

# 2010 MCAS - Alt

## Sample Portfolio Strand

**Grade: 7**

**Content Area: English Language Arts**

**Strand: Reading and Literature**

**Learning Standard: 8.25**



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 - Reading and Literature (including General Standard 8)**
- (4c) Learning Standard(s): (List learning standards for the grade in which student was reported to SIMS.)  
 LS No.: **8.25**

Learning Standard based on student's grade

**Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.**

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").

**Using evidence from a text, identify a character's traits 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.)

**Small group instruction, teacher modeling, graphic organizers, 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*.

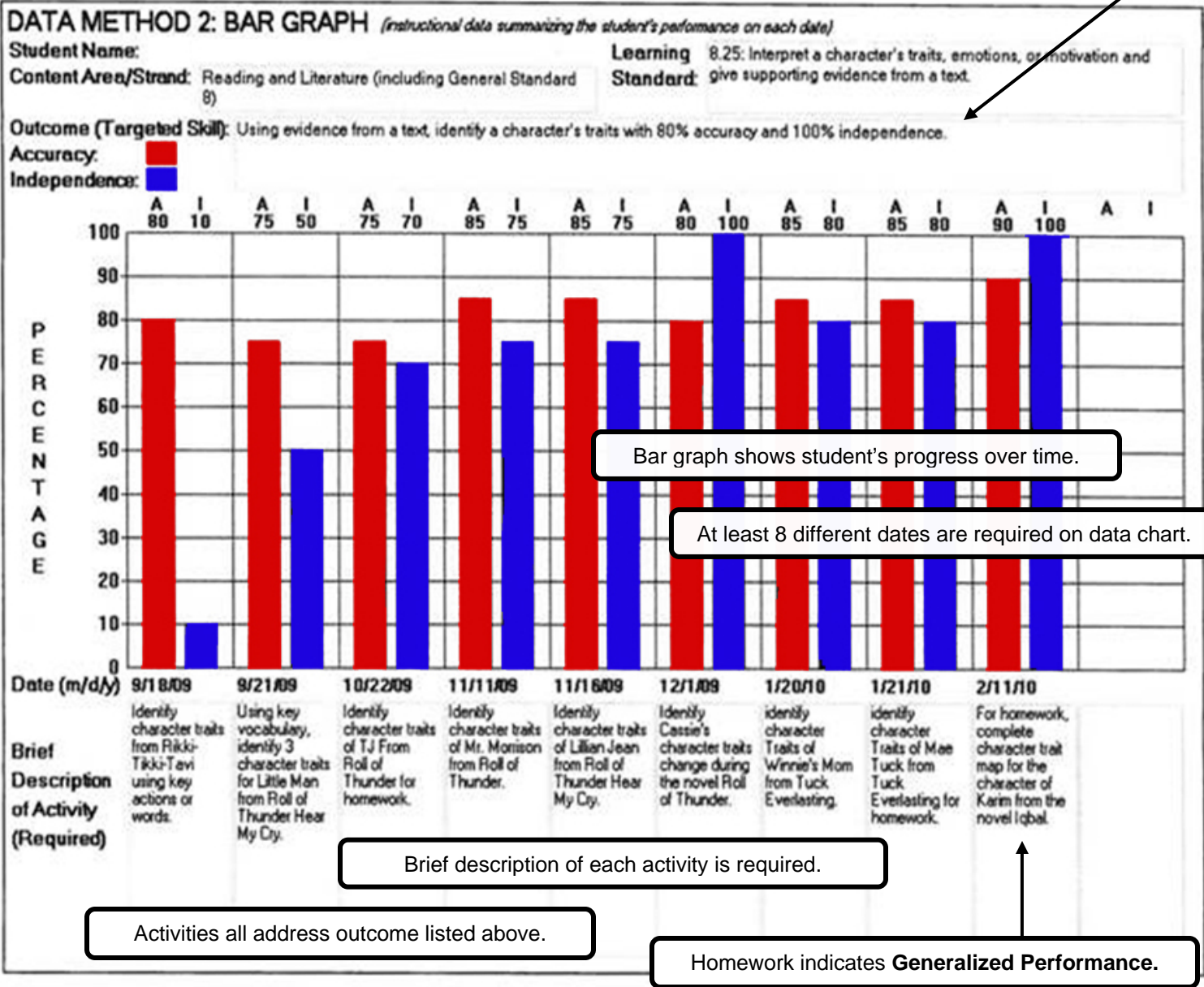
Measurable outcome addresses one skill based on an entry point for ELA - General Standard #8

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.**

Evidence Page Type	My Description
Bar Graph	Character Traits
Work Sample Description	Character traits from Rikki Tikki Tavi
Work Sample Description	Little Man Character Traits
Work Sample Description	Mr. Morrison Character Traits

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

Outcome is same as outcome listed on Strand Cover Sheet.



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): **9/18/09**

Accuracy: **80%**

Independence: **10%**

Subject: **English Language Arts**

Strand: **Reading and Literature  
(including General Standard 8)**

Standard(s): **8.25 Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.**

Targeted Skill:  
**Using evidence from a text, identify a character's traits with 80% accuracy and 100% 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.)

Brief Description of Activity Related to Skill:  
**Identify character traits from Rikki-Tikki-Tavi using key actions or words.**

*I think it was fun because went to do  
compar and contrast it lets me raily  
think about the book and to raily  
wright what I know.*

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:**  
Student reflects on his/her performance.

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

9/18/09



FOR USE WITH **Rikki-tikki-tavi**

Ind: 10%  
A = 80%

**Literary Analysis SkillBuilder**

**Personification**

In the story, Kipling **personifies**, or gives human traits to, animal characters. As you read, complete the chart below. Identify the type of animal each character is, the animal's traits, and the key actions or words you used to find those traits. See the example given.

Work sample #1 also included on data chart for 09/18/09.

Animal's Name	Type of Animal	Personality Traits	Key Actions or Words
Rikki-tikki-tavi	mongoose	confident, curious, brave, clever	fights all snakes, plots to kill cobras, protects the family
Darzee	tailorbird	helpful not	
Darzee's wife	tailorbird	smart	
Chuchundra	MUSKRAT	wimp, helpful hero	
Nag	black cobra	evil, mean	
Nagaina	black cobra	sneaky, cruel, wicked	

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 charts or videotapes.)

Name: .

Date (m/d/y): 9/21/09

Accuracy: 75%

Independence: 50%

Subject: **English Language Arts**

Strand: **Reading and Literature (including General Standard 8)**

Standard(s): **8.25 Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.**

Targeted Skill:

**Using evidence from a text, identify a character's traits with 80% accuracy and 100% independence.**

Brief Description of Activity Related to Skill:

**Using key vocabulary, identify 3 character traits for Little Man from Roll of Thunder Hear My Cry.**

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

It was easy to come up with character traits but it was hard with some of the things he did.

Describes what the student was asked to do.

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

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

I = 50%  
A = 75%  
Character Trait Map  
Character

9/21/09

Strong willed

little man

neat  
and  
clean

good  
student

Quiet

Character Traits

Work sample #2 also included on data chart for 09/21/09.