

# 2005 MCAS - Alt

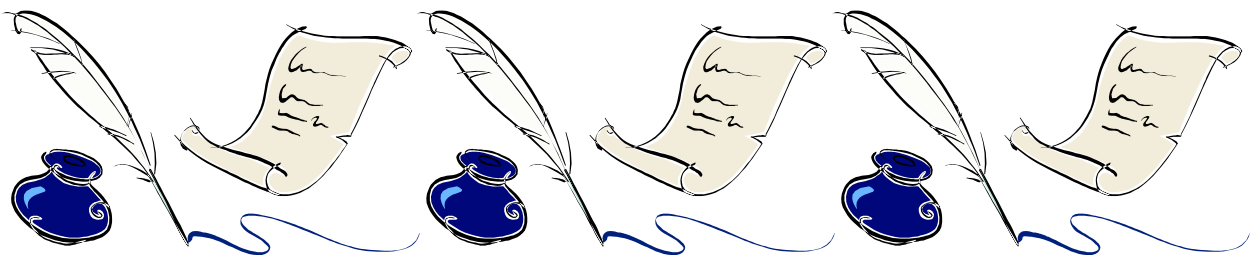
## Sample Portfolio Strand

**Grade: 4**

**Content Area: Mathematics**

**Strand: Number Sense & Operations**

**Learning Standard: 4.N.10**





2005 MCAS-Alt

# STRAND COVER SHEET

(A completed **Strand Cover Sheet** must be included for each strand in the content area being assessed.)

(1) Student's Name: Student Name

(2) State-Assigned Student Identification Number (SASID): 

0	1	2	3	4	5	6	7	8	9
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(3) Student's Grade: If in an *ungraded* program, list the grade attended by a typical student at that chronological age. 4

(4) a. Content Area (Subject): Mathematics

b. Strand: Number Sense and Operations

c. Learning Standard(s): 4.N.1 4.N.2  
(List learning standards for the grade in which student is enrolled.)

Learning Standard 4.N.10 is the most appropriate learning standard based on the evidence.

(5) Level of complexity: Student addresses *Curriculum Frameworks* learning standard(s) in this strand:  
 at grade-level expectations     through "entry points"     through "access skills"

(6) Measurable outcome: How does the evidence in this strand document the learning standards at the level of complexity indicated in #5 above?  
The student will... add two numbers using manipulatives or pictures with 80% accuracy.



(7) Adaptations, accommodations, and/or modifications: (List those used by the student during routine instruction in order to perform this skill independently.)  
refocusing, assist with reading

(8) **PRODUCT DESCRIPTION**  
 The Portfolio Strand must include at minimum: one data chart, and two related work samples or other pieces of primary evidence labeled with the student's name; the day, month, and year the work was produced; % accuracy; and % independence. Attach a completed *product description label*, or write this information on each work sample. Use the optional checklist below to track each piece of primary evidence submitted in this portfolio strand.

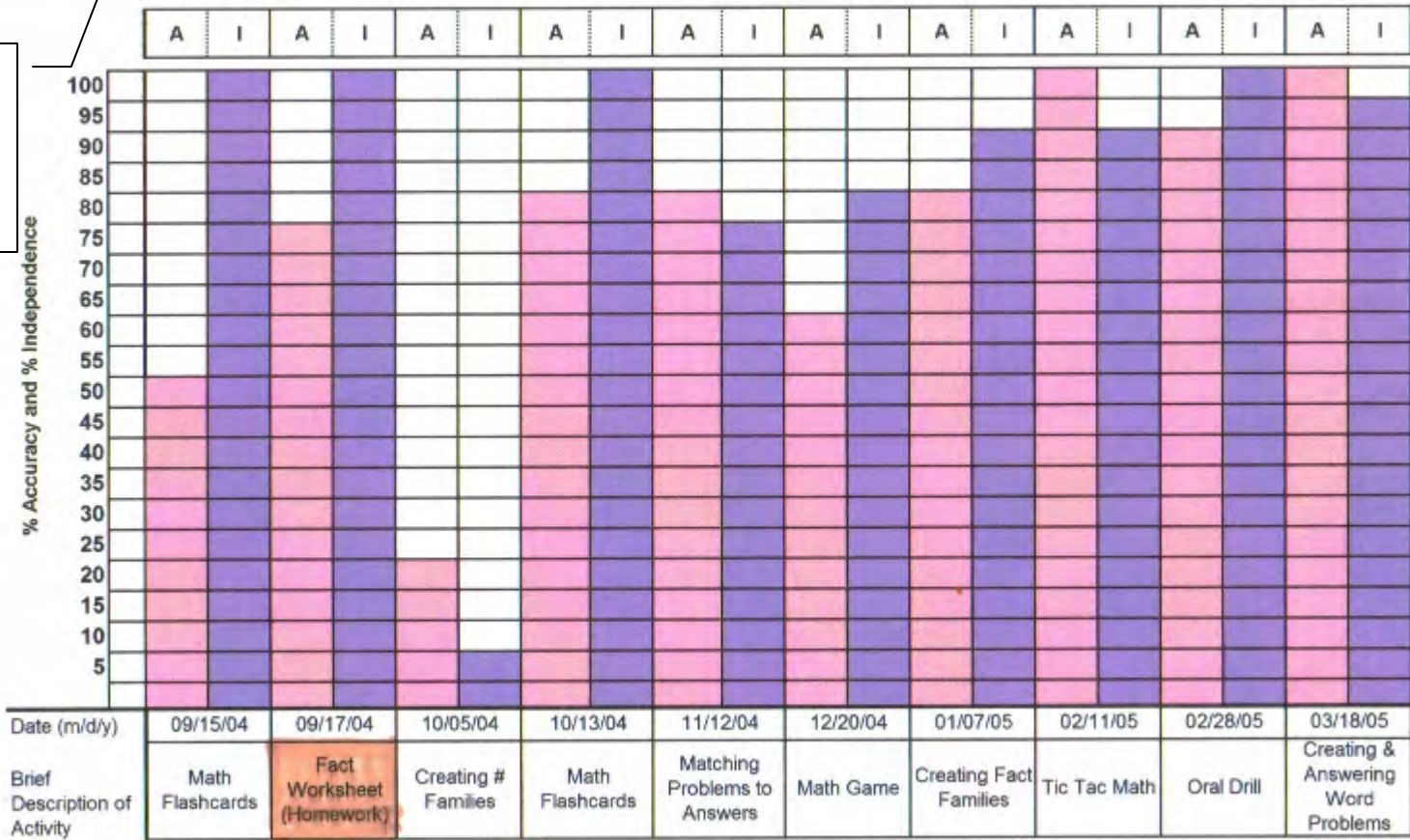
Primary Evidence - "Required Information" Checklist				
Primary Evidence	Name	Date	% Accuracy	% Independence
<i>EXAMPLE - Data Chart</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Dobber Addition</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Sticker Set Fact Fun</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Word Problems (Sticker Set)</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Word Problem - Composition</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Data Sheet</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Student Name Student Name '04 - '05  
 Content Area/Strand Number Sense Learning Standard(s) 4.N.1, 4.12  
 Outcome (Targeted Skill) Given addition facts (orally or in written form), S will give the answers with 80% accuracy.

Learning Standard should be 4.N.10

**KEY**  
 % Accuracy (A):   
 % Independence (I): 

Targeted skill is stated very broadly; should focus on a specific skill.



Massachusetts Comprehensive Assessment System  
 2005 Educators Manual for MCAS-Alt

Homework contributes to the score for Generalized Performance.

Note increasing complexity of work assigned.



2005 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.)

No. \_\_\_\_\_ Student Name \_\_\_\_\_

Subject  ELA  Math  Sci

Date (m/d/y) 12-1-04

Strand Number Sense + Operations

ACCURACY 80 %

Standard(s) 4N.1, 4N.12

INDEPENDENCE 100 %








Brief Description of Activity

Self-Evaluation (completed by the student)

See student chosen sticker


Following a lesson and demonstration  
the teacher dictated and student  
wrote 8 addition sentences.  
Using different colored "dobbars"  
she made sets and solved  
the # sentences.

(continue on reverse if necessary)


<p>Student Name</p> <p>Name</p> <p> student chosen sticker</p> <p><math>\frac{80}{10}</math></p>	<p>12-1-04 <span style="float: right;">pg 1 of 2</span></p> <p>Date</p> <p>80% accuracy</p> <p>100% independence</p>
<p><math>3 + 3 = 6</math></p> <p></p> <p>✓</p>	<p><math>5 + 2 = 7</math></p> <p></p> <p>✓</p>
<p><math>4 + 6 = 10</math></p> <p></p> <p>✓</p>	<p><math>7 + 3 = 10</math></p> <p></p> <p>✓</p>
<p><math>5 + 6 = 11</math></p> <p></p> <p>✓</p>	<p><math>4 + 7 = 11</math></p> <p></p> <p>✓</p>

The % accuracy and % independence are noted on the work samples as well as on the Work Sample Description. Either is sufficient.

7 + 8 = 15 ✓




5 + 5 = 10 ✓




6 + 5 = 11 ✓

pg 2 of 2



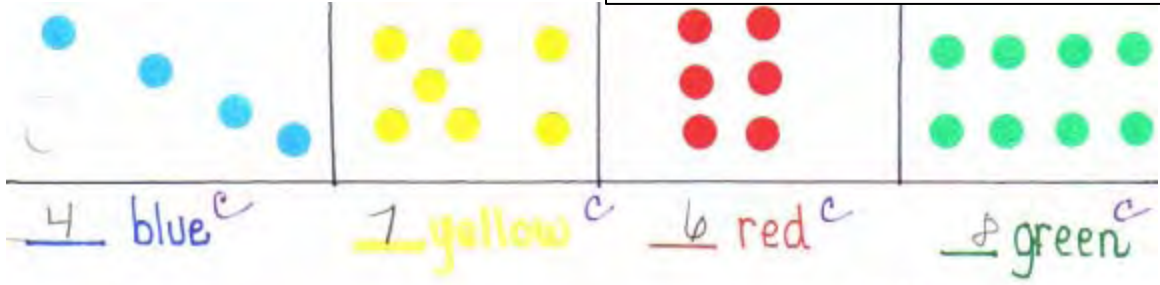
9 + 4 = 13 ✓



Handwritten mathematical problems on pink paper. The first problem is 7 + 8 = 15, with 15 orange dots drawn below. The second is 5 + 5 = 10, with 10 dots (5 red, 5 green) drawn below. The third is 6 + 5 = 11, with 11 blue dots drawn below. The fourth is 9 + 4 = 13, with 13 dots (9 red, 4 orange) drawn below. There are checkmarks next to each equation. The text 'pg 2 of 2' is written in the top right area.

Primary Evidence  
(related to skill shown on chart)

The dot sequences are used for the assignment on this page and the following page.



blue + red       $\underline{4} + \underline{6} = \underline{10}^c$       Accuracy 100%

green + blue       $\underline{8} + \underline{4} = \underline{12}^c$       Independence 80%

yellow + green       $\underline{1} + \underline{8} = \underline{15}^c$

red + green       $\underline{6} + \underline{8} = \underline{14}^c$

yellow + red       $\underline{7} + \underline{6} = \underline{13}^c$

blue + yellow       $\underline{4} + \underline{7} = \underline{11}^c$

2005 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  
Date (m/d/y) 1-5-05      Strand Number Sense + Operations

ACCURACY 100 %      Standard(s) 4.N.1, 4.N.2

INDEPENDENCE 80 %

Brief Description of Activity  
S counted the colored sets then created and solved # sentences.

Self-Evaluation (completed by the student)  
see student chosen sticker and comment

(writing on reverse if necessary)

*worked hard*  
*I wrote 1 sentence.*

Student reflected on performance

Name Student Name      January 5, 2005

see sets on next page accuracy 75%  
independence 100%

Name Student Name Date 1-6-05

**NOTE:** This activity is based on the dots on the preceding page but is a separate work assignment

% accuracy and % independence are listed on the evidence.

Clara has the red dots and the blue dots. How many dots does Clara have?

$$\underline{6} + \underline{4} = \textcircled{1}^{10}$$



student chosen

Mom has the green dots and the yellow dots. How many dots does Mom have?

$$\underline{8} + \underline{7} = \underline{15} \quad \text{C}$$

Student's choice of sticker is indicated for Self-Evaluation.

Dad has the yellow and the blue dots. How many dots does Dad have?

$$\underline{7} + \underline{4} = \underline{11} \quad \text{C}$$

Danielle has the red dots and the green dots. How many dots does Danielle have?

$$\underline{6} + \underline{8} = \underline{14} \quad \text{C}$$



2005 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

Date (m/d/y) 3-11-05

Strand Number Sense + Op.

ACCURACY 100 %

Standard(s) 4N.1, 4N.12

INDEPENDENCE 80 %

Brief Description of Activity


Self-Evaluation (completed by the student)

*see student  
chosen picture/  
sticker*

*Given 3 pairs of pictures student  
created and wrote 3 word  
problems*

(continue on reverse if necessary)

*\* used in Number Sense + Operations*

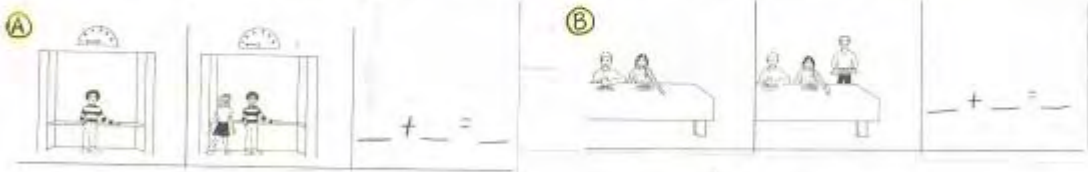
2-11-05  student chosen

\* pictures on back \*

(A) One boy is in the <sup>elevator</sup> elevator.  
One girl <sup>goes</sup> go in the <sup>elevator</sup> elevator.  
How many <sup>people</sup> peopl are in the  
<sup>elevator now</sup> elevatr now?

(B) Two <sup>people</sup> peopl are having dinner  
at the <sup>table</sup> tabl. <sup>Another</sup> Another  
<sup>person</sup> persn <sup>comes</sup> come to the <sup>table</sup> tabl. How  
Many <sup>people</sup> peopl are <sup>eating</sup> eting now?

⊙ The boy is <sup>sleeping</sup> in a bed. Two <sup>more</sup> boys get into bed. How many boys are in bed now?



The student used these pictures to create the word problems. Creating word problems from pictures shows an additional instructional approach, increasing the student's score for Generalized Performance.