

# **2009 MCAS - Alt**

## **Sample Portfolio Strand**

**Grade: 4**

**Content Area: English Language Arts**

**Strand: Composition**

**Learning Standard: 19.9**



## 2009 MCAS-Ait STRAND COVER SHEET

Student Name

0123456789

- (1) Student's Name: \_\_\_\_\_
- (2) State Assigned Student Identification Number (SASID): \_\_\_\_\_
- (3) Grade in which student is enrolled and reported to Student Information Management System (SIMS): **4**
- (4) a-b: Content Area (Subject)/Strand:

**English Language Arts - Composition**

- (4) c: Learning Standard(s): (List learning standards for the grade in which student is enrolled.)  
(ELA: 3-4) (LS: 19.9) Write stories that have a beginning, middle, and end and contain details of setting.

- (5) 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 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").

Student will demonstrate knowledge that stories have a beginning, middle and an end with at least 80% accuracy and 80% independence.

One skill based on "entry points" for learning standard 19.9

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

Material is routinely read aloud to the student. Directions are read and clarified. A scribe may also be used, as needed.

- (8) Primary Evidence Included in this Strand:

Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence. **Including more than the minimum requirement is strongly encouraged.**

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 Description*.

		Name	Date	Acc.	Ind.
2 - Work Description	<b>Retell a story beginning middle end</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	<b>Illustrate beginning , middle and end of story</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	<b>Student composition beg. middle, end</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5 - Bar Graph	<b>Identifying beginning, middle and end</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	<b>Once Upon A Time Story</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1 - Click Here for New Evidence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 - Click Here for New Evidence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 - Click Here for New Evidence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Primary Evidence – Data Chart

**DATA METHOD 2: BAR GRAPH of INSTRUCTIONAL DATA** (Instructional data summarizing the student's performance on each date.)

Student Name: Student Name

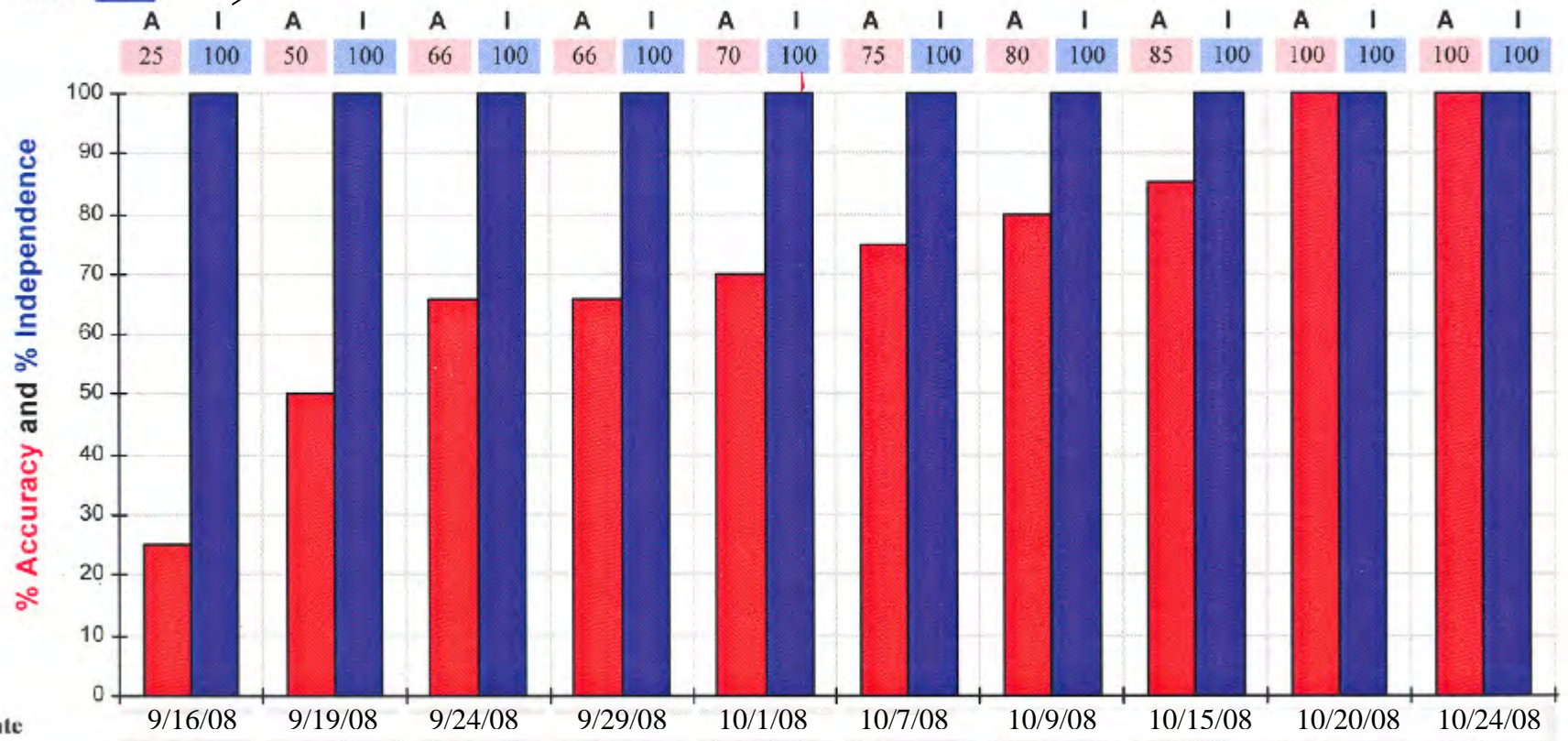
**Learning Standard** (ELA: 3-4) (LS: 19.9) Write stories that have a beginning, middle, and end and contain details of setting.

**Content Area/Strand:** English Language Arts - Composition

**Outcome (Targeted Skill)** Student will demonstrate knowledge that stories have a beginning, middle and an end with at least 80% accuracy and 80% independence.

Accuracy ■  
Independence ■

Independence remains 100% throughout entire data collection period; accuracy increases over time.



Date

**Brief Description of Activity**

9/16/08	9/19/08	9/24/08	9/29/08	10/1/08	10/7/08	10/9/08	10/15/08	10/20/08	10/24/08
Pretest for beginning, middle and end. 4 questions	use story sentences from reading level, student will put them into beg. mid. end	Use puppets to retell a fairy tale with different puppet for beg. mid. end of story	Read a 1 page story. Sequence story on magnetic strips into beg. mid. end	Use a graphic organizer to put a 6 sentence story into beginning middle, end	With peer at center create a Once Upon a Time story and present beg. mid. end to class	Use reading story from level and cut up into beg. mid. end paste on paper and illustrate	Listen to a story on tape and illustrate beg. mid. end with a partner.	Write and original story and place sentences into beg. mid. end boxes.	Whole group retell a story from reading Students take turns telling beg. mid. end



## 2009 MCAS-Ait WORK SAMPLE DESCRIPTION

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

Name: Student Name

Subject:  ELA  Math  Sci  HSS

Date (m/d/y): 10/20/08

Strand: **Composition**

ACCURACY: 100 %

Learning Standard:

(ELA: 3-4) (LS: 19.9) Write stories that have a beginning, middle, and end and contain details of setting.

INDEPENDENCE: 100 %

Self-Evaluation (Must either be completed by the student, or show evidence of choices made by the student.)

Targeted Skill:

Student will demonstrate knowledge that stories have a beginning, middle and an end with at least 80% accuracy and 80% independence.

Awesome

Brief Description of Activity Related to Skill:

Student was asked to listen to a story and decide the beginning, middle, and end of the story. Student was then asked to rewrite the story with the beginning, middle, and end. Student was asked to color the beginning of the story yellow, the middle green, and the end blue.



Student reflected on own performance.

Primary Evidence (also appears on data chart)

Student Name

Name The Trolley Ride

Date 10/20/08

Listen to the story. Decide what the beginning, middle and end of the story is. Write your answer below.

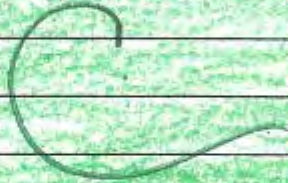
Beginning

Some characters got on the trolley.



Middle

metooka  
ride



End

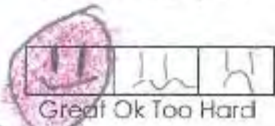
Then the characters  
got off the trolley.



Name:

How do you think you did?

Did you like this activity?



Yes

100% accuracy 100% independence



## 2009 MCAS-AIT WORK SAMPLE DESCRIPTION

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

Name: Student Name

Subject:  ELA  Math  Sci  HSS

Date (m/d/y): 10/27/08

Strand: **Composition**

Learning Standard: (ELA: 3-4) (LS: 19.9) Write stories that have a beginning, middle, and end and contain details of setting.

ACCURACY: 100 %

INDEPENDENCE: 100 %

Self-Evaluation (Must either be completed by the student, or show evidence of choices made by the student.)

Targeted Skill:

**Student will demonstrate knowledge that stories have a beginning, middle and an end with at least 80% accuracy and 80% independence.**

Brief Description of Activity Related to Skill:

**Student was asked to demonstrate knowledge of beginning, middle, and end by writing an original story about what they did after school. Student was asked to color the beginning of the story yellow, the middle green, and the end blue.**

This is  
good  
JOB! A+



Student Name  
10/27/08

100% accuracy

100% independence

after school

When I get off the bus I  
play outside.

I eat dinner with my Mom and  
Dad and my sister.

I do my homework.

I take a bath.

I go to bed.



Beautiful

