2014 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) Student's grade as reported in the Student Information Management System (SIMS): 08

(3) a. Content Area (Subject): Mathematics
   b. Strand: Mathematics - Expressions and Equations
   c. Learning Standard(s): 8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
      (List standards for the grade in which the student was reported in SIMS.)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)
   - at "grade-level" expectations
     (use Work Descriptions for "grade-level" or "competency" portfolio)
   - through "entry points"
     (list page on which entry point is found in the Resource Guide):
     Page: 98
   - through "access skills"
     (practiced during academic instruction based on the grade-level standard listed above.)

(5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in 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.

will calculate a unit rate from a description of a relationship with 80% accuracy and 100% independence.

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill. List any augmentative and/or alternative communication (AAC) system, if used:
   - Selective seating. - Be aware of positioning, seating to the left to address her hearing difficulties. - Clear, concise instructions - Use FM system as needed. - Present materials for viewing that are uncluttered with good contrast. - Break down multi-step directions into manageable units.
   - Extend wait time for oral responses. - Modification of presented materials as appropriate to accommodate vision/hearing - Allow the use of a calculator. - Allow access to a keyboard

Primary evidence checklist (optional):
Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Sample Description</td>
<td>Unit rates-worksheet 1</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Unit prices</td>
</tr>
<tr>
<td>Bar Graph</td>
<td>Unit rates</td>
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<tr>
<td>Work Sample Description</td>
<td>Unit rates with images</td>
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<tr>
<td>Work Sample Description</td>
<td>Unit rates-Math-Aids.com</td>
</tr>
</tbody>
</table>

(Continue list on additional paper, if needed.)
**DATA METHOD 2: BAR GRAPH**

*Instructional data summarizing the student's performance on each date*

**Learning Standard:**
B.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

**Measurable Outcome:**
will calculate a unit rate from a description of a relationship with 80% accuracy and 100% independence.

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<th>I 100</th>
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**Brief Description (What was student asked to do and how did he/she do it?)**
- Baseline: calculated a unit rate for assorted relationships such as miles per gallon and words per minute on a worksheet.
- Calculated unit rates for assorted relationships by expressing each phrase as a rate and unit rate on a worksheet.
- Calculated unit rates for assorted relationships by figuring out the unit rate for different problems on a worksheet.
- Calculated unit rates for assorted relationships by giving to the grocery store and determining the unit price of 10 grocery items.
- Calculated unit rates from a description of a relationship by determining the rate for kg, wpm, calories per serving, mph, etc. on a worksheet.
- Calculated the unit rate for assorted items, finding out price per item, miles per gallon, and inches of fallen snow by completing a worksheet.
WORK SAMPLE DESCRIPTION

Subject: Mathematics

Strand: Mathematics - Expressions and Equations

Learning Standard:
8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Measurable Outcome:
will calculate a unit rate from a description of a relationship with 80% accuracy and 100% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):
calculated the unit rate for assorted items, finding out price per item, miles per gallon, and inches of snow that had fallen by completing a worksheet.

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.)
I like doing this work with pictures.
2 calculators cost $15.00. Unit rate = \$7.50 per calculator

9 pencils cost $4.50. Unit rate = \$0.50 per pencil

4 batteries cost $6.00. Unit rate = \$1.50 per battery.
150 miles driven on 6 gallons of gas. Unit rate = \frac{25 \text{ miles}}{\text{gallon}}

12 inches of snow fell in 9 hours. Unit rate = \frac{1\frac{1}{3} \text{ inches of snow}}{\text{hour}}

$8.00 for 2 cans of tuna. Unit rate = \frac{4 \text{ dollars}}{\text{can}}$
Name:
Date (m/d/y): 3/18/14
ACCURACY: 100%
INDEPENDENCE: 100%

Subject: Mathematics
Strand: Mathematics - Expressions and Equations

Learning Standard:
8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Measurable Outcome:
will calculate a unit rate from a description of a relationship with 80% accuracy and 100% independence.

Briefly describe how the measurable outcome was addressed.

(What was student asked to do, and how did he/she do it?):

calculated unit rates by reading each phrase and calculating for the unit rate of each problem on a worksheet.

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.)

This was hard for me.
## Unit Rates

Express each phrase as a rate and unit rate.

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
<th>Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>( \frac{$40.00}{3 \text{ yards}} )</td>
<td>$13.33 per yard</td>
</tr>
<tr>
<td>2</td>
<td>( \frac{$125.00}{4 \text{ calculators}} )</td>
<td>$31.25 per calculator</td>
</tr>
<tr>
<td>3</td>
<td>( \frac{$20.00}{6 \text{ movie tickets}} )</td>
<td>$3.33 per movie ticket</td>
</tr>
<tr>
<td>4</td>
<td>( \frac{16}{8 \text{ books}} )</td>
<td>$2.00 per book</td>
</tr>
<tr>
<td>5</td>
<td>( \frac{12 \text{ inches}}{9 \text{ hours}} )</td>
<td>1.33 inches per hour</td>
</tr>
<tr>
<td>6</td>
<td>( \frac{$21}{14 \text{ bars}} )</td>
<td>$1.50 per bar</td>
</tr>
<tr>
<td>7</td>
<td>( \frac{12 \text{ pencils}}{9 \text{ pencils}} )</td>
<td>$1.33 per pencil</td>
</tr>
<tr>
<td>8</td>
<td>( \frac{8 \text{ dollars}}{2 \text{ cans}} )</td>
<td>$4.00 per can</td>
</tr>
<tr>
<td>9</td>
<td>( \frac{30 \text{ batteries}}{12 \text{ batteries}} )</td>
<td>$2.50 per battery</td>
</tr>
<tr>
<td>10</td>
<td>( \frac{150 \text{ miles}}{6 \text{ gallons}} )</td>
<td>25 miles per gallon</td>
</tr>
</tbody>
</table>