Grade: 3

Content Area: Mathematics

Domain: Measurement and Data

Learning Standard: 3.MD.B.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): 03

(3) a. Content Area (Subject): Mathematics
   b. Strand: Mathematics - Measurement and Data
   c. Learning Standard(s): 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

(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
- through "entry points"
- through "access skills"

(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 draw a scaled bar graph with 80% accuracy and 100% 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:

1:1 or small group instruction, frequent repetition to ensure mastery and skill maintenance, short clear directions, repeated as needed with checking for understanding, visuals/visual aids, use of manipulatives math reference sheets/key word charts, wait time to process, and directions read aloud, as needed

Primary evidence checklist (optional):
Use the checklist below to ensure that all evidence is labeled.

Evidence Page Type

Note: Accuracy and Independence was only scored for the creation of the graph, NOT the collection of the data.
## DATA METHOD 2: BAR GRAPH

*Instructional data summarizing the student's performance on each date*

**Student Name:**

**Content Area/Strand:** Mathematics/Mathematics - Measurement and Data

**Learning Standard:** 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

**Measurable Outcome:**

*will draw a scaled bar graph with 80% accuracy and 100% independence.*

### Accuracy:

<table>
<thead>
<tr>
<th>Date</th>
<th>2-25-14</th>
<th>2-26-14</th>
<th>2-28-14</th>
<th>3-12-14</th>
<th>3-18-14</th>
<th>3-21-14</th>
<th>3-24-14</th>
<th>3-25-14</th>
<th>3-26-14</th>
<th>3-27-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>I</td>
<td>100</td>
<td>I</td>
<td>80</td>
<td>100</td>
<td>I</td>
<td>100</td>
<td>I</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

### Independence:

<table>
<thead>
<tr>
<th>Date</th>
<th>2-25-14</th>
<th>2-26-14</th>
<th>2-28-14</th>
<th>3-12-14</th>
<th>3-18-14</th>
<th>3-21-14</th>
<th>3-24-14</th>
<th>3-25-14</th>
<th>3-26-14</th>
<th>3-27-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>I</td>
<td>100</td>
<td>I</td>
<td>80</td>
<td>100</td>
<td>I</td>
<td>100</td>
<td>I</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

### Brief Description

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

- **2-25-14:** With the support of visuals constructed a scaled bar graph after he surveyed his classmates to see how many girls vs. boys are in his classroom.
- **2-26-14:** After given the data and and the support of visuals constructed a scaled bar graph of how many girls vs. boys are in his classroom.
- **2-28-14:** With the support of visuals constructed a scaled bar graph after he surveyed his classmates to see if they knew how to blow a bubble with bubblegum.
- **3-12-14:** With the support of visuals constructed a scaled bar graph after he surveyed his classmates to see what their favorite school special was.
- **3-18-14:** With the support of visuals constructed a scaled bar graph after counting the colors of Skittles in the bag.
- **3-21-14:** With the support of visuals constructed a scaled bar graph after counting the colors of Sour Patch Kids in the bag.
- **3-24-14:** With the support of visuals constructed a scaled bar graph after counting the colors of M&M's in the bag.
- **3-25-14:** With the support of visuals constructed a scaled bar graph after he surveyed his classmates to see what their favorite sport was.
- **3-26-14:** With the support of visuals constructed a scaled bar graph after he surveyed his friends and some teachers to see what their favorite kind of pizza was.
- **3-27-14:** With the support of visuals constructed a scaled bar graph after counting the different colors of jelly beans in the bag.
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): 2-25-14
ACCURACY: 60%
INDEPENDENCE: 60%

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.)
See attached self-evaluation form completed by following his work sample.

Subject: Mathematics
Strand: Mathematics - Measurement and Data
Learning Standard:
3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Measurable Outcome:
will draw a scaled bar graph with 80% accuracy and 100% independence.

Briefly describe how the measurable outcome was addressed.
(What was student asked to do, and how did he/she do it?):
During 1:1 specialized instruction with the support of visuals constructed a bar graph after he surveyed his classmates to see how they get to school. worked hard. He was able to complete the graph with support. Verbal prompts, repeating of directions and modeling were all beneficial. showed more independence when transferring the data over on his graph, but needed support when setting the graph up.
My Graph: Gathering Information

Directions: Ask each of your classmates how they get to and from school each day.

Graph Question: How Do you get to School?

My Tally Chart:

<table>
<thead>
<tr>
<th>Choices</th>
<th>Tallies</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>HHHHHH HHT 15</td>
</tr>
<tr>
<td>walk</td>
<td>12</td>
</tr>
<tr>
<td>bike</td>
<td>0</td>
</tr>
<tr>
<td>car</td>
<td>HTHH</td>
</tr>
</tbody>
</table>

What is the title of your graph? How Do you get to School?

What is on the X Axis (-)? Number of Friends

What is on the Y Axis (j)? Ways to get to school

_______'s self-evaluation

Why did I choose this work? (I'm proud, I liked it, I worked hard, My class liked it)

What was this work like? (This was too hard, This was easy, This was just right, This was fun)

Where did I do this work? (Home, School)

How do I think I did? (Great, I did okay, This is not my best, I should try again)
Name: 
Date (m/d/y): 2-26-14 
ACCURACY: 100% 
INDEPENDENCE: 60%

Subject: Mathematics
Strand: Mathematics - Measurement and Data
Learning Standard:
3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Measurable Outcome:
will draw a scaled bar graph with 80% accuracy and 100% independence.

Briefly describe how the measurable outcome was addressed.
(What was student asked to do, and how did he/she do it?):

During 1:1 specialized instruction constructed a bar graph of how many girls vs. boys are in his classroom when the data was provided to him on a chart. showed more independence when transferring the data over on the graph, but needed some verbal prompts and repeating of directions when setting the graph up. He required verbal prompts when labeling the X and Y axis as he was not able to do this on his own. Verbal prompts, repeating of directions and modeling were beneficial.
Grade 3M
Boys vs. Girls Bar Graph

Directions: Use information in the table below to create a bar graph.

<table>
<thead>
<tr>
<th>Number of Students in Class:</th>
<th>Total Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS:</td>
<td>15</td>
</tr>
<tr>
<td>GIRLS:</td>
<td>9</td>
</tr>
</tbody>
</table>

What is the title of your graph? Grade 3M Boys Vs Girls Bar Graph

What is on the X Axis (-)? Boys and Girls

Number of Boys and Girls

's self-evaluation

<table>
<thead>
<tr>
<th>Why did I choose this work?</th>
<th>I'm proud.</th>
<th>I liked it.</th>
<th>I worked hard.</th>
<th>My class liked it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was this work like?</td>
<td>This was too hard.</td>
<td>This was easy.</td>
<td>This was just right.</td>
<td>This was fun.</td>
</tr>
<tr>
<td>Where did I do this work?</td>
<td>home</td>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do I think I did?</td>
<td>Great!</td>
<td>I did okay.</td>
<td>This is not my best.</td>
<td>I should try again.</td>
</tr>
</tbody>
</table>
Grade 3M Boys vs. Girls Bar Graph

<table>
<thead>
<tr>
<th>Number of Boys vs. Girls</th>
<th>Bar Graph</th>
<th>Independent= I P= Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing the Title</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>Labeling X Axis</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Labeling Y Axis</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Writing Labels and Numbers</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>Transfer Data</td>
<td>I</td>
</tr>
</tbody>
</table>

Accuracy: 100%
Independence: 60%