

2010 MCAS - Alt

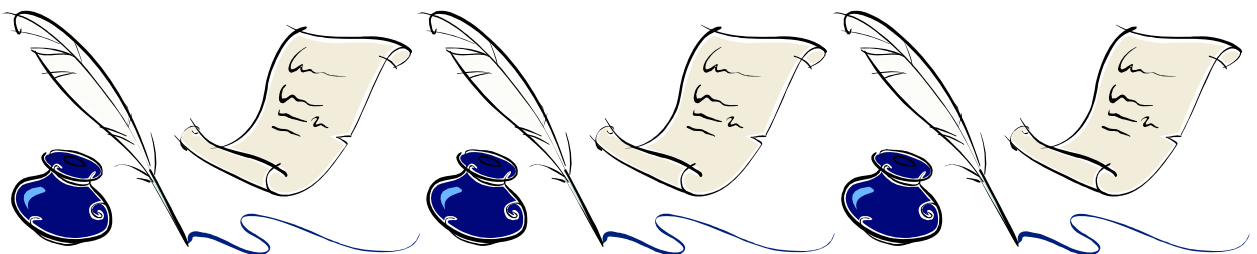
Sample Portfolio Strand

Grade: 7

Content Area: English Language Arts

Strand: Composition

Learning Standard: 23.11



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): 7
 (4a) Content Area (Subject): **English Language Arts**
 (4b) Strand: **English Language Arts - Composition**
 (4c) Learning Standard(s): (List learning standards for the grade in which student was reported to SIMS.)
 LS No.: **23.11**

Learning Standard based on student's grade

Organize ideas for writing comparison-and-contrast essays.

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").

Complete a compare/contrast graphic organizer for writing comparison-and-contrast essays 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.)

Graphic organizers, teacher modeling, small group instruction, modified curriculum.

(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*.

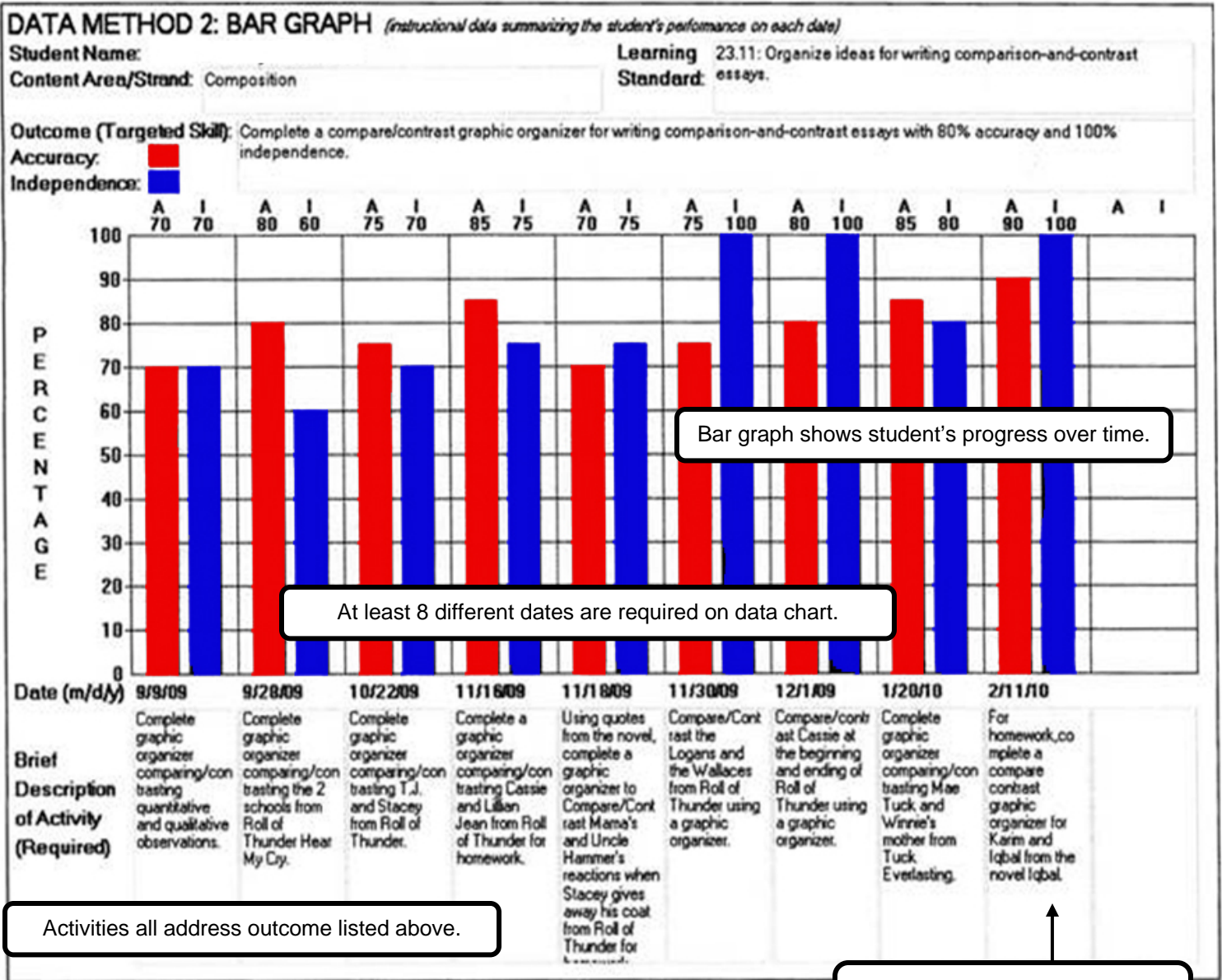
Each portfolio strand must include the following evidence at minimum: one data chart and two pieces of primary evidence related to the skill or outcome shown on the data chart, plus additional evidence (at the teacher's discretion) to document the skill, or other skills, in the strand. **Note: Including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

Measurable outcome addresses one skill based on an entry point for ELA - General Standard #23.11

Evidence Page Type	My Description
Bar Graph	Compare/Contrast graphic organizers
Work Sample Description	Two Schools Roll of Thunder Compare/Contrast graphic organizer
Work Sample Description	Cassie Beginning/end of novel
Work Sample Description	Mae Tuck/Winnie's Mom

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

Outcome is same as outcome listed on Strand Cover Sheet.



Activities all address outcome listed above.

Brief description of each activity is required.

Homework indicates Generalized Performance.

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.)

Name:
Date (m/d/y): **9/28/09**
Accuracy: **80%**
Independence: **60%**

Subject: **English Language Arts**
Strand: **Composition**
Standard(s): **23.11 Organize ideas for writing comparison-and-contrast essays.**
Targeted Skill:
Complete a compare/contrast graphic organizer for writing comparison-and-contrast essays with 80% accuracy and 100% independence.

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

Describes what the student was asked to do.

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.)

Brief Description of Activity Related to Skill:
Complete graphic organizer comparing/contrasting the 2 schools from Roll of Thunder Hear My Cry.

It was easy but it was hard then about what to put on it.

I like that little man is ~~was~~ strong will ^e

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

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

9/28/09
A = 85%
L = 60%

Compare and Contrast Chart Graphic Organizer

Item #1 Grate Father element

Item #2 Person de us

How are they alike?

to they are both schools.
they both have teacher's
they both have books

How are they different?

Black kids walk to
school
begins in october
ends in march
divided at
book-et
day and old

white kid take
the bus
L 2000
agest
clean, white
nice new cleave
books
large well kept
field

row low's law

Work sample #1
also included on
data chart for
09/28/09.

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.)

Name:

Date (m/d/y): 1/20/10

Accuracy: 85%

Independence: 80%

Subject: **English Language Arts**

Strand: **Composition**

Standard(s): **23.11 Organize ideas for writing comparison-and-contrast essays.**

Targeted Skill:

Complete a compare/contrast graphic organizer for writing comparison-and-contrast essays with 80% accuracy and 100% independence.

Brief Description of Activity Related to Skill:

Complete graphic organizer comparing/contrasting Mae Tuck and Winnie's mother from Tuck Everlasting.

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

Describes what the student was asked to do.

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.)

It was kinda confusing with the two families but when I started understanding it it turned into a grate and exiting book

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

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

1-20-2010

A = 85%
L = 80%

Compare and Contrast Chart Graphic Organizer

Item #1 mae tuck

Item #2 Winnies mom (mother)

How are they alike?

They both have kids
They both love winnie

Work sample #2 also included on data chart for 01/20/10.

How are they different?

① Tucks have a dirty house
② Mae can never die
③ mae tuck is loose and not controlling
④ mae tuck lives with her husband Angus tuck and every 10 years she sees her two sons Jesse and miles

① Winnies mom keeps her house neat
② Winnies mom is able to die
③ Winnies mom is over controlling
④ Winnies moms mother lives with winnie and winnies family

Jessie Mathew