

2011 MCAS - Alt

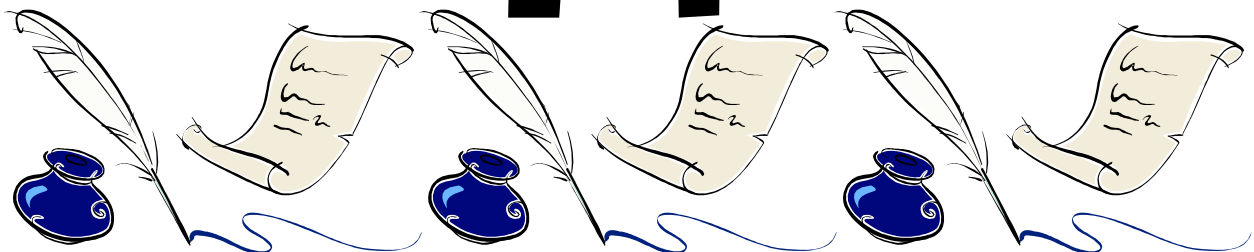
Sample Portfolio Strand

Grade: 6

Content Area: English Language Arts

Strand: Language

Learning Standard: 4.19



Learning Standard based on student's grade

English Language Arts-General Standard 4 for a student in Grade 6

2011 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) Student's grade as reported in the Student Information Management System (SIMS): 6
- (4) a-b: Content Area (Subject)/Strand:

English Language Arts - Language (General Standard 4)

- (4) c: Learning Standard(s): (List learning standards for the grade in which student was reported to SIMS.)
 (ELA: 5-6) (LS: 4.19) Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.

- (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 identify antonyms of given words with 80% accuracy and 80% independence.

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

**directions read to student
 student answered questions orally and teacher scribed answers,
 verbal and visual cues, Mayer Johnson pictures
 help with spelling , writing, cutting, pasting**

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

- (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.**

		Name	Date	Acc.	Ind.
5 - Bar Graph	Antonyms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	Antonyms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	Antonyms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	Antonyms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 - Work Description	Antonyms Flower	<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"/>

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

DATA METHOD 2: BAR GRAPH (insert student's name) *(insert date on each date.)*
COMPLETE ALL INFORMATION BELOW.

Student Name:

Content Area/Strand: English Language Arts - Language (General Standard 4)

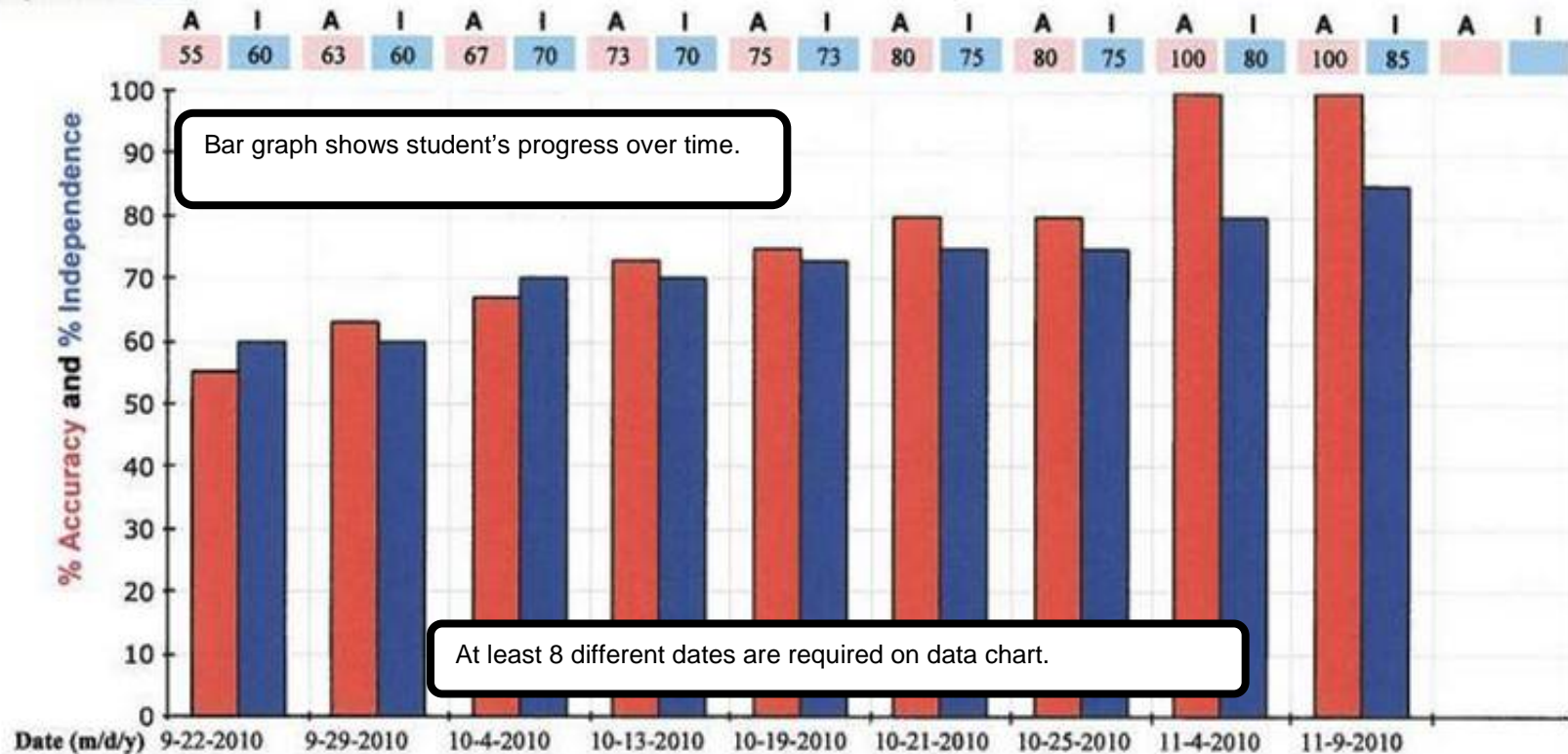
Learning Standard

(ELA: 5-6) (LS: 4.19) Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.

Outcome (Targeted Skill) Student will identify antonyms of given words with 80% accuracy and 80% independence.

Outcome is same as outcome listed on Strand Cover Sheet.

Accuracy █
 Independence █



Bar graph shows student's progress over time.

At least 8 different dates are required on data chart.

At least eight (8) different dates are required.

Date (m/d/y)	Brief Description of Activity (Required)
9-22-2010	pretest Student was given pictures of antonyms and asked to identify the ones that go together.
9-29-2010	Student was given flash cards with pictures & words and asked to identify antonyms.
10-4-2010	Student was given words orally and asked to identify antonyms of given words.
10-13-2010	Student was given a wk sample and asked to identify antonyms by using the word bank and word in bold letters.
10-19-2010	Student was given a wk sample with pictures and words and asked to identify antonyms.
10-21-2010	Student was given word cards & paper. Then asked to identify antonyms and paste beside each other.
10-25-2010	Antonym Bingo: Identify antonyms
11-4-2010	Student was given a wk sample and asked to identify antonyms by using the word bank and word in bold letters.
11-9-2010	Student was given word cards & paper. Then asked to identify antonyms and paste beside each other.

Brief description of each activity is required.

Varied activities indicate Generalized Performance.

Work Sample Description for activity on following page

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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:

Subject: ELA Math Sci

Date (m/d/y): **10-27-2010**

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

ACCURACY: **100** %

Learning Standard: **(ELA: 5-6) (LS: 4.19) Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.**

INDEPENDENCE: **80** %

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

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.)

Targeted Skill: ▲

see attached sheet

Student will identify antonyms of given words with 80% accuracy and 80% independence.

Brief Description of Activity Related to Skill:

Student was given a wk sample and words cut of for her from the word bank. She was asked to identify antonyms by using the word bank. Student gave answer verbally adult pasted for her.

Describes what the student was asked to do.

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

Name _____ Date 10-27-10

Directions: Use the word bank to identify each antonym

<u>Word Bank</u>		
bad	push	men
fast	easy	hot

hard

easy ✓

*100% A
80% I*

cold

hot ✓

pull

push ✓

women

men ✓

good

bad ✓

slow

fast ✓

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

NAME _____

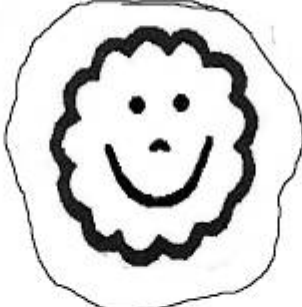
DATE _____

10-27-10

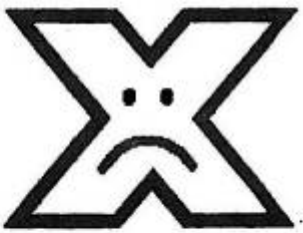
Did you work quietly ?



Yes



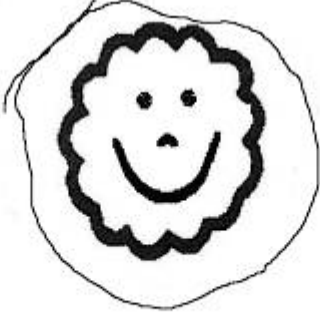
No



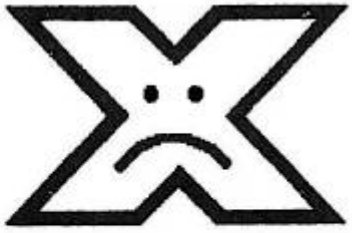
Are you proud of your work ?



Yes



No



Work Sample Description for activity on following page

2011 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 charts or videotapes.)

Name:

Subject: ELA Math Sci

Date (m/d/y): 11-4-2010

Strand: Language (General Standard 4)

Learning Standard: (ELA: 5-6) (LS: 4.19) Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.

ACCURACY: 100 %

INDEPENDENCE: 80 %

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

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 sheet

Targeted Skill:

Student will identify antonyms of given words with 80% accuracy and 80% independence.

Describes what the student was asked to do.

Brief Description of Activity Related to Skill:

Given a work sample with a word bank and sentences with a word in bold print. The student was asked to complete each sentence with an antonym for the bold word from the word bank. Student gave answer verbally adult scribed for her. **This was a homework assignment.**

Homework indicates **Generalized Performance.**

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

Homework

Name _____ Date 11-4-10

Antonyms

100% A
80% I

Work Sample is also included on data chart for 11/4/10

Antonyms are words that have the opposite meanings.

Complete each sentence with an antonym for the **bold** word from the word box.

walk	happy	hot
inside		winter

1. My friend Betty is **sad**. happy ✓

2. She had **cold** pizza for breakfast. hot ✓

3. I always get up early in the **summer**. winter ✓

4. My sister likes to **run** in the park. walk ✓

5. The kids play **outside**. inside ✓

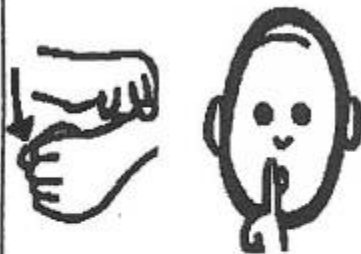
Self-Evaluation: Student reflects on his/her performance.

NAME _____

DATE _____

11-4-10

Did you work quietly ?



Yes



No



Are you proud of your work ?



Yes



No



Work Sample Description for activity on following page

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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:

Subject: ELA Math Sci

Date (m/d/y): 11-15-2010

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

ACCURACY: 100 %

Learning Standard: (ELA: 5-6) (LS: 4.19) Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.

INDEPENDENCE: 90 %

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

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.)

Targeted Skill:

see attached sheet

Student will identify antonyms of given words with 80% accuracy and 80% independence.

Brief Description of Activity Related to Skill:

Student was given a work sample and asked to complete by using the words in the flower to identify given antonyms.

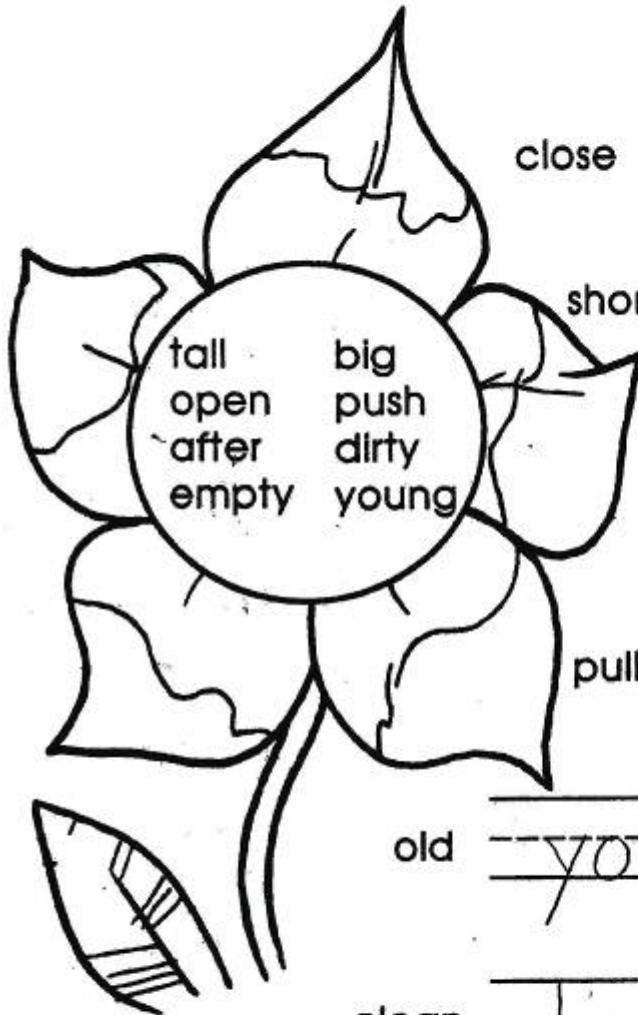
Describes what the student was asked to do.

Work Sample #3 addresses the same skill listed on Strand Cover Sheet and on data chart.

Name: _____ Date: 11-15-10

Write an antonym for each word. Use words from the flower.

100% A
90% I



close

open ✓

short

tall ✓

little

big ✓

pull

push ✓

old

young ✓

clean

dirty ✓

before

after ✓

full

empty ✓

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

NAME _____

DATE

11-15-10

