2015 MCAS-Alt
Guidelines for Scoring MCAS-Alt Portfolios

MCAS Alternate Assessment
Massachusetts Comprehensive Assessment System
The purpose of the 2015 Guidelines for Scoring MCAS-Alt Portfolios is to train scorers to evaluate the 2015 MCAS Alternate Assessment (MCAS-Alt) student portfolios. These guidelines provide important information to scorers so they can give valid scores on statewide assessments and maintain consistency in applying the scoring rules effectively and impartially during the scoring process.

The MCAS-Alt portfolio is the state’s alternate assessment for students with significant disabilities who cannot be assessed on standard MCAS tests, even with accommodations, due to the severity of their disabilities. It is important to assess the academic performance of these students in relation to the state’s learning standards, and to include them in MCAS so results can be provided to their schools to improve instruction. By taking alternate assessments, students become more visible in their school and have a greater chance of being considered when decisions are made to allocate staff and resources. The evidence submitted in their portfolios helps ensure that students with the most significant disabilities have an opportunity to show what they know and to receive instruction at a level that is challenging and attainable.

The MCAS-Alt portfolio consists of a collection of work samples and data on the student’s performance of specified skills. These materials are collected throughout the school year by the student’s teacher, and compiled into a portfolio according to the guidelines provided in the 2015 Educator’s Manual for MCAS-Alt, available at www.doe.mass.edu/mcas/alt/resources.html. Massachusetts educators should use these guidelines to familiarize themselves with the process used to evaluate and score MCAS-Alt portfolios.
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Introduction and Background

The MCAS Alternate Assessment (MCAS-Alt) has been administered annually in Massachusetts since 2001. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking standard MCAS tests with or without accommodations, or by taking the MCAS-Alt. Decisions regarding how each student will participate in MCAS must be made by the student’s IEP team and documented in the student’s IEP; or listed in the student’s 504 plan.

Portfolio Contents and Structure
The MCAS-Alt portfolio consists of a structured collection of “evidence” compiled throughout the school year that documents the student’s knowledge and skills based on the Massachusetts curriculum framework learning standards in the content area being assessed. Evidence is organized into “strands” in the portfolio according to standards specified for assessment in each content area. Each strand includes the following products and information:

- data charts showing the student’s performance on at least eight different dates based on a skill in the learning standard being assessed (one data chart per strand is required)
- work samples, video clips, and/or photographs showing the student’s performance based on the same skill listed on the data chart (at least two samples per strand with brief descriptions explaining how the student demonstrated the skill are required)
- examples of materials and tools used by the student, reflection sheets, and other supporting documentation at the discretion of the teacher

Creation of portfolios is guided by information in the Department’s publication entitled Educator’s Manual for MCAS-Alt, which is updated annually. The Educator’s Manual is posted on the Department’s website at www.doe.mass.edu/mcas/alt/resources.html and made available at Department-sponsored training events.

Scoring of MCAS-Alt Portfolios
Once portfolios are completed and submitted to the Department each spring, they are reviewed and scored at a scoring center sponsored by the Department and its test contractor. The 2015 Guidelines for Scoring MCAS-Alt Portfolios (this publication) provides detailed information on the scoring process, which will be used by scorers to review and rate each student’s portfolio. The 2015 Guidelines for Scoring MCAS-Alt Portfolios is available online at www.doe.mass.edu/mcas/alt/results.html.
General Guidelines for Scorers

Carefully review the following general guidelines. Review each step of the scoring process in this booklet, including all scoring rules and onscreen displays of the AltScore program.

Scorers must:

- **Score objectively and impartially.**
  Put aside opinions about the appropriateness of the student’s placement, program, or services; opinions on why the student is participating in the alternate assessment; and personal feelings about statewide assessment in general.

- **Review all evidence in a strand before scoring the strand.**

- **Score only what is provided in the portfolio.**
  Do not make inferences or assumptions about what the student or teacher may have intended. Use the actual evidence, where possible, rather than the description of the evidence, as the basis for determining the score.

- **Avoid biases in reviewing the portfolio as a result of overall presentation, neatness, and/or organization of the contents.**

- **Score each rubric area separately for each strand.**

- **Respect student and teacher confidentiality.**
  In accordance with the Family Educational Rights and Privacy Act (FERPA), do not discuss confidential student information with anyone. Do not use the names of teachers or students when discussing the contents of any portfolio; and do not score any portfolio if you are familiar with the student or teacher who submitted it.

- **Respect the contents of the portfolio.**
  The portfolio must be returned in the same condition in which it was submitted. Maintain the order of all contents in the portfolio. Remove all notes, flags, and placeholders that you may have used during scoring. Keep food and drinks away from the portfolio.

- **Score each portfolio strand at a reasonable pace.**
  Neither rush nor spend excessive time scoring a strand. Each portfolio strand should take, on average, no more than about twenty minutes to score. Ask for assistance only if you get stuck.
## Content Areas Assessed by MCAS-Alt: Grades 3, 4, and 5

The content areas assessed by the 2015 MCAS-Alt in grades 3–5 are shown below.

<table>
<thead>
<tr>
<th>A student in this grade</th>
<th>Must be assessed in the following</th>
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<tbody>
<tr>
<td></td>
<td><strong>Content areas</strong></td>
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<tr>
<td><strong>3</strong></td>
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<tr>
<td></td>
<td>• English Language Arts</td>
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<td></td>
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<tr>
<td></td>
<td>• Mathematics</td>
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<tr>
<td><strong>4</strong></td>
<td></td>
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<tr>
<td></td>
<td>• English Language Arts</td>
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<td>• Mathematics</td>
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<tr>
<td><strong>5</strong></td>
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<tr>
<td></td>
<td>• English Language Arts</td>
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<tr>
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<td>• Mathematics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Science and Technology/Engineering (STE)*</td>
</tr>
</tbody>
</table>

* STE portfolios may include evidence collected during the current and one previous school year.
## Content Areas Assessed by MCAS-Alt: Grades 6, 7, and 8

The content areas assessed by the 2015 MCAS-Alt in grades 6–8 are shown below.

<table>
<thead>
<tr>
<th>A student in this grade</th>
<th>Must be assessed in the following</th>
<th>Content areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>English Language Arts</strong></td>
<td>• One portfolio strand each in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Reading (Literature or Informational Text)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Language (Vocabulary Acquisition and Use)</td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics</strong></td>
<td>• One portfolio strand each in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o The Number System</td>
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<tr>
<td></td>
<td></td>
<td>o Ratios and Proportional Relationships</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>English Language Arts</strong></td>
<td>• One portfolio strand each in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Reading (Literature or Informational Text)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Language (Vocabulary Acquisition and Use)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics</strong></td>
<td>• One portfolio strand each in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Ratios and Proportional Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Geometry</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>English Language Arts</strong></td>
<td>• One portfolio strand each in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Reading (Literature or Informational Text)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Language (Vocabulary Acquisition and Use)</td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics</strong></td>
<td>• One portfolio strand each in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Expressions and Equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Geometry</td>
</tr>
<tr>
<td></td>
<td><strong>Science and Technology/Engineering</strong></td>
<td>• One portfolio strand each in any three STE strands</td>
</tr>
</tbody>
</table>

* STE portfolios may include evidence collected during the current and one previous school year.
# Content Areas Assessed by MCAS-Alt: High School

The content areas assessed by the 2015 MCAS-Alt in high school are shown below.

<table>
<thead>
<tr>
<th>A student in this grade</th>
<th>Must be assessed in the following</th>
<th>Content areas</th>
</tr>
</thead>
</table>
| 9 or 10                  | Science and Technology/Engineering* | - Three standards in **one** of the following disciplines.  
|                          |                                   |   - Biology  
|                          |                                   |   - Introductory Physics  
|                          |                                   |   - Chemistry  
|                          |                                   |   - Technology/Engineering  
| 10                       | English Language Arts            | - One portfolio strand each in:  
|                          |                                   |   - Reading **(Literature or Informational Text)**  
|                          |                                   |   - Language **(Vocabulary Acquisition and Use)**  
|                          |                                   |   - Writing  
|                          | Mathematics                       | - One portfolio strand each in **any three** of the following strands:  
|                          |                                   |   - Number and Quantity  
|                          |                                   |   - Statistics, and Probability  
|                          |                                   |   - Algebra  
|                          |                                   |   - Geometry  
|                          |                                   |   - Functions  

* STE portfolios may include evidence collected during the current and one previous school year.
Required Portfolio Contents

**Portfolio Overview:**
The MCAS-Alt portfolio will consist of either two or three portfolio strands in each content area, depending on the subject and grade of the student (see tables on pages 3–5), organized in a three-ring binder for each student. Guidelines for assembling the portfolio are provided in the 2015 Educator’s Manual for MCAS-Alt, available at www.doe.mass.edu/mcas/alt/resources.

**Required Forms:**
- Portfolio Cover Sheet
- Student’s Weekly Schedule
- Student’s Introduction
- Verification Form
- School Year Calendar

The overall score will not be affected if a required form is missing, but the scorer should provide comment 39 or 40 from the Comment Key (Appendix A), as appropriate.

**Contents of Each Portfolio Strand:**
Each portfolio strand will be scored separately. The “evidence” shown below is included in each required portfolio strand. In addition to a required “core set” of primary evidence, other supporting documentation may also be submitted at the teacher’s discretion (see below).

*A complete portfolio strand includes the following components:*

- **Strand Cover Sheet**
- **Data Chart** showing student’s performance of the measurable outcome on at least 8 different dates, with brief descriptions of each
- **Primary Evidence #1** showing student’s performance of the measurable outcome listed on Strand Cover Sheet
- **Primary Evidence #2** showing student’s performance of the measurable outcome listed on Strand Cover Sheet

**Primary evidence** can include a work sample, video clip, or photograph (or series of photos) clearly showing a final product. Evidence must be labeled with name, date, percent accuracy, percent independence, and include a brief description of the activity.

**Optional Supporting Documentation:**
- Work Sample Description label(s)
- Tools, templates, aids, or organizers used by student
- Reflection sheets or other examples of self-evaluation
Summary of Scoring Process: Scorers

The Scorer:

1. Receives a portfolio from their Table Leader
   - Removes from unsealed white envelope
   - Stores the envelope under portfolio, or nearby

2. Enters the 10-digit barcode found on the white envelope (beneath the student name label) into the AltScore program
   - The barcode will always begin with 2050.

3. Confirms that demographic information in the AltScore program matches the Portfolio Cover Sheet of the portfolio to be scored

4. Selects the order in which strands will be scored (Refer to Portfolio Cover Sheet)
Summary of Scoring Process: Scorers (Continued)

The Scorer:

5. Scores each strand individually
   - Answers each question in the AltScore program for each strand in order to determine:
     - Level of Complexity
     - Completeness
     - Demonstration of Skills and Concepts
     - Independence
     - Self-Evaluation
     - Generalized Performance

6. Adds Strand Comments, as appropriate, for each strand
   - Informs Table Leader of any scores of “M” or Level of Complexity (LOC)=1
   (Note: “M” comments will be generated automatically, if needed, according to scorers’ responses to the AltScore “Completeness” questions)

7. Scores the remaining strands in each content area until all have been scored
   - Adds General Portfolio Comment(s), as appropriate, for each content area

8. Places portfolio back in white envelope and returns it to the Table Leader
Summary of Scoring Process: Table Leaders

The Table Leader:

1. Distributes portfolios to scorers at their table
   - Answers questions from scorers at his or her table
   - Uses AltScore “Arbitration” screen to complete steps 2, 3, and 4

2. Double-scores each scorer every fifth portfolio (or at least once each morning and each afternoon), and as needed, at the Table Leader’s discretion
   - Determines whether a double or resolution score is needed
   - Ensures that double scores are conducted by a scorer at another table.

3. Tracks and maintains the flow of portfolios into and out of the double-score box.
   - Follows procedure for “M” resolution and discrepancy resolution scores.
     (Note: A score of “M” means that strand evidence was either missing or insufficient to score)

4. Discusses any inaccurate scores with the scorer, based on resolution score
   - Checks percent of inter-rater reliability (IRR) in AltScore for scorers’ based on their double-scored portfolios

5. Returns portfolios to their original box when completely scored
   - Confirms that all portfolios have been scored

6. Returns completed boxes to the Quality Control room
   - Retrieves a new box of portfolios from storage room
Scoring: Complexity

Numbered questions below and on the following pages refer to the AltScore program that guides scorers through the scoring process:

1. **Does the measurable outcome contain an acceptable entry point or access skill found in the Resource Guide for this strand/domain?**

   Line 4 of the Strand Cover Sheet lists the page number in the Resource Guide indicating which entry point or access skill was used to create the measurable outcome. Scorers need to confirm that the portfolio strand includes a *measurable outcome* (listed in line 5 on the Strand Cover Sheet) based on an acceptable *entry point* or *access skill*. (Note: If no page number is listed, use CTRL+F and type in a key word from the measurable outcome to locate the entry point or access skill in the Resource Guide.)

Scorer confirms that:

- The entry point or access skill is located in the Resource Guide.
- The wording of the entry point or access skill has not been *excessively modified* in the measurable outcome.
- If the wording in the measurable outcome is different from the entry point or access skill, then the original intent of the entry point or access skill has been maintained. If in doubt, ask your Table Leader.

*Examples* of entry points that were modified in the measurable outcome:

**Science (STE)-Biology:**

- **Entry point:**
  - *Identify the major organs of the digestive system and their functions*

- **Acceptable modification used in the measurable outcome:**
  - *Student will identify the major organs of the digestive system with 80% accuracy and 100% independence.* (Note: “…and their functions” has been deleted. This is okay)

**Mathematics—Number and Operations-Fractions:**

- **Entry point:**
  - *Solve a multiplication word problem involving fractions using manipulatives*

- **Unacceptable modification used in the measurable outcome:**
  - *Student will solve a multiplication word problem using manipulatives with 80% accuracy and 100% independence* (Note: Measureable outcome must include “fractions.”)
Scoring: Complexity (Continued)

2. **IS THE SKILL ADDRESSED BY THE STUDENT DURING A STANDARDS-BASED ACTIVITY?**

This question refers *only* to measurable outcomes based on access skills. See the line 4 of the Strand Cover Sheet.

Scorers must confirm that:

- The student has addressed the measurable outcome during an academic (i.e., standard-based) activity.

**Examples:**

*Academic* activities use the tools and materials related to the required strand or domain in order to assess an access skill, such as:

- Student will turn on/turn off her communication device during an addition, subtraction, and/or counting activity
- Student will focus visually for a specified amount of time on geometric shapes
- Student will match an object to a picture of a machine or tool

*Non-academic* activities could include:

- Doing laundry
- Crossing the street
- Selecting a snack

The scoring rubric below is the basis for the final score in Level of Complexity. The AltScore program will score this area automatically, based on scorers’ responses to the AltScore “Complexity” questions.

<table>
<thead>
<tr>
<th>SCORING RUBRIC: Level of Complexity (LOC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Portfolio reflects little or no basis in, or is unmatched to, Curriculum Framework learning standards required for assessment. (&quot;NO&quot; to Complexity questions 1 or 2)</td>
</tr>
</tbody>
</table>

2015 Guidelines for Scoring MCAS-Alt Portfolios
Massachusetts Department of Elementary and Secondary Education
Scoring: Completeness

1. DOES THE STRAND INCLUDE A DATA CHART AND AT LEAST TWO PIECES OF EVIDENCE?

Scorers must confirm that the strand includes at least:

**One data chart:**
- Field data chart
- Bar graph
- Line graph

**Two pieces of evidence:**
Any combination of:
- Work samples
- Photographs
- Videos

**Exception:** One field data chart; plus one line or bar graph that summarizes the field data chart; plus one additional piece of primary evidence may be scored as a complete strand.

If at least one data chart and two pieces of evidence are not included in the portfolio strand, scorer answers NO. AltScore will take the scorer directly to the scoring questions for Self-Evaluation.

Scorers answer questions 2–7 and R1 and R2 pertaining only to Data Charts. Examples of Data Charts can be found in Appendix C.

2. IS THE STUDENT’S NAME, DATE, % ACCURACY, AND % INDEPENDENCE LISTED ON THE DATA CHART?

Scorers must confirm that the correct student’s name appears on the data chart, and that the following are listed on at least 8 data points:
- Date
- Percent (%) Accuracy
- Percent (%) Independence
Scoring: Completeness (Data Chart) (Continued)

3. **IS THE FIRST DATA POINT ON THE DATA CHART BELOW 80% ACCURACY AND/OR INDEPENDENCE?**

Scorer must confirm that:
- The first data point on the data chart is **below 80%** for either Accuracy OR Independence.

4. **DOES THE DATA CHART HAVE AT LEAST 8 DIFFERENT VALID DATES?**

Scorer must review and confirm that:
- All dates for **English Language Arts (ELA)** and **Mathematics** occur in the current school year (i.e., between 7/1/14 and 4/8/15).
- Dates for **Science and Technology/Engineering (STE)** can include the current and/or one previous school year (i.e., between 7/1/13 and 4/8/15). **Note:** For 2013-2014 data points, scorers should refer to the earlier Fall 2006 edition of the Science and Tech/Eng Resource Guide to verify STE entry points.
- Dates do **not** include weekends, holidays, or school vacation dates unless marked as homework. (Note: Answer question based on information in the school calendar in the portfolio and/or the AltScore calendar.)

5. **DO AT LEAST 8 BRIEF DESCRIPTIONS ADDRESS THE SKILL(S) IDENTIFIED IN THE MEASURABLE OUTCOME?**

Scorer must confirm that:
- The skill listed in the measurable outcome is documented in the brief descriptions on at least **8 dates**.
- The activities described in at least 8 brief descriptions clearly document the student’s performance of the same skill(s) listed in the measurable outcome. **Scorer should not score any data point that includes different skills than those listed in the measurable outcome.**

**Example from ELA–Literature:**

**Measurable Outcome:** Student will compare and contrast characters in a story or poem with 80% accuracy and 100% independence.
Scoring: Completeness (Data Chart) (Continued)

Acceptable Brief Description: After reading Cinderella, student created a Venn diagram to compare and contrast character traits of Cinderella and her stepsisters.

Unacceptable Brief Description: Student answered questions about Stellaluna after reading two chapters and recorded the answers on a worksheet. (Answering questions is not the same skill as comparing and contrasting)

6. DO AT LEAST 8 BRIEF DESCRIPTIONS ON THE DATA CHART EXPLAIN WHAT THE STUDENT WAS ASKED TO DO (SKILL ASSESSED) AND HOW THEY ADDRESSED THE SKILL DURING THE ACTIVITY (INSTRUCTIONAL APPROACHES AND/OR MATERIALS)?

Scorer must confirm that:
A minimum of 8 brief descriptions were provided that indicate what the student did (skill) and how the student performed the activity (e.g., materials or instructional approaches used). It should be clear to the scorer how the activity was conducted

- The skill listed in the measurable outcome should be included; and
- A brief description of the method(s) used by the student to demonstrate the skill

Examples: The following brief descriptions indicate “what” the student did and “how” they performed the activity:

Measurable Outcome: Student will answer simple comprehension questions (skill) about informational text.

Acceptable brief descriptions:

- After reading All about Penguins, student answered 5 questions about penguins’ habits (SKILL listed in the measurable outcome) on a worksheet (HOW the activity was conducted).
- Student answered 8 questions (SKILL listed in the measurable outcome) orally about the text about possible reasons for extinction, based on the class reading assignment; Gone but Not Forgotten (HOW the activity was conducted).
- Student read National Geographic for Kids online and answered 8 comprehension questions (SKILL listed in the measurable outcome) on the computer (HOW the activity was conducted).

Unacceptable brief description:

- Student answered questions about penguins.
7. **If multiple skills are included in the measurable outcome (e.g., “addition and subtraction”), do at least 8 brief descriptions address all of the skills in each activity?**

Scorer must confirm that:

- The measurable outcome is based on an entry point that includes more than one skill. If the entry point includes only a single skill, then this question is not applicable and the scorer should click YES.
- If **multiple skills** (e.g., “addition and subtraction”) are listed in the selected entry point, the teacher modified the measurable outcome to include only **one** of the skills (e.g., included only addition in the measurable outcome). This is okay, and the scorer should click YES.
- If **multiple skills** are listed in the selected entry point, and if the teacher included **all** of the skills in the measurable outcome (e.g., both addition and subtraction), then the brief descriptions documented **all** of the listed skills on at least 8 different dates. If not, scorer should click NO.

**Note:** Entry points sometimes list multiple skills, connected by “or” (e.g., “Identify water or land on a map or globe”). In these cases, the strand may assess any combination of **one or the other or both skills** in the portfolio strand.

**Example:**

**Measurable Outcome:** Student will identify the major organs of the digestive system and their function with 80% accuracy and 100% independence.

**Acceptable Brief Description:** Student used an outline of the human body to label the major organs of the digestive system and listed their function next to each organ.

**Unacceptable Brief Description:** Student used a diagram to label the major organs of the digestive system. (Note: Since the teacher said the student would identify the major organs of the digestive system and their function, the student must attempt to perform both skills on each date.)
Scoring: Completeness (Data Chart) (Continued)

For ELA—Reading Strand Only: Informational or Literature

R1. Do at least 8 brief descriptions include text titles? If not, are copies of the actual text included elsewhere in the strand?

Scorers must confirm that:

- A minimum of 8 brief descriptions for ELA—Reading include the title of the text used in each activity, or include a photocopy of the text, if it is teacher-created or taken from a website. (Refer to the list of web-based informational texts that require only the title of the website or program, and do not require a photocopy of the text.)

R2. Do all activities on the data chart assess either informational text (from the informational text strand) or literary text? (from the literature strand)

After reviewing the Literature and Informational Text handout, scorers must confirm that:

- If titles or texts are included, the activities based on the text in the strand assess either informational or literary text, but not both.

ELA—Reading: What Is Text Comprehension?

For the ELA—Reading strand, the student must demonstrate an understanding of the meaning of one text genre, either informational text, narrative text, opinion piece (argument), poem, or drama, presented to the student either in print or orally. “Text” is considered to be at least one sentence (not phrases or isolated words), and preferably more. Isolated words or phrases may be assessed, but only if these have been extracted from the text listed in the brief description, or from the photocopied text submitted in the portfolio.

Text comprehension may be demonstrated in writing, verbally, through the use of symbols (e.g., selection of pictures or illustrations, or using a familiar communication system), through actions (e.g., acting out the text, or pointing to one picture from an array that represents the text), or through the use of technology.
8. **IS THE STUDENT’S NAME, DATE % ACCURACY, AND % INDEPENDENCE LISTED ON AT LEAST TWO PIECES OF PRIMARY EVIDENCE OR LISTED ON A SEPARATE WORK DESCRIPTION LABEL?**

Primary evidence includes any combination of work samples, videos, or photographs.

Scorers must confirm that:

- At least two pieces of evidence include the student’s name, date, and percent (%) accuracy and independence, listed either directly on the piece or on a Work Description label attached (or adjacent) to the evidence.

9. **DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE DIRECTLY ADDRESS THE MEASURABLE OUTCOME?**

Scorers must confirm that:

- At least two pieces of primary evidence address the skill listed in the measurable outcome.

10. **IF MULTIPLE SKILLS ARE INCLUDED IN THE MEASURABLE OUTCOME (E.G. “ADDITION AND SUBTRACTION”) DO AT LEAST TWO PIECES OF EVIDENCE ASSESS ALL OF THE SKILLS LISTED IN THE MEASURABLE OUTCOME IN EACH PIECE?**

Scorers must confirm that:

- The measurable outcome is based on an entry point that includes more than one skill
- If so, at least two pieces of primary evidence (work samples, videos, or photographs) each address all of the skills listed in the measurable outcome
- If the measurable outcome is based on an entry point that only includes a single skill; or if the teacher has modified the entry point to include only a single skill in the measurable outcome, then this question is not applicable, and the scorer should click YES.
Scoring: Completeness *(Primary Evidence)*

11. **IF PHOTOGRAPH(S) OR VIDEO(S) ARE INCLUDED AS PRIMARY EVIDENCE, DOES EACH SHOW A FINAL PRODUCT AND IS EACH CLEARLY LABELED?**

If photographs or videos are included, then scorers must confirm that:

- A final product from the activity is clearly visible
- The photo or video documents the skill listed in the measurable outcome
- Products are clearly labeled with name, date, % accuracy and % independence
- If photographs or videos are not included, this question is not applicable, and the scorer should click YES.

12. **IF A “TEACHER-SCRIBED WORK SAMPLE” IS INCLUDED AS PRIMARY EVIDENCE, DOES IT PROVIDE SUFFICIENT INFORMATION TO DETERMINE WHAT THE STUDENT DID AND HOW THE STUDENT ADDRESSED THE MEASURABLE OUTCOME?**

Teacher-scribed work samples are intended to show the performance of students who do not produce written work. In the MCAS-Alt portfolio, a teacher may choose to document multiple activities that address the same measurable outcome on a single date.

If a *teacher-scribed work sample* is included, scorers must confirm that:

- The *teacher-scribed work sample* provides written documentation of a series of trials conducted on the same date.
- The student’s responses (% accuracy and % independence) are recorded for each trial or question
- The work sample contains detailed information describing the materials and the context of the activity (i.e., how the activity was conducted)
- If a *teacher-scribed work sample* was not included, this question is not applicable, and the scorer should click YES.
Scoring: Completeness (Primary Evidence)

For the ELA—Reading Strand Only

**R3. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE INCLUDE TITLES OR COPIES OF THE TEXTS**

Scorers must confirm that:

- A minimum of two pieces of primary evidence include the title of the text used during the activity, or a photocopy of the text, if it is teacher-created or taken from a website. (Note: Refer to the list of web-based informational texts that require only the title of the website or program, and do not require a copy of the text.)

**R4. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE DOCUMENT ACTIVITIES BASED ONLY ON INFORMATIONAL TEXT OR ONLY ON LITERARY TEXT?**

After reviewing the *Literature and Informational Text* handout, scorers must confirm that:

- Text titles (or copies of the text) provided for at least two pieces of primary evidence show either Literary or Informational Text, but not both.

**Note to Scorers:**

For any of the preceding questions, a scorer's response of “NO” will result in a score of “M” in both Demonstration of Skills and Concepts (i.e., accuracy) and in independence, and will result in an overall score of Incomplete in the content area. A score of “M” means that required information in the portfolio strand was either missing or insufficient to provide a score.

Specific “M” comments will be generated automatically, based on the scorer’s “NO” response(s).

Where appropriate, scorers should respond “YES” to questions that are not applicable, as described on the previous pages (e.g., if photographs or teacher-scribed work samples are not included in the portfolio strand).
Scoring: *Demonstration of Skills & Concepts (DSC) and Independence (IND)*

Scorer must determine the dates of the final 1/3 time frame of the data points on the data chart (or a minimum of the last 3 dates on the data chart).

Scorer performs the following steps in AltScore:

1. Enters the dates from the data chart in the final 1/3 time frame.
2. Enters the % accuracy and % independence for each data point in the final 1/3 time frame of the data chart.
3. Reviews the dates for each piece of primary evidence:
   a) If the date of the primary evidence is *within or after the final 1/3 time frame AND is not included on the data chart*, then the scorer enters the % accuracy and % independence of the piece of primary evidence on the AltScore screen.
   b) If the date of the evidence is *before the final 1/3 timeframe OR already included on the data chart*, the scorer does *not* add that information to the AltScore screen.
   c) The scorer reviews the averages calculated by AltScore and confirms that the scores “appear to be correct.”
   d) The AltScore program will automatically calculate the student’s scores in DSC and IND in each portfolio strand, based on the MCAS-Alt scoring rubric shown below, based on the scorer’s AltScore entries for the final 1/3 timeframe.

### SCORING RUBRIC:

**Demonstration of Skills and Concepts (Accuracy)**

<table>
<thead>
<tr>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).</td>
<td>Limited and inconsistent with regard to accuracy, and demonstrates limited understanding in this strand (26–50% accurate).</td>
<td>Mostly accurate and demonstrates some understanding in this strand (51–75% accurate).</td>
<td>Demonstrates consistent accuracy and understanding in this strand (76–100% accurate).</td>
</tr>
</tbody>
</table>

**Independence**

<table>
<thead>
<tr>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student requires extensive verbal, visual, and physical assistance to demonstrate skills in this strand (0–25% independent).</td>
<td>Student requires frequent verbal, visual, and physical assistance to demonstrate skills in this strand (26–50% independent).</td>
<td>Student requires some verbal, visual, and physical assistance to demonstrate skills in this strand (51–75% independent).</td>
<td>Student requires minimal verbal, visual, and physical assistance to demonstrate skills in this strand (76–100% independent).</td>
</tr>
</tbody>
</table>
Scoring: Self-Evaluation (S-E)

Instructions to Scorers

The scorer should review the evidence in the strand for examples of self-evaluation. The following will be counted as one example of self-evaluation, if it is performed by the student (as indicated on the evidence, in an attached note, or on a Work Description label):

- selecting work for the portfolio
- choosing materials/activities
- reflecting on performance
- goal-setting
- graphing or monitoring own performance
- checking or listing tasks as they are accomplished
- self-correcting errors in the work sample

The scorer will indicate on the AltScore screen whether no, one, or multiple example(s) of self-evaluation were found in the portfolio strand.

Scoring Decisions

1. If the same self-evaluation activity was used on multiple pieces of primary evidence, count each as an example of self-evaluation.
2. Do not count a stamp or sticker as an example of self-evaluation unless it was selected by the student or is part of a self-rating system that uses the sticker.
3. Teachers may scribe a student’s responses to a self-evaluation question.
4. Count any example that uses pictorial symbols, rather than words, to self-evaluate (see example below).

The score for Self-Evaluation will be determined by AltScore based on the scoring rubric below:

<table>
<thead>
<tr>
<th>SCORING RUBRIC: Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Evidence of self-correction, monitoring, goal-setting, and reflection was not found in this strand.</td>
</tr>
</tbody>
</table>
Scoring: Generalized Performance (GP)

**Instructions to Scorers**

The scorer will review all evidence and brief descriptions for examples of generalized performance. Generalized Performance reflects the number of instructional approaches and activity formats in which the student acquires and demonstrates knowledge and skills, including variations in the data or evidence due to any of the following:

- **Media and materials** (e.g., using variety of different materials, written text, manipulatives, computer)
- **Activity formats** (e.g., classroom projects, research, experiments, worksheets, open/constructed responses)
- **Presentation formats** (e.g., oral, written, multimedia)
- **Methods of response** (e.g., handwritten, word-processed, orally, creating of a visual display or presentation)
- Application of skills and/or knowledge in a community setting

The scorer will indicate on the AltScore screen whether one or multiple example(s) of generalized performance were found in the portfolio strand.

The score for Generalized Performance will either be “1” or “2,” because at least one instructional approach was used.

**SCORING RUBRIC FOR EACH STRAND:**

<table>
<thead>
<tr>
<th>Generalized Performance (GP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Student demonstrates knowledge and skills in this strand using a single context or one instructional approach.</td>
</tr>
</tbody>
</table>

**Scoring Decisions**

a) Activities in community settings always count as an example of GP when this is indicated in the evidence or in the brief description.

b) **Use of age-inappropriate instructional materials** (e.g., dolls, nursery rhymes, cartoons, etc.) by a student in grades 6-10 will result in a score of GP=1, regardless of other factors contributing to the GP score. In this case, add Comment C from the Comment Key. Check with your Table Leader if you are uncertain.
Scoring Rules in Special Cases

1) Can pieces of primary evidence be included as points on the data chart? If so, is the strand complete?
   Yes. At the teacher’s discretion, the work samples, videos, and other primary evidence are allowed to be included as data points on a graph or chart, but this is not required. Regardless of whether primary evidence is included on the chart, scorers will count the evidence for the purpose of determining completeness, but will include the percentages of accuracy and independence for the activity only once.

2) What if a required strand is not submitted?
   When indicating the “strands to be scored” on the AltScore screens, do not select a strand for scoring that was not submitted; nor should a scorer mark any scores for required strands that were not submitted. The scorer must indicate that the strand was not submitted by checking the box “strand required but not submitted” on the final AltScore screen.

3) What if a strand was submitted that was not required for a student in that grade?
   If a strand was submitted that was not required, do not score the strand.

4) Can portfolio evidence be submitted from previous school years?
   Science and Technology/Engineering portfolios in grades 5, 8, and High School may contain evidence accumulated over two consecutive school years, the current and the previous one (i.e., beginning July 1, 2013).

   High school competency portfolios may also include evidence collected over several years, beginning when the student was in grade 9.

   All other portfolios must contain evidence from the current school year, beginning on July 1, 2014.

5) Can photographs and video samples be scored as primary evidence?
   All media submitted in the portfolio will be counted and scored as primary evidence if the content clearly shows the student demonstrating the measurable outcome and is clearly labeled with all required information. Video and audio documentation must be sufficiently clear or a written transcription of the contents must be provided in the portfolio strand.

   Photographs and video samples may not be scored as primary evidence if they show only the setting, instructional approach, or context of the activity (e.g., a student sitting at a computer), without clear evidence of the final product of the activity. In those cases, the evidence can only be scored in the rubric areas of Self-Evaluation and Generalized Performance.
“Grade-Level Portfolios” in Grades 3–8

Portfolios submitted for students in grades 3–8 who address standards at grade-level expectations, as indicated on Line 4 of the Strand Cover Sheet, must be given by the scorer to the Table Leader without being scored or reviewed. These will be reviewed and scored by content experts.

“Grade-level portfolios” must include the following in order to be considered for a score of Needs Improvement, Proficient, or Advanced:

- In ELA, the following standards must be fully documented at grade-level expectations in the student’s portfolio:
  - for a student in grades 3, 5, 6, or 8:
    - all three learning standards listed for the student’s grade in Language-Vocabulary Acquisition and Use
    - any three learning standards listed for the student’s grade in Reading-Informational Text
    - any three learning standards listed for the student’s grade in Reading-Literature
  - a student in grades 4 or 7:
    - all three learning standards listed for the student’s grade in Language-Vocabulary Acquisition and Use
    - any three learning standards listed for the student’s grade in either Reading-Informational Text or Reading-Literature
    - any three learning standards listed for the student’s grade in Writing (include rubric if used)

- In Mathematics, the following must be documented at grade-level expectations in the student’s portfolio:
  - any three learning standards (selected by the teacher) in each of the two domains required for a student in that grade (see page 3)
  - any three learning standards in one additional Math domain, as follows:
    - Grade 3: Number and Operations-Fractions (NF); Grade 4: Number and Operations in Base 10 (NBT); Grade 5: Measurement and Data; Grade 6: Geometry (G); Grade 7: Expressions and Equations (EE); Grade 8: Functions (F)

- In Science and Technology/Engineering (STE), the following must be documented at grade-level expectations in the student’s portfolio:
  - any three learning standards listed for the student’s grade in each of three STE strands (selected by the teacher)

The following evidence must be submitted for each learning standard being assessed:

- A minimum of two pieces of primary evidence (and additional work samples as needed) to demonstrate that the student addressed all aspects of the assessed standard.
- No data charts are required.
- More than one skill may be documented in a single piece of evidence in a grade-level portfolio.

**Level of Complexity (LOC)** will be scored for each strand as follows:

- LOC = 5, if the student addressed three (or more) learning standards at grade-level expectations.
- LOC = 4, if the student addressed one or two (but not all three) learning standards at grade-level expectations (i.e., some, but not all of the evidence is at grade level); or if evidence addresses some, but not all, aspects of the learning standard at grade-level expectations.
- LOC = 3, if the student addressed all learning standards below grade-level expectations (i.e., using “entry points”).

Student must attain an overall score of LOC=5, DSC= 3 or 4, and IND=4 in all strands submitted to earn a score of Needs Improvement or higher.
“Grade-Level Portfolios” in Grades 3–8 (Continued)

“Grade-level” portfolios are distinguished from other portfolios in three ways: the Strand Cover Sheet will indicate “at grade-level expectations” on line 4; there will likely be a Competency and Grade-Level Portfolio Checklist (shown below) near the front of the portfolio; and the portfolio will include Work Descriptions for “Grade-Level” Portfolios (shown below) attached to each piece of primary evidence.

The structure and content of these portfolios are different from those of students working below grade-level expectations. The portfolios do not include data charts, and instead include only work samples produced by the student; and the work samples themselves must document a broader range of standards than in typical portfolios.

<table>
<thead>
<tr>
<th>Competency and Grade-Level Portfolio Checklist (Include before Portfolio Cover Sheet, only if submitting Competency or Grade-level portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this is a high school Competency Portfolio, indicate the content area(s) submitted:</td>
</tr>
<tr>
<td>□ ELA</td>
</tr>
<tr>
<td>□ MATHEMATICS</td>
</tr>
<tr>
<td>□ SCIENCE AND TECHNOLOGY/ENGINEERING (STE)</td>
</tr>
<tr>
<td>STE DISCIPLINE (Select one):</td>
</tr>
<tr>
<td>□ BIOLOGY</td>
</tr>
<tr>
<td>□ CHEMISTRY</td>
</tr>
<tr>
<td>□ INTRODUCTORY PHYSICS</td>
</tr>
<tr>
<td>□ TECHNOLOGY/ENGINEERING</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK DESCRIPTION for “Grade-Level” Portfolio for students in Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Attach one WORK DESCRIPTION to each work sample in the portfolio.)</td>
</tr>
<tr>
<td>Student’s Name:</td>
</tr>
<tr>
<td>Student’s grade:</td>
</tr>
<tr>
<td>Content Area (Check one):</td>
</tr>
<tr>
<td>Strand/Domain:</td>
</tr>
<tr>
<td>Learning Standard:</td>
</tr>
<tr>
<td>Brief Description of assignment or activity in the attached work sample:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What was the student’s overall percent of accuracy on this assignment? (Level of Accuracy = %)</td>
</tr>
<tr>
<td>How much of this assignment was done independently by the student (i.e., without the use of prompts, guidance, coaching, or suggestions) (Level of Independence = %)</td>
</tr>
</tbody>
</table>
“Competency Portfolios” in Grades 9–12

High school portfolios that indicate “at grade-level expectations” on Line 4 of the Strand Cover Sheet; and that include **Work Descriptions for High School Competency Portfolios** (shown below) attached to each piece of evidence; and that include a **Competency and Grade-Level Portfolio Checklist** (shown on the previous page) near the front of the portfolio, must be given by scorers to the Table Leader **without being scored**. These portfolios will be reviewed by a panel of high school content experts.

The “competency portfolio” is used as an alternative format for a student with a disability to meet the state’s graduation requirement (called the Competency Determination). The structure and content of these portfolios are different from those submitted for students working below grade-level expectations, and include student work that documents a broad range of standards. Data charts are not included in “competency portfolios.”
Validity and Reliability of Portfolio Scores

Training and Qualification of Scorers

Prior to the first day of actual portfolio scoring, prospective scorers receive intensive training by Department staff. After training is completed, each prospective scorer, Table Leader, scoring specialist, assistant floor manager, and floor manager must take and pass a qualifying test before scoring student portfolios.

Qualifying Test

In order to qualify, prospective scorers must: 1) individually score several pre-calibrated, simulated MCAS-Alt portfolio strands, and 2) answer a series of questions regarding portfolio scenarios that are likely to be encountered. Prospective scorers may refer to the following publications while taking the test:

- 2015 Guidelines for Scoring MCAS-Alt Portfolios (this publication)
- 2015 Educator’s Manual for MCAS-Alt
- Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2014 Fall editions)
- Training for Portfolio Scorers PowerPoint presentation

The passing scores for the qualifying test are as follows:

- Scorers must achieve 85 percent accuracy on all sections of the qualifying test.
- Table Leaders, floor managers, assistant floor managers, and MCAS-Alt scoring specialists must achieve 90 percent accuracy on all sections of the qualifying test.

Prospective scorers, Table Leaders, MCAS-Alt scoring specialists, and floor managers who do not qualify on the first attempt are given an opportunity to review their tests and receive additional training, after which a different qualifying test is administered. Those who do not qualify on the second attempt will be excused from scoring; Table Leaders, assistant floor managers, and floor managers who score 85–89 percent will be invited to participate as scorers, but not as Table Leaders or floor managers.

Maintaining the Accuracy and Consistency of Scores

Using the AltScore onscreen scoring program, Table Leaders and Department staff will track each scorer’s inter-rater consistency (IRC) when scoring portfolios. For portfolios in grades 3–10, this is accomplished by double-scoring at least one portfolio each morning and each afternoon for each scorer (or at least one portfolio in every five). All scoring discrepancies and all scores of “M” for DSC and IND are resolved by a scoring specialist. Table Leaders will be double-scored on at least two portfolios each week, with discrepancies resolved by a floor manager. Each scorer’s rate of agreement with an expert scorer (i.e., inter-rater consistency) must be maintained at a level of 80 percent or higher for all rubric areas in the double-scored portfolio. When the rate of agreement falls below 80 percent, scorers are retrained and subsequently double-scored for the remainder of that day and may be released from scoring at the discretion of the Department if their rate of agreement falls below 80 percent two or more times.
### Appendix A: Scorer Comments Key

#### 2015 MCAS-Alt Portfolios

<table>
<thead>
<tr>
<th>Level of Competency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A score of &quot;M&quot; was given because of: (continued)</td>
</tr>
<tr>
<td>B</td>
<td>The evidence was not presented on the cover sheet.</td>
</tr>
<tr>
<td>C</td>
<td>The evidence was not included.</td>
</tr>
<tr>
<td>D</td>
<td>The student did not include two pieces of evidence.</td>
</tr>
<tr>
<td>E</td>
<td>The evidence was not included.</td>
</tr>
<tr>
<td>F</td>
<td>The evidence was not included.</td>
</tr>
<tr>
<td>G</td>
<td>The evidence was not included.</td>
</tr>
</tbody>
</table>

#### General Comments

- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.

#### Scorer Comments

- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.

#### Data Chart Comments

- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.

#### Scorer Comments

- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
- The evidence of performance was found in the final project.
Appendix B: Glossary

The following terms are used in describing and scoring the MCAS-Alt:

**Access Skills:**  Student outcomes that address a social, motor, or communication skill during a standards-based (i.e., academic) activity in the required strand

**Content Area:**  The subject in which an MCAS-Alt is submitted, including English Language Arts and Literacy (ELA), Mathematics, and Science and Technology/Engineering (STE)

**Core set of evidence:**  The minimum amount of evidence required for a portfolio strand to receive a score:
  - One data chart showing a student’s progress over time in learning the measurable outcome
  - Two additional pieces of primary evidence showing student’s performance of the same measurable outcome shown on the data chart

**Domain:**  A cluster of related Mathematics standards in the Massachusetts Curriculum Framework

**Entry Point:**  A student outcome based on a learning standard that has been modified below grade-level expectations. Entry points are listed at progressively lower levels of complexity in the Fall 2014 Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (the “Resource Guide”).

**Learning Standard:**  Specific statement of what all students should know and be able to do in the specified grade.

**Measurable Outcome:**  A specific goal for a student taking the MCAS-Alt on which his or her portfolio evidence is based. Measurable outcomes identify one specific skill to be assessed that is aligned with the strand/domain required for assessment for a student in that grade.

**Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities:**  The Resource Guide lists the Massachusetts learning standards in each subject and grade, and identifies student outcomes based on each standard along a continuum from less to more complex.

**Primary evidence:**  A portfolio product that directly shows the student’s knowledge or performance of a skill

**Strand:**  A cluster of related ELA or STE standards in the Massachusetts Curriculum Framework.

**Supporting documentation:**  A portfolio product that shows the context of an instructional activity (i.e., how did the instruction occur?). It does not show a final product or the results of the activity.
Appendix C: Data Chart–Sample Bar Graph

DATA METHOD 2: BAR GRAPH (instructional data summarizing the student’s performance on each date)

Student Name: [Student Name]
Content Area/Strand: Mathematics/Mathematics - Operations and Algebraic Thinking

Measurable Outcome: will appropriately grasp materials to be added within 5 seconds of presentation with 80% accuracy and 100% independence.

Accuracy:
Independence:

Learning Standard: 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.

Date (m/d/y) | 1.17.14 | 1.21.14 | 1.23.14 | 1.27.14 | 1.29.14 | 1.30.14 | 2.10.14 | 2.24.14 | 3.6.14 | 3.7.14
---|---|---|---|---|---|---|---|---|---|---
A | 50 | 100 | A | 60 | I | 100 | A | 30 | I | 100 | A | 40 | I | 100 | A | 40 | I | 100 | A | 100 | I | 100 | A | 80 | I | 100 | A | 90 | I | 100 | A | 80 | I | 100

Brief Description (What was student asked to do and how did he/she do it?)
- Appropriately grasped bells being added within 5 seconds of presentation.
- Appropriately grasped bears being added within 5 seconds of presentation.
- Appropriately grasped colored blocks being added within 5 seconds of presentation.
- Appropriately grasped tennis balls in physical therapy being added within 5 seconds of presentation.
- Appropriately grasped bell loops being added for 160th day within 5 seconds of presentation.
- Appropriately grasped colored blocks being added within 5 seconds of presentation.
- Appropriately grasped bells being added within 5 seconds of presentation.
### Appendix D: Data Chart–Sample Field Data Chart

**DATA METHODOLOGY: FIELD DATA CHART** (Student performance on a series of tasks, or on a collection of work samples, related to a targeted skill)

**Student Name:**

**Content Area/Strand:** English Language Arts - Reading Informational Text

**Learning Standard:** R1.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Measurable Outcome:** Given a structured, predictable teacher-directed group, will attend visually (i.e., after initially looking at object she will return her vision 1 or more times) to materials representing the key ideas/details of an informational text with 70% accuracy and independence.

At least eight (8) different dates are required.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy and Independence for each trial</td>
<td>- / P</td>
<td>+ / P</td>
<td>+ / I</td>
<td>- / P</td>
<td>+ / I</td>
<td>+ / I</td>
<td>- / P</td>
<td>+ / I</td>
<td>+ / I</td>
<td>+ / P</td>
</tr>
<tr>
<td>% Accuracy: SUMMARY for this date</td>
<td>29</td>
<td>29</td>
<td>44</td>
<td>40</td>
<td>43</td>
<td>57</td>
<td>50</td>
<td>57</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>% Independence: SUMMARY for this date</td>
<td>0</td>
<td>14</td>
<td>22</td>
<td>20</td>
<td>43</td>
<td>43</td>
<td>50</td>
<td>43</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**Brief Description:**

- **During** a reading group about the weather, was asked to return her visual attention (eye gaze) back to the objects presented to her from a story box.
- **During** a reading group about the weather, was asked to return her visual attention (eye gaze) back to the objects presented to her from a story box.
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**NOTE:** Titles of texts were provided on a separate sheet.
Appendix E: Data Chart – Sample Line Graph

DATA METHOD 3: LINE GRAPH
(instrucional data summarizing the student's performance on each date)

Student Name: 
Content Area/Strand: English Language Arts/English Language Arts - Reading Literature

Measurable Outcome: will answer complex comprehension questions (including how and/or why) in relation to a text, using citations from the text with 80% accuracy and 100% independence.

Accuracy: 
Independence: 

Date (m/d/y) | Description
--- | ---
1/30/14 | Short story answering complex "why" comprehension questions cited from the text "And's Great Day"
1/31/14 | Short story answering complex "why" comprehension questions cited from the text "Restless Evening"
2/3/14 | Short story answering complex "why" and "how" comprehension questions cited from the text "Bear"
2/4/14 | Short story answering complex "why" and "how" comprehension questions cited from the text "Help Out Baby"
2/6/14 | Short story answering complex "how" and "why" comprehension questions cited from the text "The Chess Champion"
2/10/14 | Fable answering complex "why" comprehension questions cited from the text "The Fox and the Grapes"
2/11/14 | Short story answering complex "why" comprehension questions cited from the text "Let Go of My Lego"
2/12/14 | Fiction story answering complex comprehensions multiple choice questions including "why" cited from the text, "Mike the Cat"