

APPENDIX D

MCAS-ALT 2007 GUIDELINES FOR SCORING STUDENT PORTFOLIOS



2007 Guidelines for Scoring Student Portfolios

MCAS Alternate Assessment

Massachusetts Department Education

Appendix D



**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) *2007 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 2007 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 D



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2007 MCAS-Alt: *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 the MCAS Alternate Assessment (MCAS-Alt). 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

- cannot fully demonstrate knowledge and skills in the subject being assessed on a standardized, paper-and-pencil test such as the 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 to fully demonstrating knowledge and skills on the MCAS standard tests, even with accommodations.

Portfolio Contents and Structure

The MCAS-Alt portfolio consists of a collection of required "evidence" compiled throughout the school year that document the student's knowledge and skills based on the Massachusetts *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, posted to the Department's Web page at www.doe.mass.edu/mcas/alt/resources.html, and distributed at Department-sponsored training events.

Scoring of 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 summer scoring institute sponsored by the Department of Education. The *2007 Guidelines for Scoring Student Portfolios* provide detailed information on scoring student portfolios, including the *Rubric for Scoring Portfolio Strands* (Appendix A), which is used as the basis for scoring all student portfolios. The *2007 Guidelines for Scoring Student Portfolios* is also available online at www.doe.mass.edu/mcas/alt/results.html.



General Guidelines for Scorers

Thank you for your interest in scoring MCAS-Alt portfolios.

Please review the following general guidelines for scorers carefully and review each step of the scoring process in this booklet, including all scoring rules and appendices.

- **Be objective and impartial. Opinions or personal feelings should not 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 the alternate assessment.

- **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.

- **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
- presentation in black-and-white versus color
- quality of photos or videotapes (provided all images are recognizable and labeled correctly)

- **Respect student and teacher confidentiality.**

Do not score any portfolio if you are familiar with the student or teacher who submitted it. Do not use the names of teachers or students when discussing the contents of any portfolio. 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.

- **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.



Content Areas Assessed by 2007 MCAS-Alt

The content areas assessed by 2007 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	<p>Must submit either in grade 9 or 10:</p> <ul style="list-style-type: none"> ▪ Science & Technology/Engineering (Three learning standards in any one discipline: Biology, Introductory Physics, Chemistry, or Technology/Engineering)
10	<ul style="list-style-type: none"> ▪ English Language Arts (ELA General Standards #4 and #8; Composition) ▪ Mathematics (Choice of three strands) <p>Must submit either in grade 9 or 10:</p> <ul style="list-style-type: none"> ▪ Science & Technology/Engineering (Three learning standards in any one discipline: Biology, Introductory Physics, Chemistry, or Technology/Engineering)

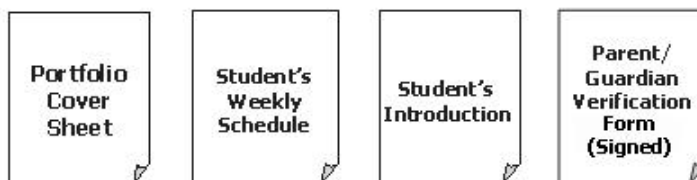


Required Portfolio Contents

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 *2007 Educator's Manual for MCAS-Alt* posted to the Department's Web page at www.doe.mass.edu/mcas/alt/resources.html.

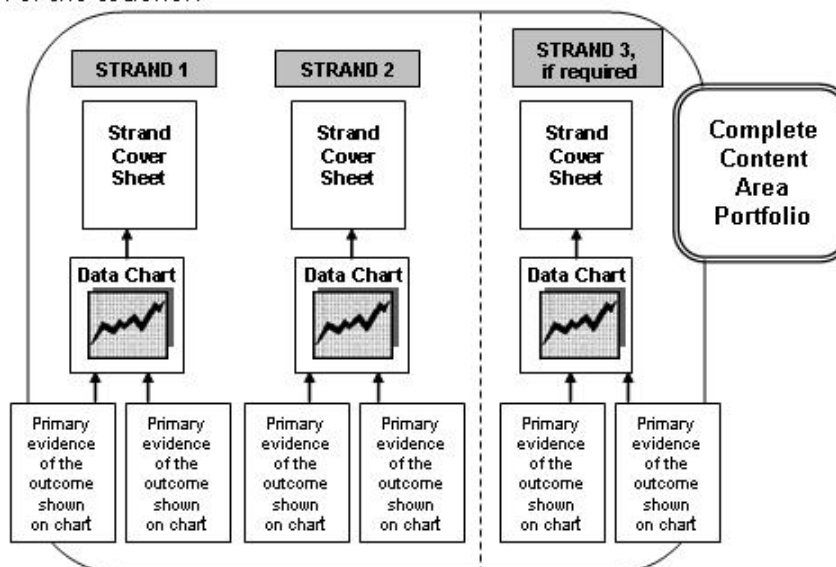
Forms:



If one or more of these forms is missing, the score will not be affected. However, 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 each required strand for a student enrolled in that grade: at least **one data chart** (either a field data chart, bar graph, or line graph) documenting the student's performance of one skill on at least five different dates (**Note:** A score of "M" will be given when the data chart indicates accuracy and independence above 80% for the entire data collection period.); plus **two pieces of primary evidence** documenting the same skill as the data chart (see page 5). Additional *primary* and *secondary* evidence of the same or other skills in the strand may be submitted, at the discretion of the teacher.



2007 MCAS-Alt: Guidelines for Scoring Student Portfolios



Allowable Portfolio Evidence

Types of Evidence:

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

Primary Evidence (required) – Clearly-labeled* products that document the student's performance, including:

- **Data charts** that indicate the student's progress.
- **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 other type of recorded verbal response, or if recording the student on audiotape was used as an accommodation

* **Primary evidence must be labeled with the following information, either on each piece or on an attached Work Description:**

- Student's Name
- Date (month/date/year)
- % Accuracy (number of correct responses divided by total attempts)
- % Independence (number of independent responses)

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


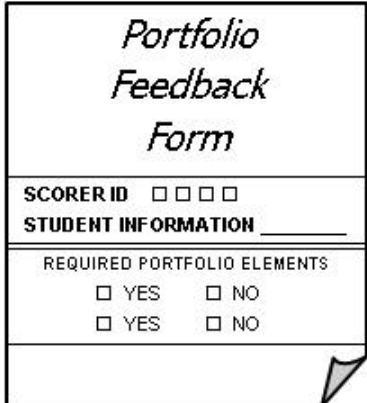
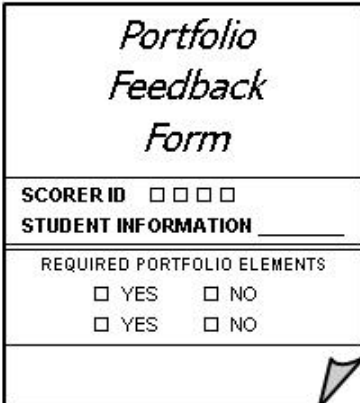
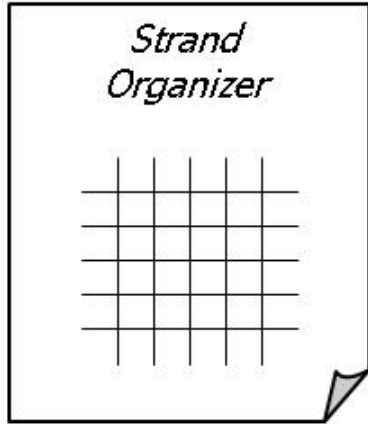
- **Photographs** that show setting, instructional approach, materials, etc.
- **Brief notes** or **narrative descriptions** by the teacher, peer, parent, or others who assisted the student
- **Audiotapes**
- **Reflection sheets** or other self-evaluation activity (goal setting, task analysis, student charting own performance, or self-correction)
- **Letters or notes of support** from peers, employers, or other teachers
- **Aids and supports** used by the student, such as:
 - visual aids
 - graphic organizers
 - templates, examples, or models provided by the teacher
 - adapted tools or materials

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



Summary of Scoring Process: Scorers

The Scorer:

<p>1</p> <ul style="list-style-type: none"> • Receives a portfolio from Table Leader • Removes from unsealed white envelope • Stores envelope under portfolio, or nearby 	<p>2</p> <ul style="list-style-type: none"> • NEATLY records scorer ID, scorer number, and student information on Portfolio Feedback Form (see page 30) 
<p>3</p> <ul style="list-style-type: none"> • Verifies all required forms were submitted • NEATLY marks accordingly on Portfolio Feedback Form 	<p>4</p> <ul style="list-style-type: none"> • Reviews entire strand for completeness • Records information about each piece of evidence on Strand Organizer (see page 29) 



Summary of Scoring Process : Scorers

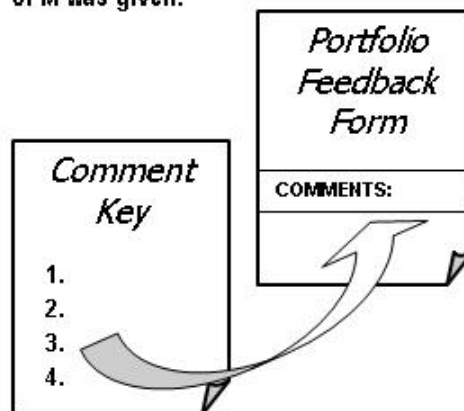
The Scorer (continued)

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.

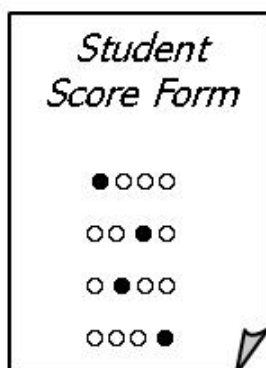
6

- Adds numbered comments from Comment Key to Portfolio Feedback Form (see pages 30 and 32), especially if a score of M was given.



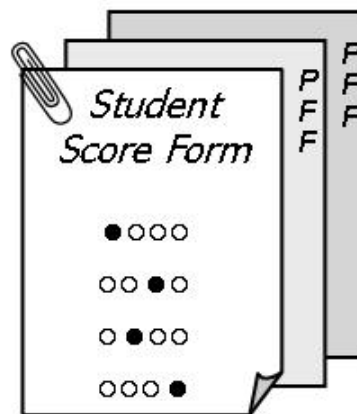
7

- Using a #2 pencil, NEATLY transfers scores from the Portfolio Feedback Form to the top copy of the Student Score Form (see page 31)



8

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

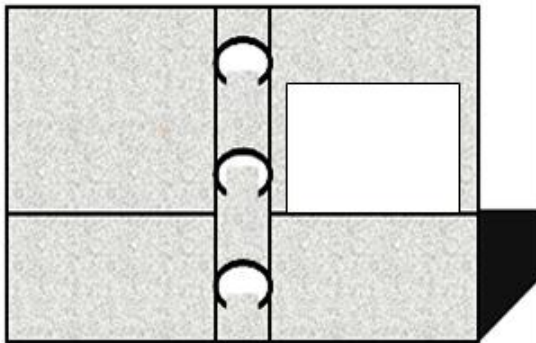


Summary of Scoring Process: Scorers

The Scorer (continued)

9

Places bottom (third) copy 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





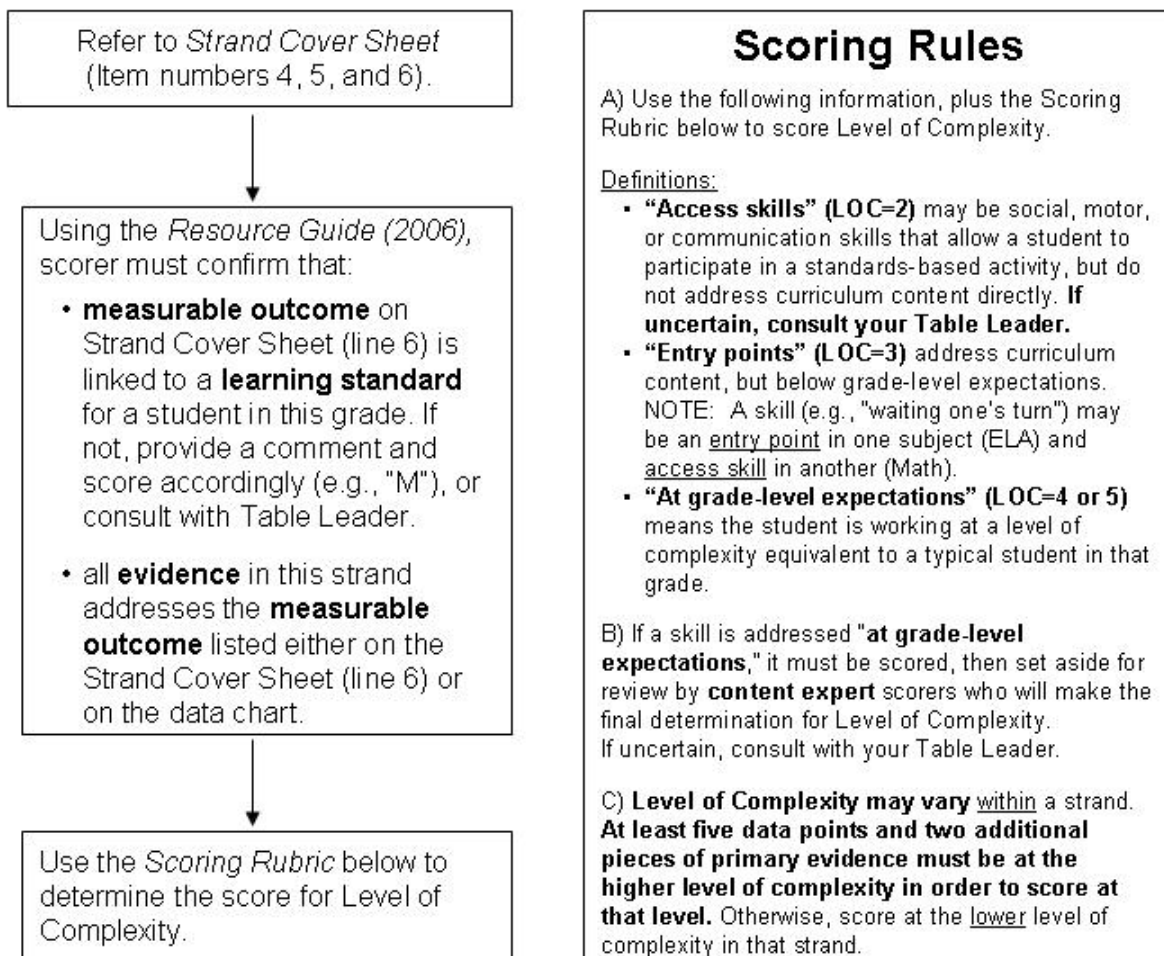
Summary of Scoring Process: Table Leaders

The Table Leader:

<p>1</p>  <ul style="list-style-type: none"> • Gives each scorer a portfolio to score • Receives portfolios from scorers after scoring is completed • Checks all score forms, for <u>completeness</u>, <u>legibility</u>, and <u>neatness</u> • NOTE: If not completed neatly, returns form(s) to scorer to complete a new form 	<p>2</p> <ul style="list-style-type: none"> • Determines whether a <u>second score</u> is required: <p>Each scorer must have at least one portfolio double-scored both <u>before</u> and <u>after</u> lunch, and not less than one for every <u>fifth</u> portfolio scored.</p> <p>When a required strand is <u>missing</u>, is scored "M," or if an <u>incorrect</u> strand is submitted, it must be double-scored in that area by an "M-Resolver."</p> <p>Each Grade 10 portfolio must be scored twice.</p> <p>Each <u>Table Leader</u> must score at least one portfolio per day that will be double-scored.</p>	<p>3</p> <p>1 ✓</p> <ul style="list-style-type: none"> • If no second score is required, checks that forms are completed accurately, places portfolio back in carton, and holds the score forms aside with all other forms <p>1 2 ✓</p> <ul style="list-style-type: none"> • If a second score is required, places portfolio in a "double score" box to be double-scored at another table, keeping the Scorer 1 forms separate.
<p>4</p> <ul style="list-style-type: none"> • If portfolio is scored twice, checks for agreement between Scorers 1 and 2. 	<p>5</p> <p>=</p> <ul style="list-style-type: none"> • If scorers agree, places portfolio back in carton <p>≠</p> <ul style="list-style-type: none"> • If scorers disagree, scores only the rubric areas in question, then places portfolio back in carton <p>%</p> <ul style="list-style-type: none"> • Records each scorer's accuracy percentage on the <u>Scorer Tracking Form</u> 	<p>6</p> <p>When all portfolios in a carton have been scored:</p> <ul style="list-style-type: none"> • Checks that all Portfolio Feedback Forms are NEAT and LEGIBLE (if not, return to scorer and rewrite) • Brings carton to scanning room • Retrieves new carton • Distributes portfolios to scorers one at a time • Repeats steps until all portfolios are scored



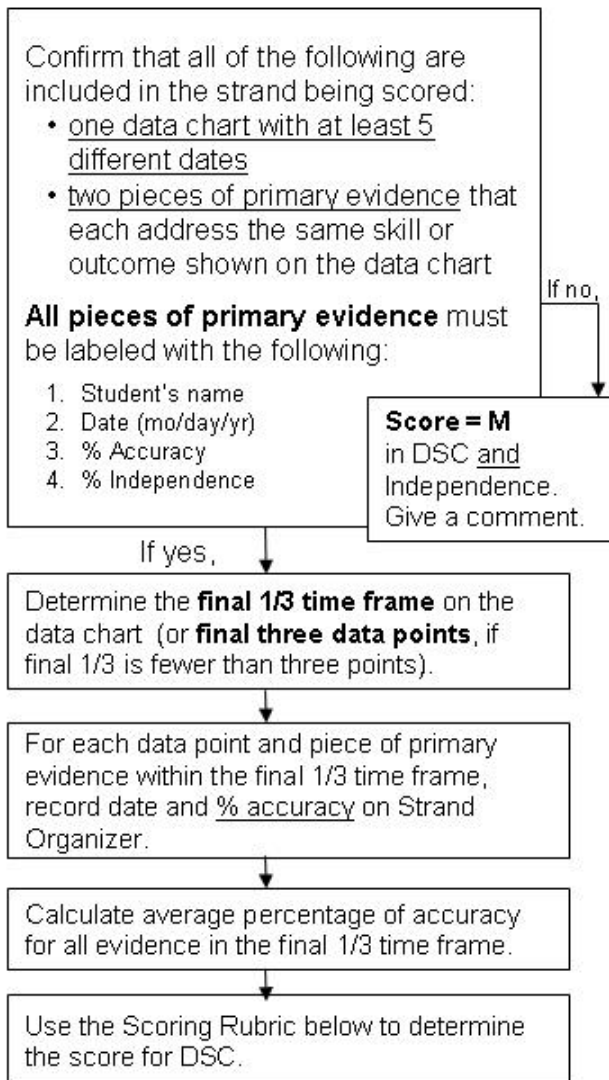
Scoring: Level of Complexity



SCORING 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 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.	Student addresses a broad range of <i>Curriculum Framework</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) If a work sample is also included as a point on a data chart, count it only 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 at least two pieces of primary evidence addressing the same skill or outcome). If not, score M
- If yes, determine whether any additional evidence was submitted in the strand.
- If yes, record % accuracy on *Strand Organizer* for all additional data and evidence in the **final 1/3** time frame.
- Obtain the average by totaling the accuracy percentages for all data points and evidence in the final 1/3 time frame, 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)



Scoring: *Independence (Ind)*

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) If a work sample is also included as a point on a data chart, count it only once in the final calculation for DSC.

C) 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.

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

E) A precise percentage of independence must be indicated on the evidence. If evidence indicates that a student required assistance "30-40% of the time," or was independent "almost all of the time," it is unscorable.

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

G) If full hand-over-hand assistance is provided to the student, then Ind=0% (Rubric score for Ind=1).

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)

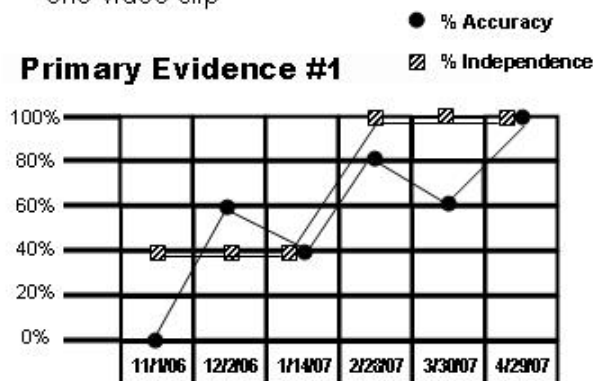


Scoring DSC (Accuracy) and Independence Scenario #1: Primary evidence included on data chart

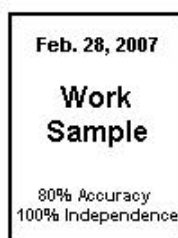
(All evidence in this strand is based on the same measurable outcome)

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 time frame (or last three data points, whichever is more). In this strand, the final 1/3 time frame 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 or after the final 1/3 time frame.

% Accuracy
(beginning 2/28/07)

80%

60%

100%

avg. = 80%

% Independence
(beginning 2/28/07)

100%

100%

100%

avg. = 100%

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

Demonstration of Skills = 4
Independence = 4

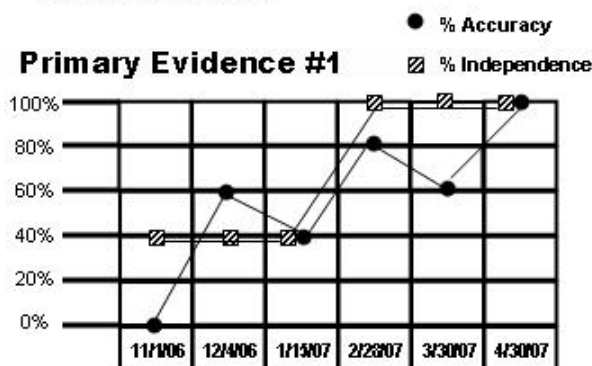


Scoring DSC (Accuracy) and Independence Scenario #2: Evidence produced after final date on chart

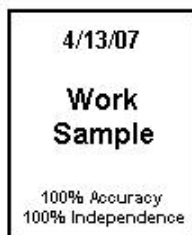
(All evidence in this strand is based on the same measurable outcome)

Evidence includes:

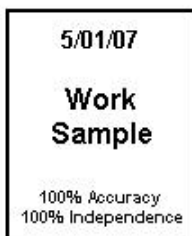
- one data chart
- two work samples



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



Primary Evidence #3 (after final date on chart)



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 time frame (or the last three data points, whichever is more). In this strand, the final 1/3 time frame begins on 2/28/07.
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, or after, the final 1/3 time frame.

% Accuracy (beginning 2/28/07)
80%
60%
100%
100%
100%
avg. = 88%

% Independence (beginning 2/28/07)
100%
100%
100%
100%
100%
avg. = 100%

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

Demonstration of Skills = 4
Independence = 4

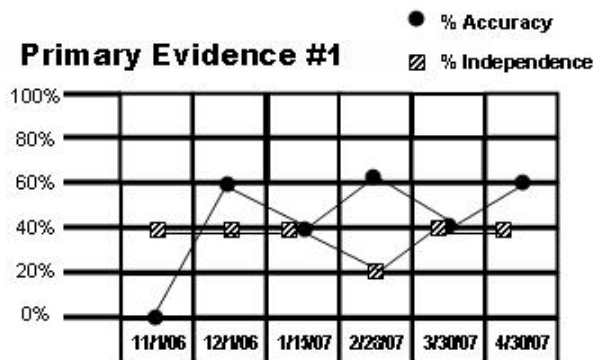


Scoring DSC (Accuracy) and Independence Scenario #3: Evidence not in final 1/3 time frame

(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)**

12/1/06

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 time frame (or last three data points, whichever is greater). In this strand, the final 1/3 time frame begins on 2/28/07.

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 time frame (i.e., before 2/28/07).

4. Calculate the average for all evidence in, or after, the final 1/3 time frame.

% Accuracy (beginning 2/28/07)	% Independence (beginning 2/28/07)
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**



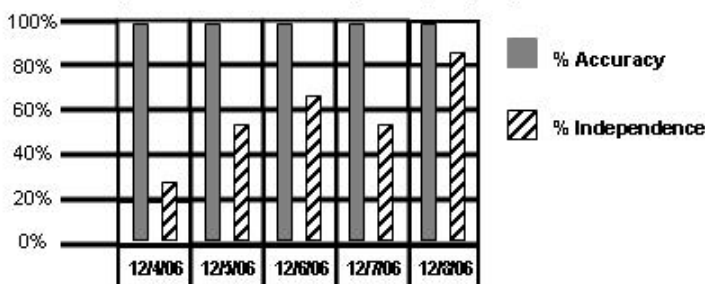
Scoring DSC (Accuracy) and Independence Scenario #4: Bar or line graph summarizes field data

(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):	12/4/06	12/5/06	12/6/06	12/7/06	12/8/06
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)**

12/5/06

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: a field data chart plus a bar or line graph summarizing the field data are both scorable pieces of primary evidence).
2. On the *Strand Organizer*, record % accuracy and % independence for all labeled evidence within or after the final 1/3 time frame (or last three data points). In this strand, the final 1/3 time frame begins on 12/6/06.
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, or after, the final 1/3 time frame.

% Accuracy (beginning 12/6/06)	% Independence (beginning 12/6/06)
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.

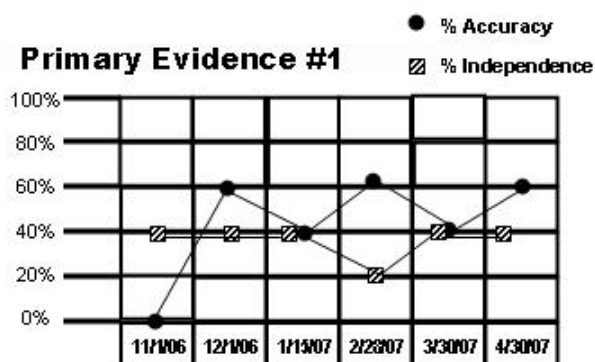
**Demonstration of Skills = 4
Independence = 3**



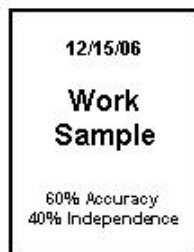
Scoring DSC (Accuracy) and Independence Scenario #5: Additional evidence of related skills

Evidence in this strand includes:

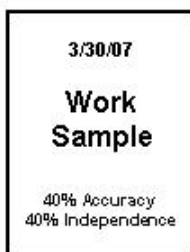
- one bar graph
- four work samples (two show the same skill as the chart)



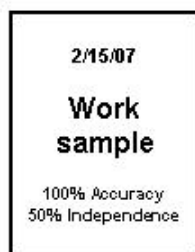
Primary Evidence #2 (same skill, but not charted)



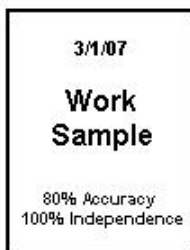
Primary Evidence #3 (included on chart)



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



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



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 time frame that addresses the same skill as the data chart, PLUS the evidence of other related skills. In this strand, the final 1/3 time frame begins on 2/28/07.

3. On the *Strand Organizer*, record % accuracy and % independence for evidence produced on or after 2/28/07, 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, or after, the final 1/3 time frame.

% Accuracy (beginning 2/28/07)	% Independence (beginning 2/28/07)
60% (2/28/07)	20%
40% (3/30/07)	40%
60% (4/29/07)	40%
80% (3/1/07)	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**

Appendix D

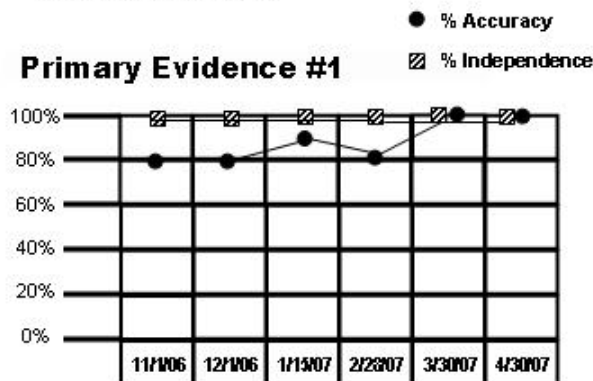


Scoring DSC (Accuracy) and Independence Scenario #6: All data points at 80-100% for DSC and Ind

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

Evidence includes:

- one data chart
(all data points at or above 80%)
- two work samples



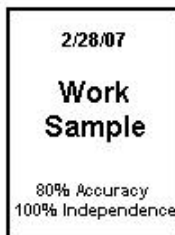
Calculating DSC (Accuracy) and Independence

1. Although the data chart includes at least five points on five different dates, and the work samples address the same skill as the data chart, the scores for both accuracy and independence remain in the 80-100% range for the duration of the data collection period. The chart does not show that a new skill was taught to the student. Therefore, the data chart is unscorable.

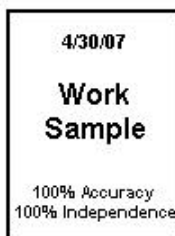
2. The final score in each rubric area is:

Demonstration of Skills = M
Independence = M

Primary Evidence #2 (already charted)



Primary Evidence #3 (already charted)





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
- goal-setting
- graphing or monitoring own performance
- checking or listing tasks as they are accomplished
- correcting his or her own work

Scoring Rules

A) If the evidence shows the same self-evaluation activity or reflection sheet on multiple pieces of primary evidence, count each occurrence as one example of self-evaluation.

B) If the evidence shows multiple examples of self-evaluation on a single piece of primary evidence, count as one example of self-evaluation.

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

D) When **stickers or stamps** are used to show self-evaluation, such as colored dots or "happy face" stickers, these count as examples of self-evaluation **ONLY** when it is clear from the evidence or the teacher's description 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.

E) Always count the use of **Mayer Johnson symbols** as self-evaluation when used as such, even if no explanation is included as to whether the student made a choice.

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 primary evidence for the strand.

If the Total Number is:	Then the Score is:
1	1
2	2
3 or more	3+



Examples of Generalized Performance:

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

Scoring Rules

A.) Determine the total number of ways in which the skill or knowledge was demonstrated. If, for example, the student addresses the same skill:

- using the same instructional approach, but with a different person in each of two settings, then GP = 1.
- using a different approach in each of two settings, GP = 2.
- in his or her homework and through evidence produced in a community setting, GP = 2.

B.) The score for Generalized Performance must be at least 1, never 0.

C.) Different settings in which instruction occurred and/or staff with whom the student worked do not, by themselves, count as examples of Generalized Performance.

Exceptions: homework and community settings.

D.) If use of **age-inappropriate instructional materials** is evident (e.g., use of dolls, cartoons, nursery rhymes, etc., by 16-year-old students), the score in Generalized Performance must be lowered 1 point. When this occurs, add a comment from the Comment Key. Check with your Table Leader if you are uncertain.

SCORING RUBRIC

1	2	3+
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 contexts, or instructional approaches.	Student demonstrates knowledge and skills in this strand using three or more contexts or instructional approaches.



Scoring Rules in Special Cases

1) Must pieces of primary evidence be included as points on the data chart for the strand to be complete?

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

2) What if a required strand is not submitted?

Do not mark any scores for required strands that were not submitted, and be sure to provide a comment.

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

If an unrequired strand was submitted, and the student is not working at grade level, do not score the strand. List the strand name in the appropriate box on the Portfolio Feedback Form (PFF). An unrequired strand may be one of the following:

- A Math strand that is unmatched to the requirements for a 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 (this strand is not assessed in high school)

EXCEPTIONS:

1) When a student in grades 3-8 is working "at grade level" (refer to the Strand Cover Sheet), and one or more additional strands are submitted, you must score all strands submitted in the content area.

2) For **Science and Technology/Engineering** in grades 5 and 8 (for which three strands are required), you must score a fourth Science and Technology/Engineering strand, if it was submitted.

For **high school Science and Technology/Engineering**, if three disciplines (rather than three learning standards in a discipline) are submitted, 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, instead of MCAS-Alt (refer to the Portfolio Cover Sheet), do not mark any scores in that content area.

4) What if no, or multiple, Strand Cover Sheets are submitted for a strand?

Scorers must first determine whether all required evidence in the required strands were submitted, and whether the correct number of strands were submitted in the content area (if not, see the Rule #2 above). Regardless of the number of Strand Cover Sheets, scorers should "bundle" all pieces of evidence together within a strand (without physically moving the evidence within the portfolio), and then score the strand. If the scorer can organize the materials in under five minutes, then the scorer can score the strand. If not, score M and provide a comment.



Scoring Rules in Special Cases

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

If a portfolio contains outdated forms, score the strands anyway using the current scoring guidelines.

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

Only 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 7/2/06).

Competency portfolios in grades 10-12 may also include evidence from several prior years (these must be set aside after scoring for additional review)

7) Can photographs, videos, and audiotapes be scored as primary evidence?

Videotapes or DVDs can be scored as primary evidence when the image of the student performing the task is clear, the sound is clearly audible or is transcribed in writing, and the video (or video image) is labeled with all required information (student's name, date, % accuracy, % independence). The portfolio reviewer should view each video for not longer than three minutes per task.

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 must be scored as primary evidence when it clearly shows a sample of work that is either too large, fragile, temporary in nature, or unsafe to include in a portfolio.
- A photograph must 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, and an explanation as to what occurred.
- A photograph must be scored as secondary evidence when it clearly shows the setting, instructional approach, or context of the activity (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). Audiotapes must be scored as primary evidence only in the following cases:

- When the student provides verbal responses recorded on audiotape as an accommodation, rather than written responses, and there is clear evidence of what the student was asked to do.
- 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

8) How should a portfolio be scored for a student enrolled in grade 9, 11, or 12 if it includes high school Science and Technology/Engineering?

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



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.	53
2) - Data chart - 2 pieces of evidence showing DIFFERENT skills/outcomes than the data chart	Scored M	If primary evidence does not address the outcome listed on the data chart, then strand is incomplete.	54
3) - Data chart - Video - Photograph	Complete and scorable, if photo and video meet requirements for primary evidence (see p. 22, #6). If not, then scored M	Photograph must meet criteria to be scored as primary evidence.	25 54 (if photo is secondary evidence)
4) - Data chart, with accuracy AND independence at 80-100% for the duration of data collection period - 2 related pieces of evidence	Scored M	Data chart must show that student was taught a new skill. Therefore, accuracy and/or independence should fall below 80% at some point.	56
5) - 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.	NO
6) - Data chart with fewer than 5 dates - 2 related pieces of evidence	Scored M	At least 5 data points on 5 different dates are required.	55
7) - Data chart with 6 points, 2 on the same day - 2 related pieces of evidence	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
8) - Data chart with 5 points, 2 on the same day - 2 related pieces of evidence	Scored M	At least 5 data points on 5 different dates are required.	55

* Numbered comment from Comment Key (See Appendix B)

Appendix D



Additional Scoring Scenarios and Rules (Cont'd)

If a strand consists of:	Then strand is:	Reason:	Provide a comment*
9) - Data chart measuring several different outcomes - 2 pieces of evidence	Complete and scorable, if able to determine data that addresses one outcome, with 2 pieces of related primary evidence. If unable to do so in 2 minutes, score M	Scorable only if chart includes at least 5 related data points on 5 different dates, with 2 related pieces of evidence.	41 55 (if 5 different dates are not included)
10) - 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 an outcome on one of the charts	Strand must include at least 2 pieces of primary evidence addressing same outcome as one data chart; otherwise strand is incomplete.	54
11) - 3 data charts with same outcome on each chart - No other evidence	Scored M	3 data charts with the same outcome are counted as one piece of primary evidence.	54
12) - Multiple data charts, each addressing a different learning standard - 2 pieces of primary evidence related to each chart	Complete and scorable; average the final 1/3 time frame of each "set" of evidence. Then, average all "averages" together	When multiple data charts reflecting different outcomes are included, count all documented skills.	NO
13) - Data chart - One related work sample - One work sample based on a different learning standard in strand	Scored M	A data chart plus 2 pieces of primary evidence are required that address the same outcome.	54

* Numbered comment from Comment Key (See Appendix B)



Portfolios in Grades 9-12

Each portfolio for a student in grade 9, 10, 11, or 12 must be scored twice, with any scoring discrepancies resolved by a Table Leader or M-Resolver. Additionally, portfolios in grades 9-12 must be set aside for additional review in the following cases:

- When Level of Complexity=4 or 5 in one or more strands of the portfolio. These portfolios may be eligible to earn a **Competency Determination**.
- When *Work Description for Grade 10 Competency Determination* labels are attached to student work, unless the portfolio only includes three strands and the Level of Complexity score is not above 3 in any strand.

Once portfolios have been set aside, they will be reviewed by a panel of content area experts who will determine whether:

- all required evidence has been submitted for the Competency Determination in that subject*
- the evidence is "at grade level" for a student in grade 10
- the evidence demonstrates a comparable level of achievement to that of a student who has "passed" the grade 10 MCAS test in that subject with a score of 220 (*Needs Improvement*).

* In order to earn the **Competency Determination**, the student's portfolio must include evidence of the grade 10 learning standards described in the *2007 Educator's Manual for MCAS-Alt*.

Data charts are not required in portfolios submitted for the Competency Determination. Therefore, if a data chart is missing, do not score the strand "M." If a data chart is provided, do not score it.

Score Level of Complexity as follows for portfolios Grades 9-12:

Level of Complexity = 5, when:

- the student is addressing standards at grade-level expectations, AND
- all required evidence for a competency portfolio is submitted in the strand (see the *2007 Educator's Manual for MCAS-Alt*)

Level of Complexity = 4, when:

- the student is addressing standards at grade-level expectations, AND
- some, but not all required evidence for a competency portfolio is submitted in the strand

Level of Complexity = 3, when:

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



Validity and Reliability of Portfolio Scores

Training and Qualification of Scorers

Scorers will receive intensive training by Massachusetts Department of Education staff on the first day of the first week in which each scorer is confirmed to participate. After training is completed, each prospective scorer, including table leaders and floor managers, must qualify by taking and passing a qualifying test before they may begin scoring actual student portfolios. If a scorer qualifies, he or she will begin scoring actual student portfolios the following day. If a scorer participates for a second week, he or she will not need to requalify.

Qualifying Test

The qualifying test consists of scoring a pre-calibrated "mock" MCAS-Alt portfolio and answering a series of questions simulating different situations a scorer might encounter while scoring. Prospective scorers may refer to the following publications while taking the test:

- *2007 Guidelines for Scoring Student Portfolios* (this publication)
- *2007 Educator's Manual for MCAS-Alt*
- *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2006)*
- "Training for Portfolio Scorers" (Powerpoint handout from scorer training)

The passing scores for the qualifying test are as follows:

- Scorers must achieve 85 percent accuracy on both sections of the qualifying test.
- Table leaders and floor managers must achieve 90 percent accuracy on both sections of the qualifying test.

Prospective scorers, table leaders, and floor managers who do not qualify on the first attempt will be given an opportunity to review their tests and receive additional training, after which a second qualifying test will be administered. Those who do not qualify on the second attempt will be excused from scoring; table leaders and floor managers who score 85-89% will be invited to participate as scorers.

Maintaining the Validity (Accuracy) and Reliability (Consistency) of Scores

Table leaders will track each scorer's consistency in scoring portfolios. For portfolios in grades 3-8, this will be accomplished by double-scoring at least one portfolio each morning and afternoon for each scorer, and at least one portfolio of every five scored. In grade 10, every portfolio is double-scored. Portfolios will be double-scored by another scorer in a different area of the room. The table leader (an expert scorer) will resolve scoring discrepancies, if any, from the prior two sets of scores. Table leaders will score at least one portfolio each day that will be double-scored by another scorer or table leader, with discrepancies resolved by a floor manager.

Each scorer's rate of agreement with an expert scorer will be based on ten, and in some cases fifteen, separate rubric scores per content area. Agreement must be maintained at a rate of 80 percent or higher for all rubric scores. Scorers will be retrained and double-scored for the remainder of that morning or afternoon when their rate of agreement falls below 80 percent, and may be released from scoring at the discretion of the Department of Education when their rate of agreement falls below 80 percent twice or more in one week.

2007 MCAS-Alt: Guidelines for Scoring Student Portfolios



Appendix A: Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio reflects little or no basis on Curriculum Frameworks learning standards in this strand.	Student primarily addresses social, motor, and communication "access skills" during instruction based on Curriculum Frameworks learning standards in this strand.	Student addresses Curriculum Frameworks learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of Curriculum Frameworks learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of Curriculum Frameworks learning 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 self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	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 either in three strands; or, two or more examples were 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.
Generalized Performance		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 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.

2007 MCAS-Alt: Guidelines for Scoring Student Portfolios



Appendix B: MCAS-Alt Score Forms

2007 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 will 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 each piece.

Portfolio Feedback Form (PFF)

The PFF will provide direct feedback from a scorer who reviewed the portfolio. Each scorer will complete one PFF and will be returned to schools inside each 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 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. Scorers must provide comments on all PFFs, particularly when a score of "M" has been given.



Strand Organizer

2007 MCAS-Alt Strand Organizer

Student's Initials
Grade

ELA

- Language (GS 4)
- Read & Lit (GS 8)
- Composition

Math

- Number Sense
- Patterns
- Geometry
- Measurement
- Data Analysis

Sci/Tech

- Earth & Space/ or HS Biology
- Life/ or HS Chemistry
- Physical/ or HS Physics
- Tech/Eng/ or HS Tech/Eng
- HS Sci Strand: 1 2 3 4

Learning Standard(s) _____

Outcome _____

Data Chart and two related pieces of evidence?
 Yes No

Final 1/3 time frame (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"/> M	<input type="checkbox"/> M	<input type="checkbox"/> M			
	<input type="checkbox"/> 2 Access Skills			<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1		
	<input type="checkbox"/> 3 Entry Points			<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 2		
	<input type="checkbox"/> 4 At Grade Level – 1 or 2 LS			<input type="checkbox"/> 3	<input type="checkbox"/> 3		<input type="checkbox"/> 3+		
<input type="checkbox"/> 5 At Grade Level – 3 or more LS			<input type="checkbox"/> 4	<input type="checkbox"/> 4					

2007 MCAS-Alt: Guidelines for Scoring Student Portfolios



Portfolio Feedback Form (PFF)

2007 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 2007.

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	Mathematics	Science & Tech/Eng																																																																																										
Learning Standard(s) #	<input type="checkbox"/> General Standard 4	<input type="checkbox"/> Number Sense & Operations	If High School Sci & Tech/Eng. portfolio was submitted for: <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Introductory Physics <input type="checkbox"/> Technology/Engineering																																																																																										
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Student Score Form (SSF)

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM 2007 ALTERNATE ASSESSMENT STUDENT SCORE FORM

SCORER ID	
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2	2
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ENGLISH LANGUAGE ARTS	
GENERAL STANDARD 4	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
GENERAL STANDARD 8	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
COMPOSITION	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*

MATHEMATICS	
NUMBER SENSE & OPERATIONS	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
PATTERNS, RELATIONS, & ALGEBRA	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
GEOMETRY	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
MEASUREMENT	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
DATA ANALYSIS, STATS, PROBABILITY	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*

SCIENCE & TECHNOLOGY/ENGINEERING	
EARTH & SPACE SCIENCE (OR Sci 1)	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
LIFE SCIENCE (OR Sci 2)	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
PHYSICAL SCIENCE (OR Sci 3)	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
TECHNOLOGY/ENGINEERING (OR Sci 4)	
COMPLEXITY	1 2 3 4 5
DEMONSTRATION OF SKILLS	M 1 2 3 4
INDEPENDENCE	M 1 2 3 4
SELF-EVALUATION	M 1 2*
GENERALIZED PERFORMANCE	1 2 3*
HIGH SCHOOL Sci & Tech/Eng	
<input type="radio"/> BIOLOGY	
<input type="radio"/> CHEMISTRY	
<input type="radio"/> INTRODUCTORY PHYSICS	
<input type="radio"/> TECH/ENGINEERING	

THIS PAGE FOR
SCORING PURPOSES
ONLY

AT OR CLOSE TO GRADE LEVEL IN:	
<input type="radio"/> ENGLISH LANGUAGE ARTS	
<input type="radio"/> MATHEMATICS	
<input type="radio"/> SCIENCE	



Comment Key

<h1>Comment Key</h1> <h2>2007 MCAS-Alt</h2>		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.
GENERAL COMMENTS	<ol style="list-style-type: none"> 1. Portfolio was clear and comprehensive. 2. More strands, learning standards, and/or evidence were submitted than necessary. 3. Introduction provided clear and useful information about the student. 4. Encourage parents to contact the Department of Education directly with comments/questions on MCAS. 5. Student's IEP and information on disability and/or placement should not be included in the portfolio. 6. Secondary evidence was helpful to the scorer in understanding setting and/or context. 7. Some evidence was difficult/impossible to read, interpret, and/or score. 8. Evidence was not divided into strands. Scorer attempted to group evidence together in order to score this portfolio. 9. 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. 10. All required strands were not submitted. (See <i>Educators Manual for MCAS-Alt</i> for portfolio requirements) 11. Strand was submitted, but was not required and was not scored. (See <i>Educators Manual for MCAS-Alt</i> for portfolio requirements) 12. Evidence was missing for three learning standards in a single discipline of high school Science and Technology/Engineering. 13. Additional description by teacher was needed to determine the nature of task(s) or activity(ies). 14. Secondary evidence clearly illustrated instructional strategies. 	GENERALIZED PERFORMANCE <ol style="list-style-type: none"> 35. Instruction allowed student to demonstrate knowledge and skills using a range of open-ended, creative approaches. 36. Only one instructional approach or context was evident in this strand. 37. Some activities in this strand did not involve age-appropriate materials and/or activities.
LEVEL OF COMPLEXITY	<ol style="list-style-type: none"> 15. 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. 20. When evidence shows different levels of complexity within a strand, the score reflected the highest level of complexity on the data chart (at least five points) and the two pieces of primary evidence. 	DATA CHARTS
DEMONSTRATION OF SKILLS AND CONCEPTS	<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 considered primary evidence because it was either unlabeled or product was unrecognizable. 	<ol style="list-style-type: none"> 38. Data clearly showed the performance and progress of student. 39. A clear description of all activities was shown on the data chart. 40. Clear evidence was included of student charting his/her own performance on data chart. 41. Data chart included multiple unrelated skills or was overly broad. Document only one outcome/skill per chart. 42. Data were unclear or could not be interpreted by the scorer. 43. Tasks documented on the data chart did not relate to the measurable outcome and/or learning standard indicated on Strand Cover Sheet. 44. Two or more graphs showing identical information were submitted. Together, these were counted as <u>one</u> piece of evidence.
INDEPENDENCE	<ol style="list-style-type: none"> 26. Unclear how much was actually done by student rather than by the teacher, other adult, or other student. 27. Accommodations do not affect percentage of independence. 28. Percent independence on work did not match description label. 29. Hand-over-hand assistance was scored 0 percent for independence. 30. Independence was clearly documented. 	FORMS AND LABELS
SELF-EVALUATION	<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. Students should evaluate their <u>own</u> performance. 34. Student choice was not evident in use of stickers/stamps. 	<ol style="list-style-type: none"> 45. All work was clearly labeled with required information. 46. At least one Strand Cover Sheet was missing. 47. Some information was missing on the Strand Cover Sheet. 48. Evidence did not match learning standard and/or measurable outcome indicated on Strand Cover Sheet. 49. Information on the Work Description Label did not match evidence. In this case, information provided in the evidence was scored. 50. Verification Form must be signed by parent/guardian, or must describe attempts made by school to contact parent/guardian. 51. Portfolio contained outdated forms. Please use current Strand Cover Sheets, Work Sample Description labels, and data charts. 52. One or more forms listed in the Required Portfolio Elements were missing.
		A SCORE OF M WAS GIVEN BECAUSE
		<ol style="list-style-type: none"> 53. No data chart was submitted. One is required in each strand. 54. At least two pieces of primary evidence related to the outcome on the data chart were not submitted. 55. Data chart did not document student performance of a targeted skill/outcome on at least <u>five different dates</u>. 56. Data chart indicated 80% - 100% accuracy and independence for entire data collection period. Please review data chart requirements. 57. Student's name missing on one or more pieces of primary evidence. 58. Date (month, day, year) missing on one or more pieces of primary evidence. 59. Percent accuracy and/or independence was not provided on some primary evidence and/or could not be determined. 60. No self-evaluation was found in this strand.
		AUDIO/VIDEO/ELECTRONIC PORTFOLIO
		<ol style="list-style-type: none"> 61. Audio/video clearly documented student performance. 62. Taped segment(s) exceeded 3-minute limit. 63. Audio/video/electronic portfolio could not be scored due to poor quality. In future, please provide transcript. 64. Audio/video could not be scored because it was not in prescribed format (DVD, VHS, VHS-C, or standard audio cassette). 65. Audio/video/electronic portfolio could not be scored because scorer could not locate or open one or more recorded segments.

Additional information and resources can be found on the MCAS-Alt Web page at www.doe.mass.edu/mcas/alt.