Grade: 10

Content Area: Science and Technology/Engineering

Strand: Biology 1

Learning Standard: 4.3
2014 MCAS-Alt

STRAND COVER SHEET
(A completed Strand Cover Sheet must be included with evidence in the strand being assessed.)

(1) Student's Name

(2) Student's grade as reported in the Student Information Management System (SIMS): 10

(3) a. Content Area (Subject): Science and Technology/Engineering
   b. Strand: Science and Technology/Engineering - Biology 1 (High School)
   c. Learning Standard(s): 4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscle, bones, cartilage, ligaments, tendons) works with other systems to support and allow for movement. Recognize that bones produce both red and white blood cells.
   (List standards for the grade in which the student was reported in SIMS.)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)
   □ at "grade-level" expectations
   (use Work Descriptions for "grade-level" or "competency" portfolio)
   □ through "entry points"
   (List page on which entry point is found in the Resource Guide): Page: 276
   □ through "access skills"
   (practiced during academic instruction based on the grade-level standard listed above.)

(5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence").

will be able to identify the parts of the skeletal system with 80% accuracy and 80% independence.

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

   small group or 1:1 setting, staff support, visual prompts, choices to choose from (field of 2), teacher scribed responses

Primary evidence checklist (optional):
Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Graph</td>
<td>Skeletal System</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Whole skeleton labeling</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Skeletal System gluing words activity</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Skeletal system parts identification</td>
</tr>
</tbody>
</table>

(Continue list on additional paper, if needed.)
**DATA METHOD 2: BAR GRAPH**  
*Instructional data summarizing the student's performance on each date*

**Student Name:**

**Content Area/Strand:** Science and Technology/Engineering/Biology 1 (High School)

**Learning Standard:** 4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscle, bones, cartilage, ligaments, tendons) works with other systems to support and allow for movement. Recognize that bones produce both red and white blood cells.

**Measurable Outcome:** I will be able to identify the parts of the skeletal system with 80% accuracy and 80% independence.

**Accuracy:**
- 20% A
- 50% I
- 80% A
- 100% I

**Independence:**
- 20% A
- 50% I
- 80% A
- 100% I

**Date (m/d/y):**
- 11/19/2013
- 11/21/2013
- 11/22/2013
- 11/26/2013
- 12/2/2013
- 12/6/2013
- 12/12/2013
- 12/30/2013
- 3/3/2014

**Brief Description:**
- During a small group lesson in science class, listened to teacher read and then answered questions about identifying skeletal system parts.
- During science class in a 1:1 setting, worked on labeling parts on a skeleton.
- During science class in a 1:1 setting, was shown pictures and asked to identify the parts of the skeletal system.
- During science class in a 1:1 setting, was able to identify skeletal parts to their names in a matching exercise.
- During science class in a 1:1 setting, played Build-a-Body game on the internet and was asked to identify the parts to the skeleton.
- During science class labeled a diagram of the skeleton.
- During science class in a small group setting, was shown a poster of a skeleton, and asked to identify the parts pointed to.
- During science class was asked to verbally identify the parts of a skeleton on a worksheet system.
- During science class was asked to verbally identify the correct words for the picture shown, to identify the parts of the skeleton system.
- Retention check: During science class shown pictures and asked to verbally identify the parts of the skeletal system.

**Percentage:**
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%
Name:
Date (m/d/y): 12/12/2013
ACCURACY: 80%
INDEPENDENCE: 80%

Subject: Science and Technology/Engineering
Strand: Biology 1 (High School)

Learning Standard:
4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscle, bones, cartilage, ligaments, tendons) works with other systems to support and allow for movement. Recognize that bones produce both red and white blood cells.

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

This was a cool activity.

This was a hard activity.

Measurable Outcome:
will be able to identify the parts of the skeletal system with 80% accuracy and 80% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

During science class in a 1:1 setting, was asked to verbally identify the parts of a skeleton on a worksheet. Teacher scribed responses.
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WORK SAMPLE DESCRIPTION

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

Name: 
Date (m/d/y): 3/13/2014
ACCURACY: 100%
INDEPENDENCE: 80%

Subject: Science and Technology/Engineering
Strand: Biology 1 (High School)

Learning Standard:
4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscle, bones, cartilage, ligaments, tendons) works with other systems to support and allow for movement. Recognize that bones produce both red and white blood cells.

Measurable Outcome:
will be able to identify the parts of the skeletal system with 80% accuracy and 80% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

Her self-evaluation was:

I liked the pictures of the bones.

I didn't like the pictures of the bones.

Teacher scribed responses.
Name the picture below:

- Skull
- Ribs
- Clavicle
- Spine
- Pelvis