 60% | 20% |
| 40% | 40% |
| 60% | 40% |
| avg. = 53.3% | avg. = 33.3% |

5. Use the Scoring Rubric to determine the final score in each rubric area.

Demonstration of Skills = 3
Independence = 2

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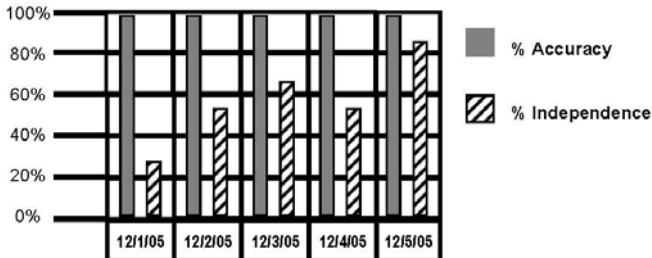
Scenario #4: Scoring DSC (Accuracy) and Independence

(All evidence in this strand is based on the same measurable outcome)

Evidence includes:

- one bar graph
- one field data chart
- one work sample

Primary evidence #1 (bar graph)



Primary Evidence #2 (field data summarized on bar graph above)

| Date (mo/day/yr): | 12/1/2005 | 12/2/2005 | 12/3/2005 | 12/4/2005 | 12/5/2005 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| Setting and Staff: | Classroom with Aide | Classroom with Aide | Classroom with Aide | Classroom with Aide | Classroom with Aide |
| Accuracy and Independence for each trial (see KEY): | a + | + | + | + | + |
| | i P | P | I | I | P |
| | a + | + | + | + | + |
| | i I | P | I | I | I |
| | a + | + | + | + | + |
| | i P | I | P | I | I |
| | a + | + | + | + | + |
| | i P | I | I | P | I |
| | a + | + | + | + | + |
| | i P | I | I | P | I |
| | a + | + | + | + | + |
| | i I | P | P | P | I |
| % Accuracy: | 100 | 100 | 100 | 100 | 100 |
| % Independence: | 33 | 50 | 67 | 50 | 83 |

Primary Evidence #3 (included on both charts)

12/2/05

Work Sample

100% Accuracy
50% Independence

Calculating DSC and Independence

1. Each of the three labeled pieces of primary evidence is scorable and the strand is complete. (Rule: field data chart plus a bar or line graph summarizing the field data are both scorable).

2. On the *Strand Organizer*, record % accuracy and % independence for all labeled evidence within or after the final 1/3 timeframe (or last three data points). In this strand, the final 1/3 timeframe begins on 12/3/05.

3. Since the bar graph includes the same information as the field data chart, do not repeat % accuracy and % independence on the Strand Organizer. Similarly, since the work sample is already included on the bar graph, do not repeat the percentages from that work sample in the final tally.

4. Calculate the average for all evidence in the final 1/3.

| <u>% Accuracy</u> (beginning 12/3/05) | <u>% Independence</u> (beginning 12/3/05) |
|--|--|
| 100% | 67% |
| 100% | 50% |
| 100% | 83% |
| avg. = 100% | avg. = 66.67% |

5. Use the Scoring Rubric to determine the final score in each rubric area.

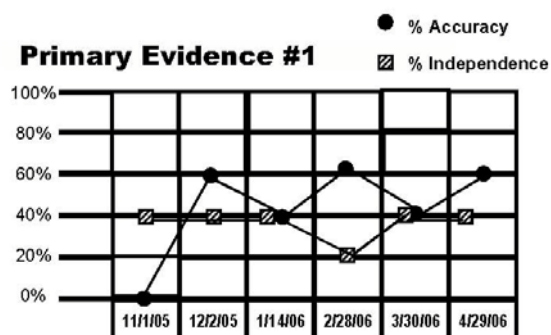
Demonstration of Skills = 4
Independence = 3



Scenario #5: Scoring DSC (Accuracy) and Independence

Evidence in this strand includes:

- one bar graph
- four work samples (two show the same skill as the chart)



**Primary Evidence #2
(same skill, but not charted)**

12/15/05

Work Sample

60% Accuracy
40% Independence

**Primary Evidence #3
(included on chart)**

3/30/06

Work Sample

40% Accuracy
40% Independence

**Primary Evidence #4
(different learning standard in same strand)**

2/15/06

Work sample

100% Accuracy
50% Independence

**Primary Evidence #5
(different learning standard in same strand)**

3/1/06

Work Sample

80% Accuracy
100% Independence

Calculating DSC and Independence

1. Each of five labeled pieces of primary evidence is scorable and the **strand is complete**. (At least one labeled data chart and two labeled pieces of related primary evidence were submitted.)
2. On the *Strand Organizer*, record % accuracy and % independence for all labeled evidence within or after the final 1/3 timeframe that addresses the same skill as the data chart, and other related skills. In this strand, the final 1/3 timeframe begins on 2/28/06.
3. On the *Strand Organizer*, record % accuracy and % independence for evidence produced on or after 2/28/06, including:
 - data points
 - work samples that show the same skill as the data chart
 - work samples that show other skills in the strand
4. Calculate the average for all evidence in the final 1/3 timeframe.

| <u>% Accuracy</u> (beginning 2/28/06) | <u>% Independence</u> (beginning 2/28/06) |
|--|--|
| 60% (2/28/06) | 20% |
| 40% (3/30/06) | 40% |
| 60% (4/29/06) | 40% |
| 80% (3/1/06) | 100% |
| avg. = 60% | avg. = 50% |

5. Use the Scoring Rubric to determine the final score in each rubric area.

**Demonstration of Skills = 3
Independence = 2**



Scoring Self-Evaluation

On the Strand Organizer, record each example of self-evaluation found in the evidence for the strand.

If the Total Number is: **Then the Score is:**

| | |
|-----------|----|
| 0 | M |
| 1 | 1 |
| 2 or more | 2+ |



Count as one example of self-evaluation each of the following activities performed by the student:

- selecting work for portfolio
- choosing materials/activities
- reflecting on performance
- checking steps of an activity
- goal-setting
- choosing workmates
- graphing his or her own performance
- correcting his or her work

Scoring Rules

(A) Multiple examples of self-evaluation on a single piece of primary evidence = one example of self-evaluation.

(B) If the student uses the same self-evaluation activity or reflection sheet on multiple pieces of evidence, count each as an example of self-evaluation.

(C) Self-evaluation does not include choosing a response to a question during routine Instruction (e.g., "Which object is larger?").

(D) When **stickers**, such as colored or "happy face" stickers, are used to show self-evaluation, these count as examples of self-evaluation **ONLY** when it is clear from the description provided that the student has chosen the sticker to describe or reflect on his or her performance. If a choice by the student is not evident, do not count the sticker(s) as an example of self-evaluation. Add a comment from the Comment Key.

SCORING RUBRIC

| 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 in this strand 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

On the Strand Organizer, record the number of contexts and instructional approaches found in the evidence for the strand.

If the Total Number is:

1

2

3 or more

Then the Score is:

1

2

3+

↓
Examples of Generalized Performance:

| Activity | Score for GP |
|--|--------------|
| <ul style="list-style-type: none"> Completing a worksheet matching coin amounts to given values in the classroom Completing the same worksheet in the cafeteria. | 1 |
| <ul style="list-style-type: none"> Completing a worksheet matching coin amounts to given values in the classroom Make a purchase in the cafeteria. | 2 |
| <ul style="list-style-type: none"> Completing a worksheet matching coin amounts to given values in the classroom Making purchases in cafeteria <u>and</u> community | 3+ |
| <ul style="list-style-type: none"> Completing a worksheet matching coin amounts to given values in the classroom Creating work sample using a store flyer to purchase within a given budget Making purchases in community | 3+ |

Scoring Rules

(A) Determine the total number of ways in which the skill or knowledge was demonstrated. Different settings for instruction and/or people who worked with the student do not, by themselves, count as examples of Generalized Performance.

- If student addresses the same skill using the same approach, but with a different person in each of two different settings, GP = 1.
- If student uses a different approach in each of two settings, GP = 2.
- Homework and work in a community setting each count as a context.

(B) The score for Generalized Performance can never be 0.

(C) Use of **age-inappropriate materials**: Lower the score in Generalized Performance by 1 point if materials used for instruction are not age-appropriate (e.g., use of dolls, cartoons, nursery rhymes, etc., by 16-year-old students). Check with your Table Leader if you are uncertain. If age-inappropriateness was noted, add a comment from the Comment Key.

SCORING RUBRIC

| 1 | 2 | 3+ |
|---|--|--|
| Student uses a single context or one instructional approach to demonstrate knowledge and skills in this strand. | Student uses two contexts, or instructional approaches, to demonstrate knowledge and skills in this strand. | Student uses three or more contexts or instructional approaches to demonstrate knowledge and skills in this strand. |



Scoring Rules in Special Cases

1) **Must all primary evidence be included on a data chart for the strand to be complete?**

No. Work samples, videos, and other primary evidence may be included as data points on a graph or chart or not, at the teacher's discretion. Whether or not primary evidence is included on the chart, it is counted for the purpose of determining scores for the strand. However, at least two pieces of primary evidence must be submitted based on the outcome described on the chart.

2) **What if strands unmatched to students in that grade are submitted, or fewer than the required number of strands are submitted in a content area?**

Score only those strands that are required for a student in that grade. Do not mark any scores for strands that were required but NOT submitted, but instead, provide a comment. Do not score strands that were submitted, but were not required for submission, such as the following:

- Math strand unmatched to the student's grade
- ELA strands other than General Standards 4 or 8, and (in grades 4, 7, and 10) ELA Composition
- High School Earth Science
- EXCEPTION: For **Science and Technology/Engineering** in grades 5 and 8, for which three strands are required for submission, score a fourth Science and Technology/Engineering strand if it was submitted.

For **High School Science and Technology/Engineering**, if three disciplines (strands) are submitted, rather than three learning standards in one discipline, as required, you must do the following:

- Determine if any of the three disciplines includes evidence of three different learning standards. If so, score only that discipline.
- If not, determine if any discipline includes evidence of more than one learning standard. If so, score only that discipline.
- If all disciplines include evidence of only one learning standard, score the first discipline in the portfolio.

If a student took a standard MCAS test in a subject required for assessment, do not mark any scores in that content area.

3) **What if no or multiple Strand Cover Sheets are submitted for a strand?**

Scorers should "bundle" all pieces of evidence in the same strand, regardless of the number of Strand Cover Sheets, and then score the entire strand. Scorers must determine whether the required evidence was submitted in the strand, and whether a total of three portfolio strands were submitted in the content area, as required (if not, see the Rule #2 above). If the scorer can organize the materials submitted in this strand in under five minutes, then the scorer can score the strand. If not, provide a comment.

4) **What if the portfolio contains forms and cover sheets from previous years?**

If a portfolio contains outdated forms, score the strands using current scoring guidelines, provided all required evidence and information are included.

5) **Can evidence be submitted from both the current and previous school years?**

Yes, Science and Technology/Engineering portfolios in grades 5, 8, and 10 may contain evidence accumulated over two consecutive school years (i.e., the current and one previous school year). All other content areas must include evidence from only the current school year (beginning 7/1/05).



Scoring Rules in Special Cases

6) Are photographs, videos, and audiotapes scorable as primary evidence?

Photographs can be scored in the following situations, and ONLY when the subject is **clear** and the photo **labeled** with all required information (student's name, date, % accuracy, % independence):

- A photograph may be scored as primary evidence when it clearly shows a work sample that is either too large, fragile, temporary in nature, or unsafe to include in a portfolio.
- A photograph may be scored as primary evidence when it clearly shows the end product of a sequence of steps (and/or each step in the process) performed by the student
- A photograph may be scored as secondary evidence when it clearly shows the setting, instructional approach, or context in which an activity occurred (e.g., a student sitting at a computer)

Audiotapes can be scored when they are **clearly audible or transcribed in writing** and **labeled** with all required information (student's name, date, % accuracy, % independence). They are scored as primary evidence in the following cases:

- When the outcome listed on the Strand Cover Sheet is related to
 - communication
 - use of language
 - participation by the student in discussion, recitation, performance, or other oral activity
- When the student provides verbal, rather than written, responses as an accommodation and there is clear evidence of what the student was asked to do.

7) What if a Grade 11 or 12 portfolio includes Science and Technology/Engineering?

Score this content area as you would a grade 10 portfolio.

Appendix E



Additional Scoring Scenarios and Rules

| If a strand consists of: | Then strand is: | Reason: | Provide a Comment? |
|--|--|--|--|
| 1) - 3 or more pieces of primary evidence, but NO DATA CHART | Scored M | A data chart is required; otherwise strand is incomplete. | 55* |
| 2) - Data chart - 2 pieces of evidence, each showing skills based on DIFFERENT outcomes or learning standards from the data chart | Scored M | If primary evidence does not address the outcome listed on the data chart, then strand is incomplete. | 56* |
| 3) - Data chart - Video - Photograph | Complete and scorable, if photo and video show a labeled work sample or end-product of instruction. If not, photo is secondary evidence and is scored M | Photo may be submitted as primary evidence when actual product cannot be included in the portfolio. | 25* 56* (if photo is secondary evidence) |
| 4) - 5 data points on same day - 2 related pieces of evidence | Scored M | Data chart must be on 5 different dates. | 57* |
| 5) - Data chart - 2 "worksheets" showing skills related to outcome | Complete and scorable | Score Generalized Performance as 1. (No "worksheet rule") | 37* |
| 6) - Field data chart - Line graph summarizing field data - 1 piece of related evidence | Complete and scorable | Field data chart can be summarized on bar/line graph. <u>Both</u> charts are scorable evidence. | NO |
| 7) - Data chart with fewer than 5 dates | Scored M | At least 5 data points on 5 different dates are required. | 57* |
| 8) - Data chart with 6 points, 2 on the same day | Complete and scorable, if at least 5 dates are related to outcome | All data recorded on same date should be <u>averaged</u> by scorer. Each date counts as single data point. | NO |
| 9) - Data chart with 5 points, 2 on the same day | Scored M | At least 5 data points on 5 dates are required. | 57* |
| 10) - Data chart with 10 points, 5 points are unrelated to the outcome or learning standard on chart | Complete and scorable, but score only dates that address same outcome or standard. Use "2-minute rule" to determine if skills are related; if not, score M | Scorable if chart contains at least 5 related data points on 5 different dates. | 57* (if 5 different dates are not included) |

* Numbered comment from Comment Key (See Appendix – Page 30)

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Additional Scoring Scenarios and Rules (Cont'd)

| If a strand consists of.: | Then strand is: | Reason: | Provide a comment? |
|---|--|--|--------------------|
| 11) - 3 data charts, each addressing a different learning standard in the strand - Fewer than 2 pieces of primary evidence related to <u>any</u> of the three charts | Scored M, if fewer than 2 pieces are related to same outcome or learning standard on a chart | Strand must have at least 2 pieces of primary evidence addressing same outcome or learning standard as a data chart, otherwise strand is incomplete. | 56* |
| 12) - 3 data charts with same outcome on each chart - No other evidence | Scored M | 3 data charts each with same outcome are counted as 1 piece of evidence. | 56* |
| 13) - Multiple data charts, each addressing a different learning standard - 2 pieces of primary evidence related to each chart | Complete and scorable; average final 1/3 timeframe for <u>each</u> "set" of evidence. Then, average all "averages" together | When multiple charts reflect different outcomes or learning standards in the strand, count all documented skills. | NO |
| 14) - Data chart - One related work sample - One work sample based on different learning standard in strand | Scored M | A data chart plus 2 pieces of primary evidence are required that address the same outcome or learning standard. | 56* |
| 15) - Data chart, but no progress shown | Complete and scorable | | 44* |
| 16) - Data chart - 2 pieces related to chart - 2 other pieces based on another learning standard in same strand | Complete and scorable | Average all <u>other</u> evidence in strand when calculating score, but only from final 1/3 timeframe. | NO |
| 17) - Data chart measuring several different skills - Two pieces related to <u>one</u> outcome on chart | Complete and scorable if data chart shows same outcome on 5 different dates, and 2 pieces of primary evidence addressing same outcome. If not, or if chart is too confusing (use 2-minute rule), then score M. | | 56* |
| 18) - Data chart with skills that seem unrelated | Scorable if all skills relate to same learning standard. Otherwise, strand is scored M | Threshold for scoring data chart is relation to a single learning standard (Check <i>Resource Guide</i>) | 42* 57* |

* Numbered comment from Comment Key (See Appendix – Page 30)



Grades 10, 11, and 12 Portfolios

Each portfolio for a student in either grade 10, 11, or 12 **must** be scored twice, with scoring discrepancies resolved by a Table Leader or M-Resolver.

Portfolios in grades 10, 11, and 12 must be set aside in the following cases for additional review for the **Competency Determination**:

- Scorers must set aside any portfolio that scored 4 or 5 in Level of Complexity in any strand.
- Scorers must set aside any portfolio in which the work is close to grade 10 level, even if they are uncertain about the Level of Complexity, and even if Level of Complexity has been scored 3.
- All portfolios with *Work Description for Grade 10 Competency Determination* labels must be set aside. A portfolio will be considered for the Competency Determination, however, even if it does not include these labels.

Once portfolios have been set aside, they will be reviewed by a panel of content experts in ELA and Mathematics who will determine whether the evidence is "at grade level" for a student in grade 10, and whether the entire body of evidence is comparable to the performance of a student who has "passed" the grade 10 MCAS test with a score of 220 (*Needs Improvement*).

In order for a student to earn the **Competency Determination**, his or her portfolio must include evidence of specific grade 10 learning standards as described in the *2006 Educator's Manual for MCAS-Alt*.

Data charts are **not** required in portfolios submitted for the **Competency Determination**. Therefore, the strand should not be scored M if a data chart is missing.

Score Level of Complexity as follows for Grades 10, 11, and 12 Portfolios:

Level of Complexity = 5, when:

- the student is addressing standards at or close to grade-level expectations, AND
- all required evidence for a competency portfolio is submitted in the strand (see the *2006 Educators' Manual for MCAS-Alt*)

Level of Complexity = 4, when:

- the student is addressing standards at or close to grade-level expectations, AND
- some required evidence for a competency portfolio is submitted in the strand

Level of Complexity = 3, when:

- the student is addressing standards below grade-level expectations (i.e., "entry points"), regardless of the amount of evidence submitted



Appendix A: Rubric for Scoring Portfolio Strands

| | 1 | 2 | 3 | 4 | 5 |
|---|--|--|---|---|---|
| Level of Complexity | Portfolio reflects little or no basis on <i>Curriculum Frameworks</i> learning standards in this strand. | Student primarily addresses social, motor, and communication "access skills" during instruction based on <i>Curriculum Frameworks</i> learning standards in this strand. | Student addresses <i>Curriculum Frameworks</i> learning standards that have been modified below grade-level expectations in this strand. | Student addresses a narrow sample of <i>Curriculum Frameworks</i> learning standards (1 or 2) at grade-level expectations in this strand. | Student addresses a broad range of <i>Curriculum Frameworks</i> learning standards (3 or more) at grade-level expectations in this strand. |
| Demonstration of Skills and Concepts | M 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 requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0-25% independent). | Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26-50% accurate). Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26-50% independent). | Student's performance is mostly accurate and demonstrates some understanding in this strand (51-75% accurate). Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51-75% independent). | Student's performance is accurate and is of consistently high quality in this strand (76-100% accurate). Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76-100% independent). |
| Independence | The portfolio strand contains insufficient information to determine a score. | Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in only one strand . | Student occasionally self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in two strands . | Student frequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in only one strand . | Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area — two or more examples of self-evaluation were found in each strand . |
| Self-Evaluation | Evidence of self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area. | Student demonstrates knowledge and skills in one context, or uses one instructional approach and/or method of response and participation in each strand . | Student demonstrates knowledge and skills in two or more contexts; or uses two or more instructional approaches and/or methods of response and participation in only one strand . | Student demonstrates knowledge and skills in two or more contexts; or uses two instructional approaches and/or methods of response and participation in each strand . | Student demonstrates knowledge and skills in three or more contexts, or uses three or more instructional approaches and/or methods of response and participation in each strand . |
| Generalized Performance | | | | | |

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Appendix B: Score Forms

Introduction to 2006 MCAS-Alt Score Forms

Scorers will use the following forms during the Scoring Institute to calculate and record scores and comments for all MCAS-Alt portfolios.

Strand Organizer

This form will be used by the scorer as a worksheet and discarded after scoring is completed for each strand in the portfolio. Scorers record information in the appropriate sections of the Strand Organizer for individual pieces of evidence in the strand to summarize and keep track of important information about the piece.

Portfolio Feedback Form (PFF)

This form will be completed by scorers and returned to teachers in each portfolio to provide direct feedback from a scorer who reviewed the portfolio. Scorers will summarize (in pen) the information from the Strand Organizers on this form and provide numbered comments from the Comment Key.

There are three colored copies of each PFF. The top two copies will be collected by the Table Leader and clipped to the Student Score Form. The bottom copy will be returned inside the portfolio, with the Comment Key printed on the reverse side.

Student Score Form (SSF)

Final portfolio scores will be recorded by the scorer on this "bubble" form using a #2 pencil. Scorers must carefully separate the top copy of the SSF from the perforated packet found in each portfolio and neatly transcribe the information from the PFF onto this top copy. Student Score Forms will be electronically scanned by Measured Progress staff at the scoring site.

Comment Key

The scorer will select appropriate comments from this numbered list of comments in order to provide feedback to the teacher(s) who prepared the portfolio. Numbers are placed by scorers in the appropriate boxes on the PFF.



Appendix: Score Forms - Strand Organizer

2006 MCAS-Alt Strand Organizer

| | | | | |
|--------------------|--|--|---|-----------------------------|
| Student's Initials | ELA | Math | Sci/Tech | Learning Standard(s) |
| | <input type="checkbox"/> Language (GS 4) | <input type="checkbox"/> Number Sense | <input type="checkbox"/> Earth & Space/ or HS Biology | _____ |
| | <input type="checkbox"/> Read & Lit (GS 8) | <input type="checkbox"/> Patterns | <input type="checkbox"/> Life/ or HS Chemistry | _____ |
| | <input type="checkbox"/> Composition | <input type="checkbox"/> Geometry | <input type="checkbox"/> Physical/ or HS Physics | Outcome |
| Grade | | <input type="checkbox"/> Measurement | <input type="checkbox"/> Tech/Eng/ or HS Tech/Eng | _____ |
| | | <input type="checkbox"/> Data Analysis | <input type="checkbox"/> HS Sci Strand: 1 2 3 4 | _____ |

Data Chart and two related pieces of evidence?
 Yes No

Final 1/3 timeframe (Dates) / / to / /

| # | Primary Evidence | Name | Date | | % Accur | % Indep | Self-Eval | Secondary Evidence (supports a piece of primary evidence) | Generalized Performance (instructional approach, setting, description, how student responded) |
|-----------------|--|---------------------------------|-------------|--|--|---|---|---|---|
| | | | mo/day/yr | | | | | | |
| #1 | Data Chart (final 1/3 only) | | 1 | / / | % | % | | | |
| | | | 2 | / / | % | % | | | |
| | | | 3 | / / | % | % | | | |
| | | | 4 | / / | % | % | | | |
| | | | 5 | / / | % | % | | | |
| | | | 6 | / / | % | % | | | |
| | | | 7 | / / | % | % | | | |
| #2 | Work Sample Count in final 1/3? | Photo Related to Data Chart? | Video/Audio | / / | % | % | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| #3 | Work Sample Count in final 1/3? | Photo Related to Data Chart? | Video/Audio | / / | % | % | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| #4 | Work Sample Count in final 1/3? | Photo Related to Data Chart? | Video/Audio | / / | % | % | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| #5 | Work Sample Count in final 1/3? | Photo Related to Data Chart? | Video/Audio | / / | % | % | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| #6 | Work Sample Count in final 1/3? | Photo Related to Data Chart? | Video/Audio | / / | % | % | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Averages/Totals | Level of Complexity | | | Demo of Skills | Indep | Self-Evaluation | Gen Perf | Comments | |
| | <input type="checkbox"/> 1 No Basis on Framework <input type="checkbox"/> 2 Access Skills <input type="checkbox"/> 3 Entry Points <input type="checkbox"/> 4 At Grade Level – 1 or 2 LS <input type="checkbox"/> 5 At Grade Level – 3 or more LS | | | <input type="checkbox"/> M <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | <input type="checkbox"/> M <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | <input type="checkbox"/> M <input type="checkbox"/> 1 <input type="checkbox"/> 2+ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+ | | |

MCAS-Alt: 2006 Guidelines for Scoring Student Portfolios

Appendix E



Appendix: Score Forms - Portfolio Feedback Form (PFF)

2006 MCAS ALTERNATE ASSESSMENT

PORTFOLIO FEEDBACK FORM



Note: This is not an official score report. It contains the raw scores and comments of a reviewer who scored the student's portfolio. Please share this form with the educator(s) who compiled this portfolio. Parent/Guardian Reports will be sent separately. Portfolios will be returned to schools in Fall 2006.

Scorer ID Number This score is the: 1st 2nd Resolution

Student's Name _____
 School/Program _____
 Home District _____
 Student's Grade _____

REQUIRED PORTFOLIO ELEMENTS
 Portfolio Cover Sheet Yes No
 Weekly Schedule Yes No
 Student Introduction Yes No
 Verification Letter Yes No

Directions to Scorers: Place an X or check (✓) in the box next to each content area and strand being scored in this portfolio. Circle each score below. Add comments from Comment Key on reverse side.

English Language Arts

General Standard 4

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Learning Standard(s) #
 Level of Complexity
 Demo of Skills & Concepts
 Independence
 Self-Evaluation
 Generalized Performance
COMMENTS #

Learning Standard(s) #
 Level of Complexity
 Demo of Skills & Concepts
 Independence
 Self-Evaluation
 Generalized Performance
COMMENTS #

Learning Standard(s) #
 Level of Complexity
 Demo of Skills & Concepts
 Independence
 Self-Evaluation
 Generalized Performance
COMMENTS #

(See Comment Key on reverse side)

General Comments on this portfolio

General Standard 8

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Composition

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Learning Standard(s) #

Level of Complexity
 Demo of Skills & Concepts
 Independence
 Self-Evaluation
 Generalized Performance
COMMENTS #

Learning Standard(s) #

Level of Complexity
 Demo of Skills & Concepts
 Independence
 Self-Evaluation
 Generalized Performance
COMMENTS #

Mathematics

Number Sense & Operations

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Patterns, Relations, & Algebra

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Geometry

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Measurement

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Data Analysis, Statistics & Probability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Science & Tech/Eng

If High School Sci & Tech/Eng portfolio was submitted for:

- Biology
- Chemistry
- Introductory Physics
- Technology/Engineering

Earth & Space OR HS Sci 1

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Life Science OR HS Sci 2

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Physical Science OR HS Sci 3

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |

Tech/Eng OR HS Sci 4

| | 1 | 2 | 3 | 4 | 5 |
|---|---|----|----|---|---|
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2 | 3 | 4 | |
| M | 1 | 2+ | | | |
| | 1 | 2 | 3+ | | |



Appendix: Score Forms - Student Score Form (SSF)

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM
2006 ALTERNATE ASSESSMENT STUDENT SCORE FORM

| SCORER ID | |
|-----------|---|
| 1 | |
| 0 | 0 |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |

| ENGLISH LANGUAGE ARTS | MATHEMATICS | SCIENCE & TECHNOLOGY/ENGINEERING |
|--------------------------------------|---|---|
| GENERAL STANDARD 4 | NUMBER SENSE & OPERATIONS | EARTH & SPACE SCIENCE (OR Sci 1) |
| COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 |
| DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 |
| INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 |
| SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 |
| GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 |
| GENERAL STANDARD 8 | PATTERNS, RELATIONS, & ALGEBRA | LIFE SCIENCE (OR Sci 2) |
| COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 |
| DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 |
| INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 |
| SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 |
| GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 |
| COMPOSITION | GEOMETRY | PHYSICAL SCIENCE (OR Sci 3) |
| COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 |
| DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 |
| INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 |
| SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 |
| GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 |
| MEASUREMENT | DATA ANALYSIS, STATS/PROBABILITY | TECHNOLOGY/ENGINEERING (OR Sci 4) |
| COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 | COMPLEXITY 1 2 3 4 5 |
| DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 | DEMONSTRATION OF SKILLS M 1 2 3 4 |
| INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 | INDEPENDENCE M 1 2 3 4 |
| SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 | SELF EVALUATION M 1 2 |
| GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 | GENERALIZED PERFORMANCE 1 2 3 |

AT OR CLOSE TO GRADE LEVEL IN:

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

GRADE 10 SCIENCE

BIOLOGY

CHEMISTRY

PHYSICS

TECH/ENGINEERING

PLEASE DO NOT WRITE IN THIS AREA.

3



Appendix: Score Forms - Comment Key

| <h1 style="margin: 0;">Comment Key</h1> <h2 style="margin: 0;">2006 MCAS-Alt</h2> | <p>NOTE: Comments were selected from this list to provide feedback to the teacher who submitted the portfolio. The corresponding number(s) appear on the Portfolio Feedback Form inserted in the student's portfolio.</p> |
|--|---|
| GENERAL COMMENTS | GENERALIZED PERFORMANCE |
| <ol style="list-style-type: none"> 1. Portfolio was clear, comprehensive, and contained all required elements. 2. More strands, learning standards, and evidence were submitted than necessary, although the extra effort was appreciated. 3. Only strands required for submission were scored. 4. Introduction provided clear and useful information about the student. 5. Encourage parents to contact the Department of Education directly with comments/questions on MCAS. 6. Student's IEP and information on disability and/or placement should not be included in the portfolio. 7. Secondary evidence was helpful to the scorer in understanding setting and/or context. 8. Some evidence was difficult/impossible to read, interpret, and/or score. 9. Only <u>brief</u> comments and notations are needed on each piece. 10. Evidence was not divided into strands. Scorer attempted to group evidence according to strands in order to score this portfolio. 11. This portfolio was scored by several scorers. When a discrepancy was found between the first and second score in a rubric area, a third scorer resolved the discrepancy. 12. Portfolio was missing all or most required forms and/or information. 13. All required strands were not submitted. (See <i>Educators Manual for MCAS-Alt</i> for portfolio requirements) 14. The ELA Media Strand is not assessed by MCAS. 15. Evidence was missing for three learning standards in a discipline of high school Science and Technology/Engineering. | <ol style="list-style-type: none"> 36. Instruction allowed student to demonstrate knowledge and skills using a range of open-ended, creative approaches. 37. Only one instructional approach or context was evident in this strand. 38. Some activities in this strand did not involve age-appropriate materials and/or activities. |
| LEVEL OF COMPLEXITY | DATA CHARTS |
| <ol style="list-style-type: none"> 16. Good evidence of instruction in the general curriculum was shown. Evidence did not match level of complexity indicated on Strand Cover Sheet (either access skills, entry points, or at grade level). 17. Use one Strand Cover Sheet for all evidence in a single strand. 18. Learning standards must be listed at student's enrolled grade level. 19. Grade 10 student is working at or close to grade level. Consider resubmitting portfolio for Competency Determination. | <ol style="list-style-type: none"> 39. Data clearly showed the performance and progress of student. 40. A clear description of all activities was shown on the data chart. 41. Clear evidence was included of student charting his/her own performance on data chart. 42. Data chart included multiple unrelated skills or was overly broad. Document only one outcome/skill per chart. 43. Data were unclear or could not be interpreted by the scorer. 44. Progress was not evident on data chart. Consider adjusting instruction to show growth over time. 45. Tasks documented on the data chart did not relate to the measurable outcome and/or learning standard indicated on Strand Cover Sheet. 46. Two or more graphs showing identical information were submitted. These were counted together as <u>one</u> piece of evidence. |
| DEMONSTRATION OF SKILLS & CONCEPTS | FORMS AND LABELS |
| <ol style="list-style-type: none"> 21. Strand contained varied evidence of student's performance. 22. Outcome/targeted skill was either too broad, unmeasurable, or unclear. 23. Percent accuracy on work did not match description label. 24. Evidence in ELA and Math must be produced during the current school year. 25. Photograph was not counted as primary evidence because it was either unlabeled or product was unrecognizable. 26. A range of percentages was provided for accuracy and/or independence. Precise percentages must be provided. | <ol style="list-style-type: none"> 47. All work was clearly labeled with the required information. 48. At least one Strand Cover Sheet was missing. 49. Some information was missing on the Strand Cover Sheet. 50. Evidence did not match learning standard indicated on Strand Cover Sheet. 51. Evidence did not match measurable outcome indicated on Strand Cover Sheet. 52. Information on the Work Description Label did not match evidence. In this case, information provided by the evidence was scored. 53. Verification Form must be signed by parent/guardian or document attempts made by school to contact parent/guardian. 54. Portfolio contained outdated forms. Please use current Strand Cover Sheets, Work Sample Description labels, and data charts. |
| INDEPENDENCE | A SCORE OF M WAS GIVEN BECAUSE |
| <ol style="list-style-type: none"> 27. Unclear how much of work submitted was actually done by student versus completed by the teacher, other adult, or other student. 28. Accommodations do not affect percentage of independence. 29. Percent independence on work did not match description label. 30. Hand-over-hand assistance was scored 0 percent for independence. | <ol style="list-style-type: none"> 55. No data chart was submitted. One is required in each strand. 56. At least two pieces of primary evidence related to the outcome on the data chart were not submitted. 57. Data did not document student performance of a targeted skill/outcome on at least <u>five different dates</u>. 58. Student's name missing on one or more pieces of primary evidence. 59. Date (month, day, year) missing on one or more pieces of primary evidence. 60. Percent accuracy (or number of correct responses) was not summarized on some primary evidence and/or could not be determined. 61. Percent independence (or number of cues/prompts) was not summarized on some primary evidence and/or could not be determined. |
| SELF-EVALUATION | AUDIO/VIDEO/ELECTRONIC PORTFOLIO |
| <ol style="list-style-type: none"> 31. Student was involved in varied and frequent self-evaluation activities. 32. Some activities identified as self-evaluation were unclear. 33. Wherever possible, students should evaluate their <u>own</u> performance. 34. Use of sticker(s) was not sufficiently described. Student choice was not evident. 35. Very little or no self-evaluation was found in this strand. | <ol style="list-style-type: none"> 62. Audio/video clearly documented student performance. 63. Taped segment(s) exceeded 3-minute limit. 64. Video clip was not labeled with required information. 65. At least one file in electronic portfolio could not be opened. 66. Audio/videotape/electronic portfolio could not be scored due to poor quality. In future please provide transcript. 67. Audio/video could not be scored because it was not in prescribed format (DVD, VHS, VHS-C, or standard audio cassette). 68. Audio/video/electronic portfolio could not be scored because scorer could not locate or open recorded segment. |

MCAS-Alt: 2006 Guidelines for Scoring Student Portfolios