

# 2010 MCAS - Alt

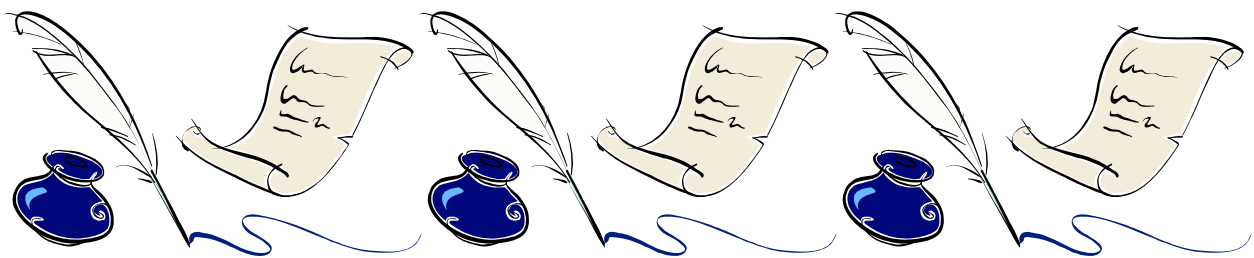
## Sample Portfolio Strand

**Grade: 3**

**Content Area: Mathematics**

**Strand: Number Sense and Operations**

**Learning Standard: 4.N.12**



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## STRAND COVER SHEET

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

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- (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): **Mathematics**  
(4b) Strand: **Mathematics - Number Sense and Operations**  
(4c) Learning Standard(s): (List learning standards for the grade in which student was reported to SIMS.)  
LS No.: **4.N.12**
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Learning Standard based on student's grade

**Add and subtract (up to 5-digit numbers) and multiply (up to 3 digits by 2 digits) accurately and efficiently.**

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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").

**will use addition to solve problems with at least 80% accuracy and independence.**

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

**directions read word problems read, as needed use of manipulatives, such as number grid/line, base-10 pieces**

(8) **Primary evidence included in this Strand:**

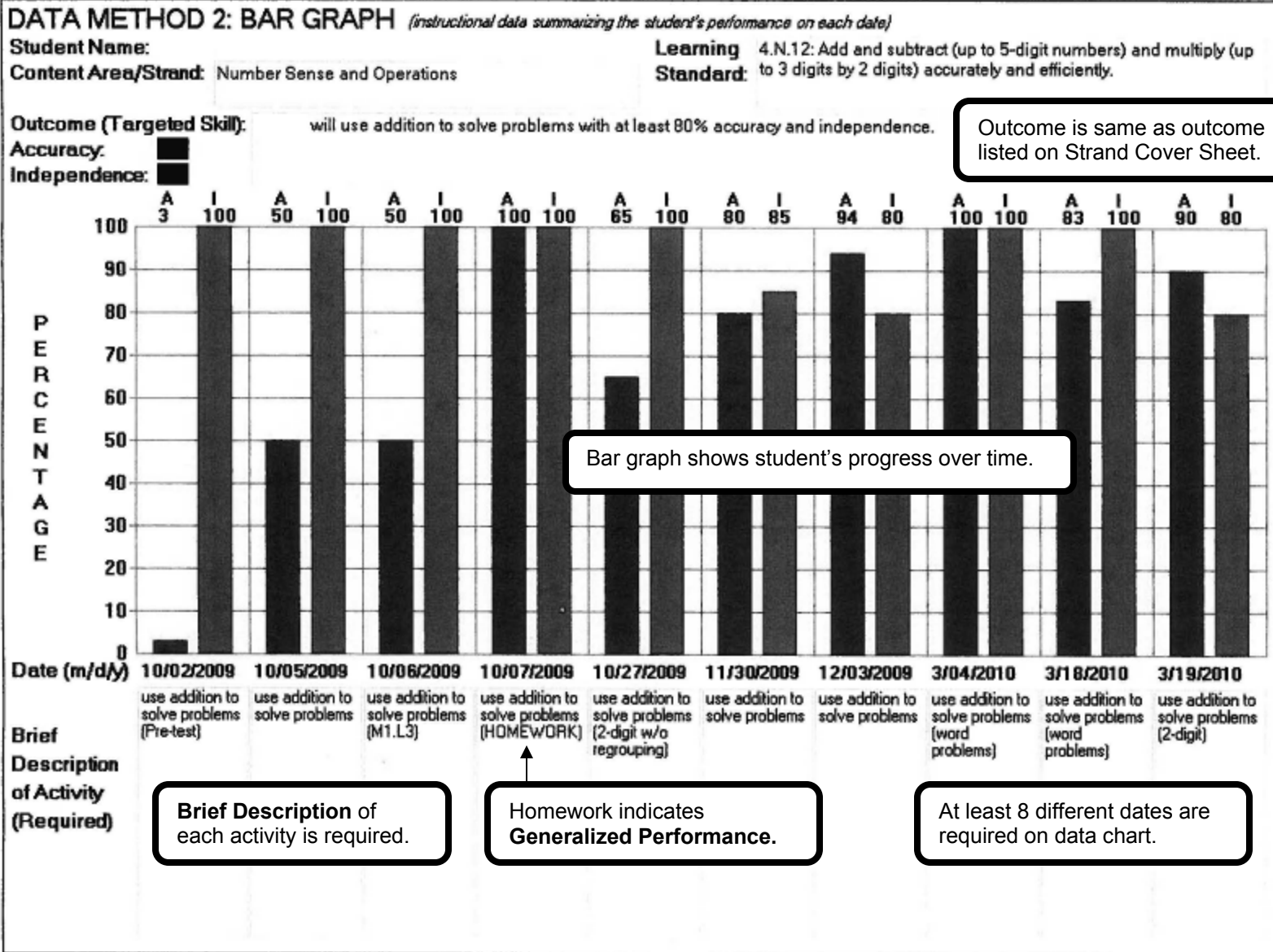
All evidence must be **labeled** with: student's name; day, month, and year work was completed; % accuracy; and % independence. Write this information on each piece or attach a completed *Work Sample Description*.

Measurable outcome addresses one skill based on an entry point for Mathematics - Standard 4.N.12.

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.**

Click on an Evidence button above to add a new evidence label, chart, or graph to your list.

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 rubrics.)

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

Name:

Date (m/d/y): 12/03/2009

Accuracy:

94%

Independence: 80%

Subject: **Mathematics**

Strand: **Number Sense and Operations**

Standard(s): **4.N.12 Add and subtract (up to 5-digit numbers) and multiply (up to 3 digits by 2 digits) accurately and efficiently.**

Targeted Skill:

**will use addition to solve problems with at least 80% accuracy and independence.**

**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**

Brief Description of Activity Related to Skill:  
**Using a number line, completed addition number sentences.**

Describes what student was asked to do

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

1 a. 7 + 2 = 9

2 a. 0 + 2 = 2

3 a. 2 + 2 = 4

4 a. 3 + 3 = 6

5 a. 0 + 5 = 5

6 a. 3 + 2 = 5

7 a. 2 + 7 = 9

8 a. 8 + 2 = 10

1 b. 5 + 2 = 7

2 b. 4 + 4 = 8

3 b. 0 + 8 = 8

4 b. 7 + 1 = 9

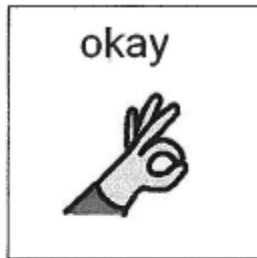
5 b. 2 + 8 = 10

~~6 b. 3 + 2 = 4~~

7 b. 4 + 3 = 7

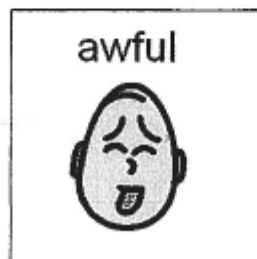
8 b. 7 + 1 = 8

I think this activity was...



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

I think I did...



Work Sample #1 is  
also included on data  
chart for 12/3/09.

Work Sample Description for activity on following page

2010 MCAS-Alt

## 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.)

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

Name:

Date (m/d/y): **3/18/2010**

Accuracy: **83%**

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**

Subject: **Mathematics**

Strand: **Number Sense and Operations**

Standard(s): **4.N.12 Add and subtract (up to 5-digit numbers) and multiply (up to 3 digits by 2 digits) accurately and efficiently.**

Targeted Skill:

**will use addition to solve problems with at least 80% accuracy and independence.**

Brief Description of Activity Related to Skill:  
**completed word problems using addition.**

Describes what student was asked to do

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

Name \_\_\_\_\_ Date \_\_\_\_\_

Susan went hiking. She hiked 8 miles to a ridge. Then she hiked 4 miles to a waterfall. How many miles did she hike?

$$8 + 4 = 12 \text{ miles}$$

Bridget picked 3 daffodils. Bridget picked 4 tulips. How many flowers did Bridget pick?

$$3 + 4 = 7 \text{ flowers}$$

Dale was gathering rocks. He found 3 white rocks. He found 3 gray rocks. How many rocks did Dale find?

$$3 + 3 = 6 \text{ rocks}$$

The Hughes family has 2 boys and 2 girls. How many children are in the Hughes family?

$$2 + 2 = 4 \text{ children}$$

Ronald was looking for spiders in his yard. He found 2 by the dog house. He found 2 by the driveway. How many spiders did Ronald find in all?

$$2 + 2 = 4 \text{ spiders}$$

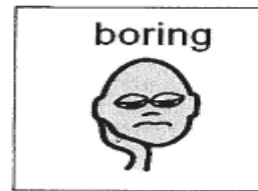
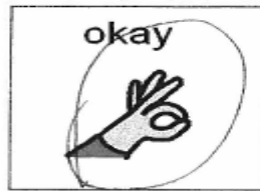
Vickie rolled 2 dice. She rolled a 5 and a 1. What was the total on the dice?

$$2 + 1 = 6 \quad \times \quad 5 + 1 = 6$$

General Performance: Student practices the same skill in a different way.

Self Evaluation:  
Student reflects on his/her performance.

I think this activity was...



I think I did...

