

2010 MCAS - Alt

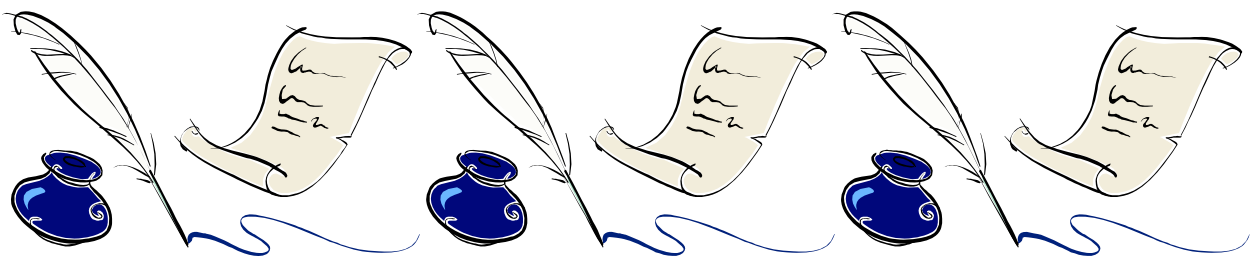
Sample Portfolio Strand

Grade: 3

Content Area: English Language Arts

Strand: Language

Learning Standard: 4.16



2010 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) State-Assigned Student Identifier (SASID):
 (3) Grade in which student was reported to Student Information Management System (SIMS): 3
 (4a) Content Area (Subject): **English Language Arts**
 (4b) Strand: **English Language Arts - Language (including General Standard 4)**
 (4c) Learning Standard(s): (List learning standards for the grade in which student was reported to SIMS.
 LS No.: 4.16

Learning Standard based on student's grade

Identify and apply the meaning of the terms antonym, synonym, and homophone.

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"

(6) Measurable outcome: Indicate in measurable terms the **targeted skill** the student is expected to learn based on the learning standard and 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").

The student will be able to match synonyms with 80% accuracy and 100% independence.

(7) Adaptations, accommodations, and/or modifications used by the student during routine instruction in order to perform this skill independently.)

unknown words read, story read to the class, use of a word wall

(8) Primary evidence included in this Strand:

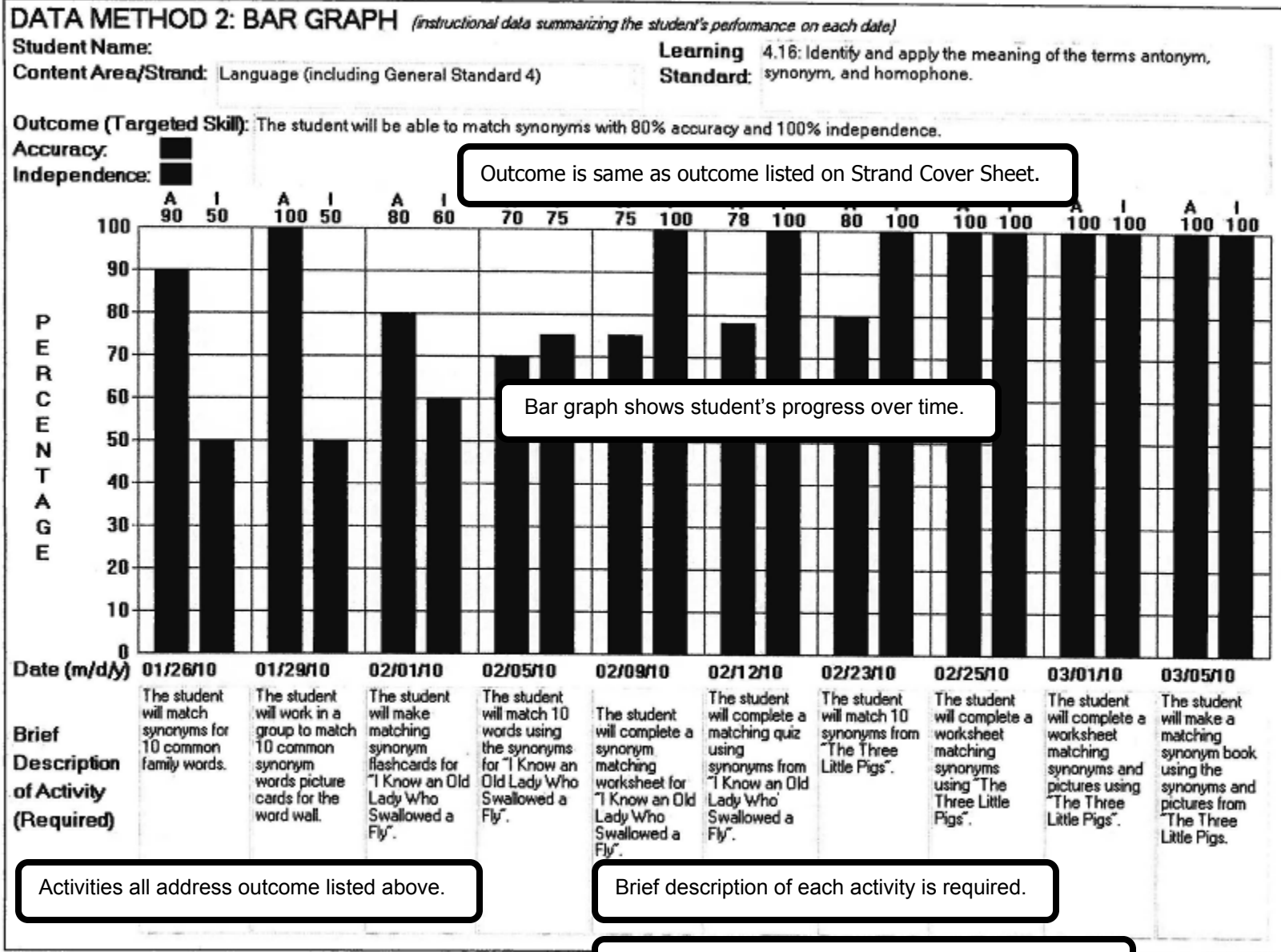
All evidence must be **labeled** with: student's name; day, month, and year work was completed; % accuracy; and % independence. Write this information on each piece or attach a completed *Work Sample Description*.

Each portfolio strand must include the following evidence at minimum: one data chart and two pieces of primary evidence related to the skill or outcome shown on the data chart, plus additional evidence (at the teacher's discretion) to document the skill, or other skills, in the strand. **Note: Including more than the minimum requirement is strongly encouraged.**

Measurable outcome addresses one skill based on an entry point for ELA - General Standard #4

Evidence Page Type	My Description
Work Sample Description	Matching synonym worksheet
Work Sample Description	Matching synonym word/picture worksheet
Work Sample Description	Matching Synonym book
Bar Graph	Synonym Matching Graph

One data chart (required) that measures student's performance of a single skill.



Work Sample Description for activity on following page

2010 MCAS-AIT

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**.)

Targeted skill is same as measurable outcome listed on Strand Cover Sheet and on data chart.

Name:

Date (m/d/y): **02/25/10**

Accuracy: **100%**

Independence: **100%**

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**

Subject: **English Language Arts**

Strand: **Language (including General Standard 4)**

Standard(s): **4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.**

Targeted Skill:

The student will be able to match synonyms with 80% accuracy and 100% independence.

Brief Description of Activity Related to Skill:

The student will complete a worksheet matching synonyms using "The Three Little Pigs". The student will draw a line matching the synonym words.

Describes what the student was asked to do.

Work Sample #1 addresses same skill listed on Strand Cover Sheet and on data chart.

FEB 25 2010

Name

Date

Synonyms Matching

Draw a line to match each synonym.

$\frac{5}{5} = 100\%$
A = 100%
I = 100%

home

pig

hog

house

tiny

little

large

bad

terrible

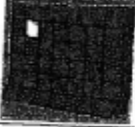
big

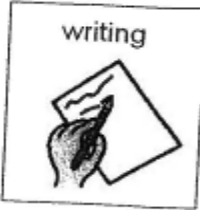
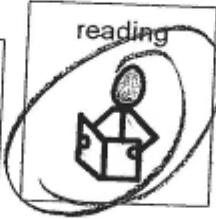
Work sample #1 also included on data chart for 2/25/10.


Self-Evaluation:
Student reflects on his/her performance.

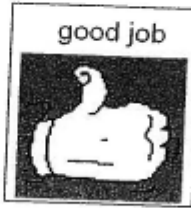
[Blank box for student name]

/ / FEB 25 2010

 Today in

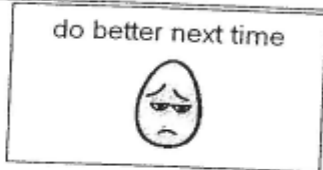
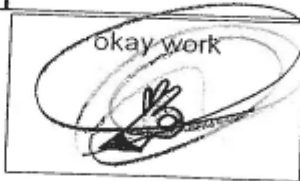
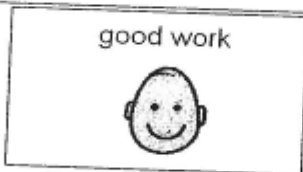


I paid attention 



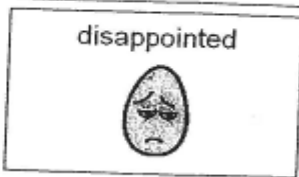
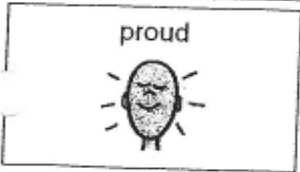
How did you do on your work today?

OK



How do you feel about your work?

OK



Work Sample Description for activity on following page

2010 MCAS-Ait

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.)

Targeted skill is same as measurable outcome listed on Strand Cover Sheet and on data chart.

Name:

Date (m/d/y): 03/01/10

Accuracy: 100%

Independence: 100%

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**

Subject: **English Language Arts**

Strand: **Language (including General Standard 4)**

Standard(s): **4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.**

Targeted Skill:

The student will be able to match synonyms with 80% accuracy and 100% independence.

Brief Description of Activity Related to Skill:

The student will complete a worksheet matching synonyms and pictures using "The Three Little Pigs". The student will match a picture with the picture of the synonym word.

Describes what the student was asked to do.






Work sample #2 addresses the same skill listed on Strand Cover Sheet and on data chart.

Name

Date

MAR 01 2010

Match the picture with the corresponding synonym.

1. twigs  sticks ✓
2. pan  pot ✓
3. stalk  straw ✓
4. exhale  blow ✓
5. construct  build ✓

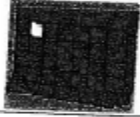
$\frac{5}{5} = 100\%$
I = 100%
A = 100%

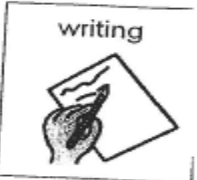
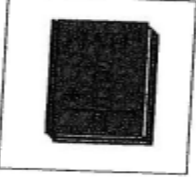
Work sample #2 is also included on data chart for 3/1/10.


Self-Evaluation: Student reflects on his/her performance

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/ / MAR 01 2010

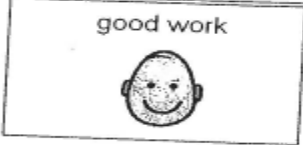
 Today in



I paid attention 



How did you do on your work today?
OK



How do you feel about your work?
OK

