APPENDIX V

GUIDELINES FOR SCORING MCAS-ALT PORTFOLIOS

2019 MCAS-Alt

Guidelines for Scoring MCAS-Alt Portfolios

MCAS Alternate Assessment

Massachusetts Comprehensive Assessment System

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

Jeffrey C. Riley
Commissioner

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

Purpose of the Guidelines

The purpose of the *2019 Guidelines for Scoring MCAS-Alt Portfolios* is to train scorers to evaluate the 2019 MCAS Alternate Assessment (MCAS-Alt) student portfolios. These guidelines provide important information so that scorers can give valid scores on statewide MCAS-Alt assessments and maintain consistency in applying the scoring rules during the scoring process. Massachusetts educators are also encouraged to use these guidelines to familiarize themselves with the process used to evaluate and score MCAS-Alt portfolios.

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

By participating in alternate assessments, students become more visible in their school and have a greater chance of being considered when decisions are made to allocate staff and resources. Guidelines for conducting the MCAS-Alt are provided in the *2019 Educator's Manual for MCAS-Alt*, available at www.doe.mass.edu/mcas/alt/resources.html.

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Introduction and Background

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

Portfolio Contents and Structure

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

Each strand includes the following products and information:

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

NOTE: See pages 20–23 for more information on the following exceptions to the above portfolio requirements: **ELA–Writing** (all grades) and **Science and Technology/Engineering** (**STE**) (grades 5 and 8).

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

Scoring of MCAS-Alt Portfolios

After portfolios are submitted to the Department in late March, they are reviewed at a scoring institute sponsored by the Department and its test contractor. The *2019 Guidelines for Scoring MCAS-Alt Portfolios* (this publication) provides detailed information on the scoring process that will be used by scorers to review and rate each student's portfolio. The *2019 Guidelines for Scoring MCAS-Alt Portfolios* is available online at www.doe.mass.edu/mcas/alt/results.html.

General Guidelines for Scorers

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

Scorers must:

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

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

The content areas assessed by the 2019 MCAS-Alt in grades 3–5 are shown below.

A student in this grade	Must be assessed in the following	
	Content areas	**Strands/Domains**
3	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes*)
	• Mathematics	• One portfolio strand each in: ○ Operations and Algebraic Thinking ○ Measurement and Data
4	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes*)
	• Mathematics	• One portfolio strand each in: ○ Operations and Algebraic Thinking ○ Number and Operations–Fractions
5	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes*)
	• Mathematics	• One portfolio strand each in: ○ Number and Operations in Base Ten ○ Number and Operations–Fractions
	• Science and Technology/Engineering (STE) *	• Six Summary sheets for each of **three** selected STE disciplines; at least 3 different Science practices for each discipline

***** STE portfolios may include evidence collected during the current and one previous school year. Grades 5 and 8 STE can choose from the Life Science, Physical Science, Earth and Space Science, or Technology/Engineering strands. Review the new STE portfolio format on page 23.

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

A student in this grade	Must be assessed in the following	
	Content areas	**Content areas**
6	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes)*
	• Mathematics	• One portfolio strand each in: ○ The Number System ○ Ratios and Proportional Relationships
7	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes*)
	• Mathematics	• One portfolio strand each in: ○ Ratios and Proportional Relationships ○ Geometry
8	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes*)
	• Mathematics	• One portfolio strand each in: ○ Expressions and Equations ○ Geometry
	• Science and Technology/Engineering *	• Six Summary sheets for each of **three** selected STE disciplines; at least 3 different Science practices for each discipline

***** STE portfolios may include evidence collected during the current and one previous school year. Grades 5 and 8 STE can choose from the Life Science, Physical Science, Earth and Space Science, or Technology/Engineering strands. Review the new STE portfolio format on page 23.

Content Areas Assessed by MCAS-Alt: High School

A student in this grade	Must be assessed in the following	
	Content areas	**Content areas**
9 **or** 10	• Science and Technology/Engineering *	• Three standards in **one** of the following disciplines. ○ Biology or ○ Introductory Physics or ○ Chemistry or ○ Technology/Engineering
10	• English Language Arts	• One portfolio strand each in: ○ Reading (Literature **or** Informational Text) ○ Language (*Vocabulary Acquisition and Use*) ○ Writing (*Text Types and Purposes*)
	• Mathematics	• One portfolio strand each in **any three** of the following strands: ○ Number and Quantity (The Number System) ○ Statistics and Probability ○ Algebra/Expressions and Equations ○ Geometry ○ Functions/Ratios and Proportional Relationships

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

Required Portfolio Contents

Portfolio Overview:

The MCAS-Alt portfolio will consist of either two or three **portfolio strands** in each content area, depending on the subject and student's grade (see tables on pages 3–5), organized in a three-ring binder for each student. Guidelines for assembling the portfolio are provided in the *2019 Educator's Manual for MCAS-Alt*, available at www.doe.mass.edu/mcas/alt/resources.

Required Forms:

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

The overall score will not be affected if a required form is missing, but the scorer should provide **comment 54 or 55** from the Comment Key (Appendix A), as appropriate.

Contents of Each Portfolio Strand:

The "evidence" shown below must be included, at minimum, in each required portfolio strand (except ELA–Writing and STE grades 5 and 8). In addition, other supporting documentation may also be submitted at the teacher's discretion (see below). The measurable outcome being assessed must remain the same throughout a portfolio strand.

A complete portfolio strand includes the following components:

Primary evidence:

Strand Cover Sheet + **Data Chart** showing student's performance of the measurable outcome on at least 8 different dates, with brief descriptions of each + **Primary Evidence #1*** showing student's performance of the measurable outcome listed on Strand Cover Sheet + **Primary Evidence #2*** showing student's performance of the measurable outcome listed on Strand Cover Sheet

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

Supporting Documentation (Optional):

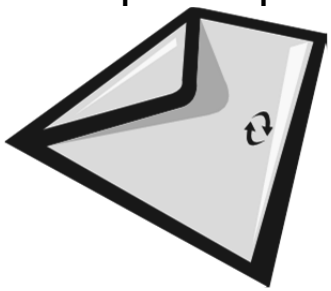
- Work Sample Description label(s)
- Tools, templates, organizers, reference sheets, a description of Augmentative and Alternative Communication devices, and/or screen shots of technology-based communication systems used by the student
- Reflection sheets or other examples of self-evaluation

Summary of Scoring Process: Scorers

The Scorer:

1

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



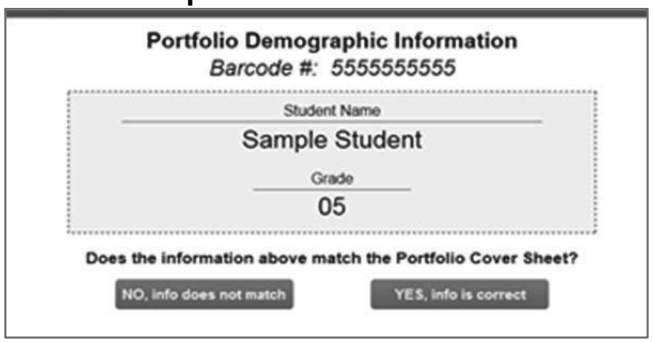
2

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

The barcode will always begin with 5897

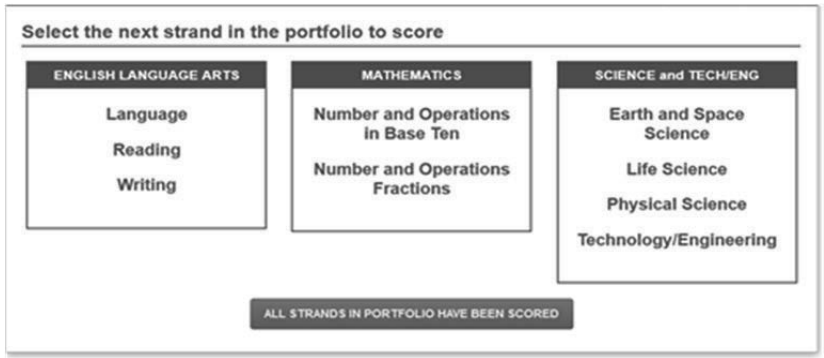
3

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



4

Selects a strand to score



Summary of Scoring Process: Scorers (Continued)

The Scorer:

5

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

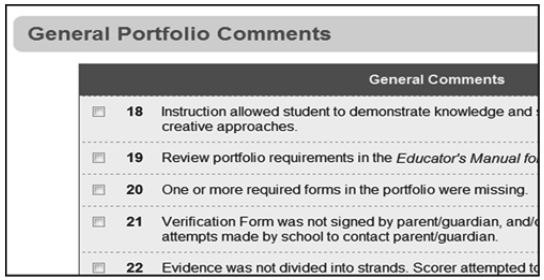
6

- Adds Strand Comments, as appropriate, for each strand

(Note: A score of "M" means that strand evidence was either missing or insufficient to score. "M" comments will be generated automatically, as needed, according to scorers' responses to the AltScore "Completeness" questions.)

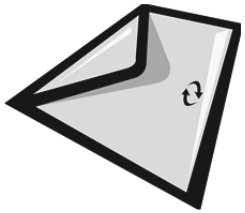
7

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



8

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



Informs Table Leader of any scores of "M" or Level of Complexity (LOC)=1

Summary of Scoring Process: Table Leaders

The Table Leader:

1

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

2

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

3

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

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

4

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

5

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

6

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

Scoring: *Complexity*

The following numbered questions appear in AltScore, the program that guides scorers through the scoring process for all strands except ELA–Writing and STE grades 5 and 8:

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

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

Scorer must confirm that:

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

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

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

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

1. Entry point (Mathematics–The Number System):
   - *Represent a real-life negative quantity using a vertical or horizontal number line.*

   Modification of the measurable outcome (Acceptable):
   - *Student will represent a real-life negative quantity using a number line with 80% accuracy and 100% independence* (**Note:** "…vertical or horizontal" was deleted.)
2. Entry point (Mathematics–Number and Operations–Fractions):
   - *Solve a multiplication word problem involving fractions using manipulatives*

   Modification of the measurable outcome (Unacceptable):
   - *Student will solve a multiplication word problem using manipulatives with 80% accuracy and 100% independence* (**Note:** Measurable outcome from the *Number and Operations-Fractions* domain must include "fractions.")

Scoring: Complexity (Continued)

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

Scorers must confirm that:

- the student has addressed the skill in the context of an academic (i.e., standard-based) activity. This question will only appear when the Level of Complexity refers to students addressing **access skills** (See line 4, Strand Cover Sheet).

Examples:

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

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

Non-academic activities might include:

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

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

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

Scoring: *Completeness*

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

For all strands (except ELA–Writing and STE grades 5 and 8), scorers must confirm that the strand includes <u>at least</u>:

One data chart	**+**	**Two pieces of primary evidence**
Field Data or Bar Graph or Line Graph (Examples shown in Appendix C)		Any combination of Work samples, photograph*s*, or videos that shows a final product of instruction

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

__ Photographs and/or videos __ Teacher-scribed work sample (see p.18) __ None of these

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

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

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

Scorers must confirm that the following information is listed:

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

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

Scorer must confirm that:

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

Scoring: *Completeness (Data Chart)*

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

Scorer must confirm that:

- All dates for **English Language Arts** (**ELA)** and **Mathematics** occur in the current school year (i.e., between 7/1/18 and 3/29/19).
- All dates for **Science and Technology/Engineering (STE)** include the current and up to one previous school year (i.e., between 7/1/17 and 3/29/19).
- Dates on which school was not in session (e.g., weekends, school holidays, and snow days) are not included on the data chart, unless marked as homework. Refer to the school calendar included in each portfolio or the calendar available in the AltScore program to answer this question.

NOTE: Dates on which 0% accuracy and 0% independence were recorded do not count as valid data points.

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

Scorer must confirm that:

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

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

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

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

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

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

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

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

Scorer must confirm that:

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

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

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

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

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

Acceptable brief descriptions:

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

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

Unacceptable brief description:

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

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

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

Scorer must confirm that:

- If multiple skills are listed in the measurable outcome (e.g., addition and subtraction), then **all** of the skills must be addressed on at least 8 different dates (e.g., both addition *and* subtraction were included for at least 8 data points.)
- If multiple skill are **not** included, scorers will not see this question.

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

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

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

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

Note to Scorers:

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

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

All scores of "M" will be double-scored.

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

For ELA–Reading: Informational or Literary Text

R1. Do at least 8 brief descriptions include text titles? If not, are copies of the actual text included elsewhere in the strand?

Scorers must confirm that:

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

  (In AltScore, refer to the list of web-based informational texts that require only the title of the article and that do not require a photocopy of the text.)

R2. Do all activities on the data chart assess either informational text (from the Informational Text Strand) or literary text (from the Literature Strand)?

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

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

ELA–Reading: What Is an acceptable text?

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

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

Scoring: Completeness (Primary Evidence)

8. Is the student's name, valid date, % accuracy, and % independence listed on at least two pieces of primary evidence, or listed on Work Sample Description labels?

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

Scorers must confirm that:

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

9. Do at least two pieces of primary evidence directly address the skill identified in the measurable outcome?

Scorers must confirm that:

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

10. Do at least two pieces of evidence address ALL of the skills found in the measurable outcome (e.g., "addition *and* subtraction)?

Scorers must confirm that:

- If multiple skills are listed in the measurable outcome, then all skills listed must be addressed in at least two pieces of primary evidence (work samples, videos, or photographs).

  Note: If the measurable outcome is based on an entry point that only includes a **single skill**, then scorers will **not** see this question.

Scoring: Completeness (Primary Evidence) (Continued)

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

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

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

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

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

Scorers must confirm that:

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

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

For ELA—Reading

R3. Do at least two pieces of primary evidence include titles or photocopies of texts

Scorers must confirm that:

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

R4. Do at least two pieces of primary evidence document activities based solely on Informational OR Literary Text?

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

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

For ELA–Writing

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

Scorers must confirm that:

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

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

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

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

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

Teachers are required to pre-score their students' final writing samples (not the baseline sample) by completing a separate writing scoring rubric for each sample.

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

Scorers must confirm that:

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

W3. IS A BASELINE SAMPLE SUBMITTED?

Scorers must confirm that:

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

W4. Is the level of complexity on the writing rubrics entry points or access skills?

- Scorers review the pre-scored writing rubric to determine if the Level of Complexity=2 or 3.
- Scores will see questions 5 and 5a for entry points only. (Level of Complexity=3)
- Scorers will see only question 5b for access skills. (Level of Complexity=2)

W5. DOES THE WRITING SAMPLE INCLUDE ONLY…?

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

If yes to W5, then scorer clicks YES and proceeds to question W5A.

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

W5A. IF THE WRITING SAMPLE DOES INCLUDE ONE OR MORE OF THE EXAMPLES LISTED IN W5 DOES THE PRE-SCORED WRITING RUBRIC CONTAIN SCORES OF 3 OR 4 IN *EXPRESSION OF IDEAS AND CONTENT*, *KNOWLEDGE OF CONVENTIONS*, *TEXT STRUCTURE*, OR *USE OF VOCABULARY*?

Scorer must confirm that:

- A writing sample includes one or more of the examples listed above in W5, **and** that
  - **scores of 3 or 4** are provided by the teacher for *Expression of Ideas and Content, Knowledge of Conventions, Text Structure,* or *Use of Vocabulary.*

    If so, scorer clicks YES. **Scorer must change scores of 3 or 4 in those areas to scores of 1 or 2** (according to the rubric area descriptions) and must enter the revised scores onscreen, rather than the score provided by the teacher.
  - **scores of 1 or 2** are provided by teacher for *Expression of Ideas and Content, Knowledge of Conventions, Text Structure,* or *Use of Vocabulary.*

    If so, scorer clicks NO to this question and enters the writing rubric scores provided by the teacher.

    Note: The rubric will be used to determine the score for Demonstration of Skills and Concepts

W5b. DOES THE WRITING SAMPLE DOCUMENT STUDENT PARTICIPATION IN THE CREATION OF A WRITTEN PRODUCT? (FOR LEVEL OF COMPLEXITY=2 ONLY)?

- Scorer confirms that a written product is provided with a description of the student's participation

Science and Technology/Engineering (STE) Grades 5 and 8 *Only*

S1. Is the student's name, valid date, % of accuracy, and % independence listed on at least 6 STE Summary Sheets?

Scorers must confirm that:

- There is a minimum of **six** summary sheets
- Each summary sheet includes the student's name, valid date, and percent (%) accuracy and independence.
- If scorer answers NO, scorer will be redirected to **Scoring: Self-Evaluation**

S2. Do at least three STE Summary Sheets have primary evidence attached?

Scorers must confirm that:

- Three of the STE summary sheets have student evidence attached.

S3. Do the three pieces of primary evidence reflect three different science practices?

Scorers must confirm that:

- Each summary sheet attached to the primary evidence reflects a different science practice number. (Note: See the Sample STE Summary Sheet in Appendix E.)

S4. Do the activities on the first six STE Summary Sheets reflect the same core idea?

Scorers must confirm that:

- Each summary sheet reflects the essential meaning of the Core Idea.

NOTE TO SCORERS:

- If Grades 5 and 8 STE contain **a data chart and two pieces of primary evidence** and the work reflects dates from 2017–2018, scorers will check off **Legacy Strand** when prompted at the start of the STE discipline. Strands will be scored following the Alt-Score Complexity and Completeness questions.
- STE Summary Sheets that were completed by hand rather than computer-generated should be given to your table leader for review by the floor manager.

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

For all strands **except ELA–Writing** and **STE (grades 5 and 8)**, scorer must determine the dates of the **final 1/3 time frame** of the data points on the data chart (or a minimum of the last 3 dates on the data chart).

Scorer performs the following steps in AltScore:

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

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

Scoring: Self-Evaluation (S-E)

Instructions to Scorers

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

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

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

Scoring Rules

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

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

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

Scoring: *Generalized Performance (GP)*

Instructions to Scorers

The scorer should review all evidence and brief descriptions for examples of "generalized performance." Generalized performance reflects the number of **instructional approaches** and **activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following variations:

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

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

Scoring Rules

a) Activities in **community settings** (i.e., outside the school) always count as one example of GP when this is indicated in the evidence or in the brief description.

b) **Use of age-inappropriate instructional materials** (e.g., dolls, nursery rhymes, etc.) by a student in grades 6–10 will result in a score of **GP=1**, regardless of other factors contributing to the GP score. In this case, add Comment G from the Comment Key. Check with your Table Leader if you are uncertain.

For ELA–Writing and STE grade 5 and 8 ONLY

The scorer does not need to indicate a score for Generalized Performance for strands in ELA–Writing and STE (grades 5 and 8). When the minimum requirements are met, a score of **GP=2** will be automatically generated for these strands.

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

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

Scoring Rules in Special Cases

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

   Yes. At the teacher's discretion, the work samples, videos, and other primary evidence may be included as data points on a data chart, but it is *not* required. Regardless of whether primary evidence is also included as data points on the chart, scorers will count the evidence for determining completeness, provided the work reflects the skill listed in the measurable outcome. If a work sample is also included on the data chart, the percent accuracy and independence should only be counted once.

2) **What if a required strand is not submitted?**

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

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

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

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

   Science and Technology/Engineering (STE) portfolios in grades 5, 8, and high school may contain evidence accumulated over two consecutive school years, the current and previous year (i.e., beginning July 1, 2017).

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

   If a STE portfolio contains more than **one** discipline (Chemistry, Biology, Introductory Physics, or Technology/Engineering), mark the scores only for the first strand in the STE section of the portfolio, and mark the other strands as "strand not submitted."

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

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

"Grade-Level Portfolios" in Grades 3–8

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

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

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

- **In ELA,** the following must be documented in the student's portfolio:
  - **for a student in grades 3–8:**
    - any three learning standards listed for the student's grade in **ELA–Reading–Literature**
    - any three learning standards listed for the student's grade in **ELA–Reading–Informational Text**
    - all three learning standards listed for the student's grade in **ELA–Writing–Text Types and Purposes;** at least **four (4)** writing samples must be submitted in all, including at least one in each of the following text types:
      - **Opinion (grades 3–5)/Argument (grades 6–8)**
      - **Informative/Explanatory text**
      - **Narrative (prose or poetry)**
- In **Mathematics**, the learning standards listed on pages 54-55 of the *Educator's Manual for the MCAS-Alt* must be documented in the student's portfolio. Each grade has specific learning standard requirements for which the student must show multiple work samples (2 or more) to address all aspects and all parts of each selected standard (i.e., a., b., c., etc.). Work samples must reflect evidence of the student's thinking and independent problem-solving by showing all work completed by the student to get the answers.
- In **Science and Technology/Engineering** (STE), grades 5 and 8, any **three learning standards** listed for the student's grade in **three different STE disciplines** (selected by the teacher) must be included. The disciplines include: Earth and Space Science, Life Science, Physical Science, or Technology/Engineering.

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

LOC = 5, if the student addressed **three** (or more) learning standards at grade-level expectations.
LOC = 4, if the student addressed **one or two** (but not all three) learning standards at grade-level expectations (i.e., some, but not all, of the evidence is at grade level); or if evidence addresses some, but not all, aspects of the learning standard at grade-level expectations.
LOC = 3, if the student addressed all learning standards *below* grade-level expectations (i.e., using "entry points").

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

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

"Grade-level" portfolios are distinguishable from other portfolios in several ways: a ***Grade-Level Portfolio Cover Sheet*** (shown below) should appear in the front of the portfolio; the portfolio should include ***Work Descriptions for "Grade-Level" Portfolios*** (shown below) attached to each piece of primary evidence; grade-level portfolios include work samples but do not include data charts. The work samples in each strand document a broader range of standards than in typical MCAS-Alt portfolios, and each may include more than one skill.

Grade-Level Portfolio Cover Sheet

(Include at front of portfolio only if submitting a Grade-Level portfolio for a student in grades 3–8 who is performing at grade level expectations.)

If this is a **Grade-Level Portfolio**, indicate the content area(s) submitted:

- ☐ ELA
- ☐ MATHEMATICS
- ☐ SCIENCE AND TECHNOLOGY/ENGINEERING

WORK DESCRIPTION for "Grade-Level" Portfolio

For students in Grades 3-8

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

Student's Name: _____ **Date work was produced:** _____

Student's grade: _____

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

Strand/Domain: _____

Learning Standard: _____

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

_____

_____

_____

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

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

How much of this assignment was done independently by the student (i.e., without the use of prompts, guidance, coaching, or suggestions)

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

If Independence percentage is less than 100%, **what type of assistance** did the student receive on the attached work sample?

_____

_____

Describe any **accommodations** the student received (e.g., scribe, read-aloud, calculator, assistive/augmentative technology, etc.). **Note:** Use of accommodations does not affect the Independence percentage.

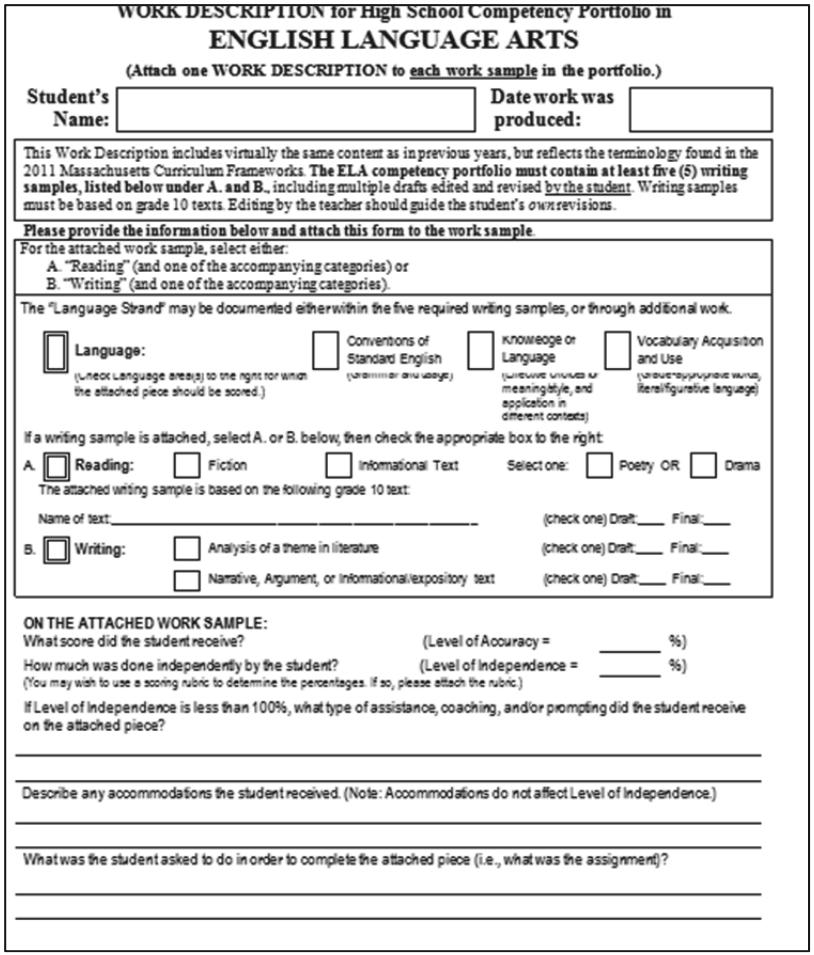
_____

_____

"Competency Portfolios" in Grades 9–12

If a high school portfolio includes a ***Competency Portfolio Cover Sheet*** near the front of the portfolio, scorers must give it to the Table Leader without being scored. These portfolios will include ***Work Descriptions for High School Competency Portfolios*** (shown below) attached to each piece of evidence, and **will be reviewed by high school content experts.**

"Competency portfolios" are an alternative method for a student with a disability to meet the state's graduation requirement (called the *Competency Determination*). The structure and content of these portfolios are different from portfolios submitted by students working below grade-level expectations, and include student work (but not data charts) that documents a broad range of standards, described in the information available at www.doe.mass.edu/mcas/alt/resources.html. A score of *Partially Meeting Expectations, Meeting Expectations*, or *Exceeding Expectations* in ELA or mathematics (or *Needs Improvement*, *Proficient*, or *Advanced* ion STE) is required to earn a Competency Determination.



WORK DESCRIPTION for High School Competency Portfolio in

ENGLISH LANGUAGE ARTS

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

Student's Name: _____ **Date work was produced:** _____

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

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

For the attached work sample, select either:
A. "Reading" (and one of the accompanying categories) or
B. "Writing" (and one of the accompanying categories).

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

☐ **Language:** (Check Language area(s) to the right for which the attached piece should be scored.) ☐ Conventions of Standard English (grammar and usage) ☐ Knowledge or Language (effective choices for meaning/style, and application in different contexts) ☐ Vocabulary Acquisition and Use (grade-appropriate words; literal/figurative language)

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

A. ☐ **Reading:** ☐ Fiction ☐ Informational Text Select one: ☐ Poetry OR ☐ Drama
The attached writing sample is based on the following grade 10 text:
Name of text:_____ (check one) Draft:___ Final:___

B. ☐ **Writing:** ☐ Analysis of a theme in literature (check one) Draft:___ Final:___
☐ Narrative, Argument, or Informational/expository text (check one) Draft:___ Final:___

ON THE ATTACHED WORK SAMPLE:
What score did the student receive? (Level of Accuracy = _____ %)
How much was done independently by the student? (Level of Independence = _____ %)
(You may wish to use a scoring rubric to determine the percentages. If so, please attach the rubric.)

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

_____

_____

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

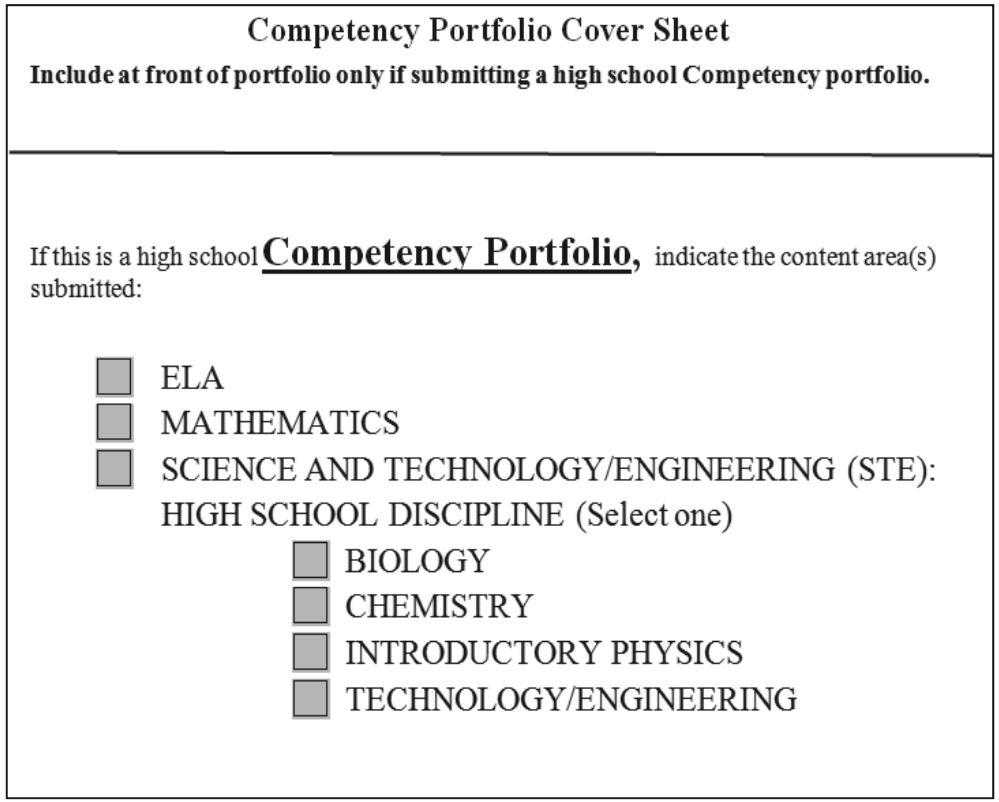
_____

_____

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

_____

_____



Competency Portfolio Cover Sheet

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

If this is a high school **Competency Portfolio,** indicate the content area(s) submitted:

- ☐ ELA
- ☐ MATHEMATICS
- ☐ SCIENCE AND TECHNOLOGY/ENGINEERING (STE):
  HIGH SCHOOL DISCIPLINE (Select one)
  - ☐ BIOLOGY
  - ☐ CHEMISTRY
  - ☐ INTRODUCTORY PHYSICS
  - ☐ TECHNOLOGY/ENGINEERING

Maintaining Validity and Reliability

Training and Qualification of Scorers

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

Qualifying Test

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

- *2019 Guidelines for Scoring MCAS-Alt Portfolios* (this publication)
- *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (Fall 2018 editions)
- *Training for Portfolio Scorers* PowerPoint presentation handout
- Sample strands used during scorer training

The passing scores for the qualifying test are as follows:

- Scorers must achieve a score of at least **85 percent** correct
- Table Leaders, Floor Managers, and MCAS-Alt scoring specialists must achieve a score of at least **90 percent** correct.

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

Maintaining the Accuracy and Consistency of Scores

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

Appendix A: Scorer Comment Key

2019 MCAS-Alt

COMMENT KEY

STRAND COMMENTS	
A	Level of Complexity indicated on Strand Cover Sheet (access skills, entry points, or grade level) was changed to match the evidence submitted.
B	Brief descriptions or evidence contained additional skills not listed in the measurable outcome and could not be scored.
C	Data points or evidence with 0% accuracy and 0% independence are not valid and could not be scored.
D	Date(s) listed on primary evidence occurred on a non-school day.
E	Date(s) listed on data chart occurred on non-school day.
F	Some evidence was difficult or impossible to read or interpret and could not be scored.
G	Score for generalized performance was lowered because some activities did not use age-appropriate materials and/or activities.
H	Some photograph(s) could not be scored as primary evidence, because either the final product was not evident or the percent of accuracy and/or independence could not be verified.
I	The percent of independence was unclear or unmatched to the evidence submitted.
J	Strand showed evidence of open-ended, creative approaches that allowed student to demonstrate knowledge and skills.
K	Evidence of self-evaluation did not demonstrate choices or reflection by the student.
L	Audio/video sample could not be scored due to poor quality or inability to open one or more recorded segments.
M	Review the differences between Literature and Informational text for the ELA–Reading strand at www.mcas-alt.org/materials.
N	Two data charts are not acceptable as a core set of evidence.
O	At least 8 brief descriptions on the data chart did not clearly explain how the student addressed the measurable outcome.
P	This strand was reviewed by an expert scorer.

LEVEL OF COMPLEXITY = 1 COMMENTS	
X	Skill was not addressed in the context of a standards-based activity.
Y	Entry point was not aligned with the required strand/domain because it was either excessively modified or was not found in the Resource Guide.
Z	Standard and/or entry point was not selected from the Vocabulary Acquisition and Use cluster, as required for the ELA–Language strand.

STRAND COMMENTS — WRITING	
WG	Unclear whether the text in the sample was generated by the student or was the result of teacher's edits.
WH	One or more Writing rubric scores were changed to reflect the evidence submitted.
WI	Use of the student's primary mode of communication may allow the student to better express his or her knowledge and ideas.
WJ	The score for Demonstration of Skills and Concepts was changed because the pre-scored rubric did not reflect the use of single pictures, single words, multiple-choice responses, or text provided by the teacher.
WK	A baseline writing sample was required, but was not submitted.
WL	A completed Writing rubric was not submitted for each writing sample, as required.
WM	Supporting documentation in the strand described how the learning occurred and was helpful in determining the score.
WN	Unclear how the percent of independence was calculated on one or more writing samples.

STRAND COMMENTS — SCIENCE [gr. 5 & 8]	
SJ	Consult with a science content specialist to ensure that evidence aligns with the core idea and/or science practice.
SK	Unclear how the percent of accuracy and/or independence were determined on one or more STE Summary Sheets.
SL	STE Summary Sheet description(s) lacked clarity and/or specificity.
SM	Activities on a STE Summary Sheet did not demonstrate a single science practice.
SN	Supporting documentation in the strand described how the learning occurred and was helpful in determining the score.
SO	Evidence demonstrated creative application of science practices.

GENERAL PORTFOLIO COMMENTS	
50	Portfolio showed evidence of a range of open-ended, creative approaches that allowed the student to demonstrate knowledge and skills.
51	Supporting documentation was helpful to the scorer in understanding instructional strategies and/or context.
52	Please review portfolio requirements in the Educator's Manual for MCAS-Alt and consider attending additional Department-sponsored training sessions.
53	Review guidelines for selecting a measurable outcome in the Educator's Manual for MCAS-Alt.
54	One or more required forms were missing in the portfolio, but this did not affect the overall score.
55	Verification Form was not signed by parent/guardian and no information was provided of attempts by school to contact parent/guardian.
56	Evidence was not included in the portfolio for three learning standards in a single discipline of high school Science and Technology/Engineering.
57	Consider showing evidence of varied instructional approaches used with the student (Generalized Performance).
58	Confidential information about the student should not be included in the portfolio.
59	Consider using the online Forms and Graphs program to compile portfolio materials.

Appendix B: MCAS-Alt Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C: Data Chart–Sample Field Data Chart

DATA ME)D 1: FIELD DATA CHART *(student performance on a series of s or collection of work samples related to a measurable outcome)*

COMPLETE ALL INFORMATION BELOW.

Student Name:

Content Area/Strand: English Language Arts - Language

Learning Standard: L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Measurable Outcome: **will attend visually, aurally, or tactilely to materials related to vocabulary acquisition with 80% accuracy and 60% independence.**

KEY	
Accurate (+ or -) / (I or P) Independence	
+	Accurate
-	Incorrect
I	Independent
P	Prompt Used

At least eight (8) different dates are required.

Date (mo/day/yr):	10/17/2018	11/2/2018	11/10/2018	11/28/2018	12/13/2018	1/9/2019	1/23/2019	2/27/2019	3/9/2019	3/16/2019
Accuracy and Independence for each trial (see KEY):	+ / P	+ / P	+ / I	- / P	- / P	- / P	+ / P	- / P	+ / P	- / P
	- / P	- / P	+ / I	- / P	+ / P	+ / P	+ / I	+ / P	+ / I	+ / P
	+ / I	+ / P	+ / I	- / P	- / P	+ / I	+ / I	+ / I	- / P	+ / I
	+ / I	- / P	+ / I	- / P	- / P	+ / I	- / P	+ / I	+ / I	+ / I
	- / P	+ / I	+ / P	- / P	+ / P	+ / I		+ / P	+ / P	+ / I
	- / P	- / P	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	+ / I	+ / I	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P
	- / P	+ / I	+ / I	- / P	- / P	- / P		+ / P	+ / I	+ / I
		- / P	- / P	+ / I	+ / P			+ / I	+ / I	- / P
		+ / P	+ / P	+ / I	- / P			+ / I	+ / P	+ / I
% Accuracy: SUMMARY for this date	50	60	70	20	50	50	75	90	90	60
% Independence: SUMMARY for this date	38	30	50	20	0	38	50	40	60	50
Brief Description (What was student asked to do and how did he/she do it?)	During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 13 (Ames' Crossing) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 15 (Heading North) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During literacy group, was read a poem about snow. During the reading, a story box of objects was used to represent vocabulary from the poem.	During morning meeting, the class discussed the topics of attendance, the calendar (month and day of the week), and the weather. Tactile objects and images were used to represent the vocabulary	During literacy group, was read chapter 1 (Peter Breaks Through) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 2 (The Shadow) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 3 (Come Away, Come Away) in Peter Pan. A story box of objects was used to represent vocabulary from the text.

Data was taken on whether student attended.

Appendix C: Data Chart–Sample Bar Graph

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

Accuracy: **Independence:**

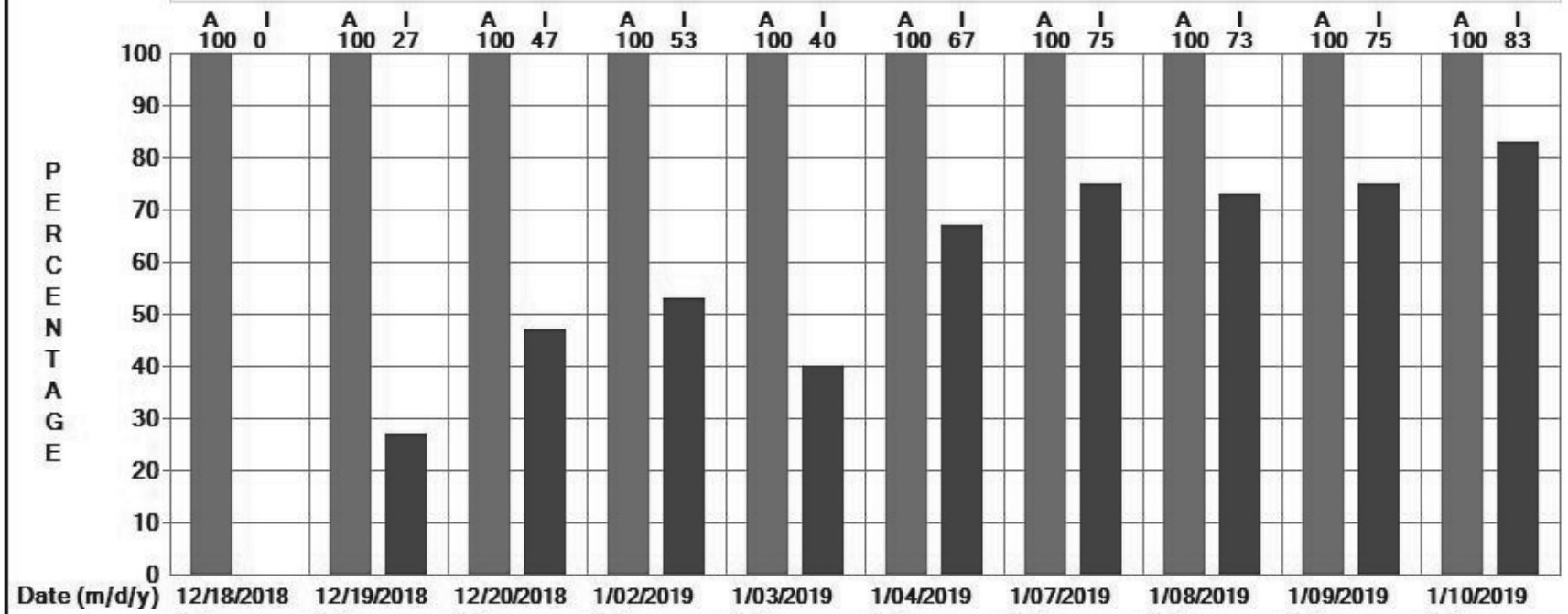
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student Name:

Content Area/Strand: Mathematics/Number and Operations - Fractions

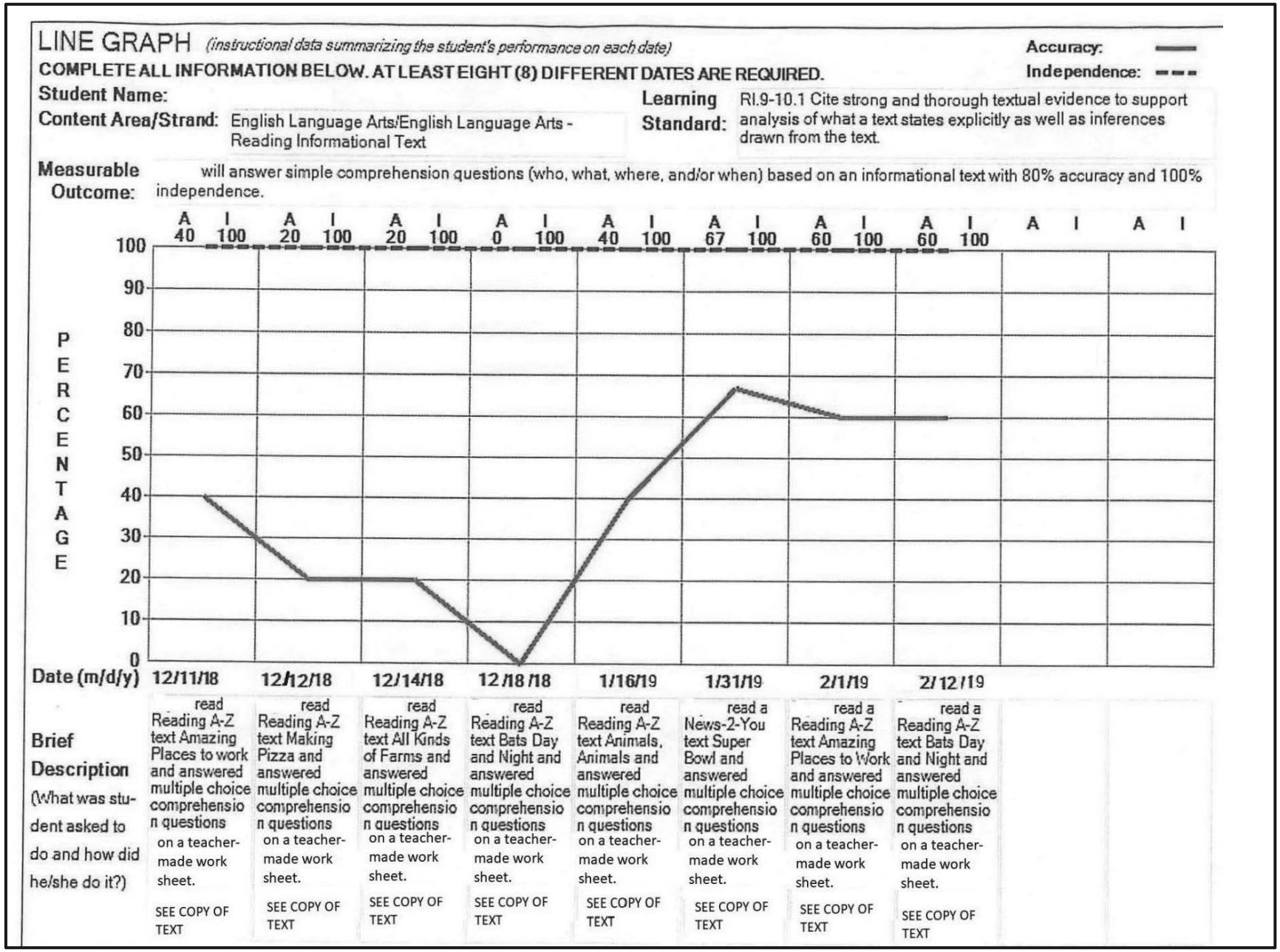
Learning Standard: 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators

Measurable Outcome: will match visual representations of simple fractions to the name of the fraction with 80% accuracy and 80% independence.



Date (m/d/y)	12/18/2018	12/19/2018	12/20/2018	1/02/2019	1/03/2019	1/04/2019	1/07/2019	1/08/2019	1/09/2019	1/10/2019
Brief Description (What was student asked to do and how did he/she do it?)	was given 15 pictures of shapes representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into baskets that were labeled with fraction	was given 15 pictures of shapes representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into baskets that were labeled with fraction	was given 15 pictures of shapes representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into baskets that were labeled with fraction	was given 15 pictures of shapes representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into baskets that were labeled with fraction	was given 15 pictures of shapes representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into labeled columns on magnetic board	was given a worksheet with 1/4, 2/4 and 3/4 labels. He was asked to sort 6 pictures of shapes to match correct number.	was given a worksheet with 1/4, 2/4 and 3/4 column labels. He was asked to sort 12 pictures of shapes to match correct number.	was given 15 pictures of shapes representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into labeled columns on magnetic board	was given 12 pictures of real life objects representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into baskets labeled with fraction numbers	was given 12 pictures of real life objects representing 1/4, 2/4, and 3/4. He was given the pictures one at a time to sort into baskets labeled with fraction numbers

Appendix C: Data Chart–Sample Line Graph



LINE GRAPH *(instructional data summarizing the student's performance on each date)*

Accuracy: ——— Independence: - - -

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

Student Name:

Content Area/Strand: English Language Arts/English Language Arts - Reading Informational Text

Learning Standard: RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

Measurable Outcome: will answer simple comprehension questions (who, what, where, and/or when) based on an informational text with 80% accuracy and 100% independence.

	12/11/18	12/12/18	12/14/18	12/18/18	1/16/19	1/31/19	2/1/19	2/12/19
A	40	20	20	0	40	67	60	60
I	100	100	100	100	100	100	100	100
Brief Description (What was student asked to do and how did he/she do it?)	read Reading A-Z text Amazing Places to work and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read Reading A-Z text Making Pizza and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read Reading A-Z text All Kinds of Farms and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read Reading A-Z text Bats Day and Night and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read Reading A-Z text Animals, Animals and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read a News-2-You text Super Bowl and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read a Reading A-Z text Amazing Places to Work and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT	read a Reading A-Z text Bats Day and Night and answered multiple choice comprehension questions on a teacher-made work sheet. SEE COPY OF TEXT

Appendix D: Rubric for Scoring Portfolio Strands

MCAS-Alt RUBRIC for Scoring Portfolio Strands

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

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

Appendix D: Rubric for Scoring ELA–Writing

2019 MCAS-Alt

Student's Name:
Date of Completion:

ELA–Writing Scoring Rubric

Check one: ☐ Narrative ☐ Opinion/Argument ☐ Informative/Explanatory ☐ Poetry

		M	1	2	3	4
Level of Complexity			Writing sample not submitted or unmatched to requirement.	Student addressed Writing through "access skills."	Student addressed Writing through "entry points."	Student addressed Writing at "grade-level."
Demonstration of Skills and Concepts	**Expression of Ideas and Content**	Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood	No main idea (informative), point of view (opinion), event sequence (narrative), or focus (poetry); or was unclear or off-topic; or used single word, picture, or symbol to express ideas; or all text provided by teacher	Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry)	Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry)	Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry)
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage	General meaning could be understood, though use of grammar was limited and/or contained errors or run-on sentences; or lacked poetry form (poetry)	Complete sentences with some errors; grammar was effective; correct noun-verb agreement; some evidence of poetry form (poetry)	Meaning was clear, with rare or no errors in grammar and overall usage; poetry form used appropriately (poetry)
	Text Structure		Used single words, pictures, symbols without text; or all text provided by teacher	Sentence fragments (phrases) or one complete sentence used to express ideas; produced two related lines (poetry)	At least two complete sentences were used to express ideas; produced up to four related lines (poetry)	A paragraph of at least three related, well-constructed sentences was used to express ideas; more than four related lines (poetry)
	Use of Vocabulary		Vocabulary was unrelated to assignment; or all text was provided by teacher	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate	Vocabulary was functional and relevant; used basic common words, with some descriptive language	Vocabulary was clear and precise; used descriptive language, modifiers, connecting words and/or phrases
Independence			Student required extensive, almost continuous prompts to complete writing sample (0-25% independent) _____%	Student required frequent prompts to complete writing assignment (26-50% independent) _____%	Student required some prompts to complete writing assignment (51-75% independent) _____%	Student required no, or very few, prompts to complete writing assignment (76-100% independent) _____%

Appendix E: STE Summary Sheet for Grades 5 and 8

2019 MCAS-Alt

Science and Technology/Engineering (STE)

STE Summary Sheet

Complete and submit one summary sheet for each of six selected entry points/access skills. Then, **select three pieces of primary evidence, each based on a different science practice**, and attach to the corresponding STE Summary Sheet.

Student's Name: _____

Date (m/d/y): _____ **Grade:** _____

Discipline (Strand): _____

Core Idea: _____

Science Practice (#1–8) _____

KEY	
+	Accurate
–	Incorrect
I	Independent
P	Prompted

☐ Entry Point ☐ Access Skill Resource Guide, Page	

Describe the activity, including materials, instructional approach, and how the student addressed the entry point or access skill:

☐ Evidence attached ☐ Self-Evaluation attached

Indicate the accuracy and independence below for each task, item, or response. Use symbols from the KEY above:

Question/Task/Item	Expected Student Response	Actual Student Response	Acc. (+/-)	Ind. (I/P)
		Summary:	%	%

Appendix E: STE Cover Sheet for Grades 5 and 8

2019 MCAS-Alt

Science and Technology/Engineering
STRAND COVER SHEET

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

1) Student's Name: _____

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

3) a. Discipline: _____

b. Core Idea: _____

c. Learning Standard: _____

Practice # (1–8)	Evidence Attached (Y/N)	STE Summary Sheet Description	Self-Eval (Y/N)

Appendix F: Informational Text–Supplemental List

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

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

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

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

Appendix F: Literature and Informational Text Types

READING: LITERATURE VS. INFORMATIONAL TEXT

(Adapted from engageny.org)

- Examples of literary text:
  - A. adventure stories
  - B. nursery rhymes
  - C. poems
  - D. fables and folktales
  - E. legends
  - F. myths
  - G. fantasy
  - H. plays
  - I. historical fiction
  - J. mysteries
  - K. science fiction
  - L. realistic fiction
  - M. allegories
  - N. parodies
  - O. satire
  - P. graphic novels

- Examples of Informational text:
  - A. literary nonfiction
  - B. biographies and autobiographies
  - C. exposition, argument, and functional text, including:
    - personal essays and speeches
    - opinion pieces
    - essays about art or literature
    - biographies and memoirs
    - journalism (articles)
    - historical, scientific, technical, or economic accounts
  - D. historical, scientific, and technical texts, including:
    - texts about history, social studies, science, and the arts
    - directions, forms, and digital sources on a range of topics
    - historical, scientific, technical, or economic accounts