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Guide to the MCAS Performance Appeals Process

August 2023

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# ****I. Background****

## A. The Massachusetts Competency Determination Requirement

The Massachusetts Education Reform Act of 1993 requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the [Competency Determination (CD) standard](http://www.doe.mass.edu/lawsregs/603cmr30.html), in addition to meeting all local graduation requirements.

To meet the CD standard, students must earn a passing score on the grade 10 MCAS tests in English Language Arts (ELA) and Mathematics, and one of the high school Science tests to meet their CD requirement. Students who do not pass the MCAS tests in grade 10 may take retests according to these [participation guidelines](https://www.doe.mass.edu/mcas/highschool.html) in grades 11 and 12 and beyond.

Specific passing scaled scores for students are described on the [graduation requirements](http://www.doe.mass.edu/mcas/graduation.html) website. Please note that the passing scaled scores are based on students’ graduation class and whether they participated in the next-generation or legacy MCAS tests.

## B. The MCAS Performance Appeals Process

In addition to the standard MCAS tests and retests, students may earn a CD through the MCAS Performance Appeals process. The Board established the MCAS appeals process in 2002 for students who have been unable to demonstrate the required performance level on MCAS tests to demonstrate through their coursework that they have the knowledge and skills to meet or exceed the passing standard. When granted, *a performance appeal is not a waiver of CD requirements***,** but an alternative pathway to document the student’s knowledge and skills needed to earn the CD.

If school and district officials believe that there is evidence that a student has demonstrated the attainment of the state’s learning standards through his/her/their coursework, the superintendent may submit a performance appeal to the Commissioner on behalf of the student.

Annually updated [cohort worksheets,](http://www.doe.mass.edu/mcasappeals/filing/) [appeals guidelines](http://www.doe.mass.edu/lawsregs/603cmr30.html), and [portfolio appeals requirements](http://www.doe.mass.edu/mcasappeals/filing/portfolio/guidelines.html) are available for students who participated in high school MCAS tests.

# II. Overview of MCAS Performance Appeals

## A. Eligibility Criteria

For a performance appeal to be considered, a superintendent, director, or the designee must submit evidence that shows that the student meets the following eligibility requirements:[[1]](#footnote-2)

* The student has taken the test/retest in the content area of the appeal, as follows:
* for **English Language Arts (ELA),** at least **three** times (or completed the ELA MCAS-Alt at least twice) at the high school level
* for **Mathematics**, at least **three** times (or completed the Mathematics MCAS-Alt at least twice) at the high school level
* for **Science and Technology/Engineering (STE)**, at least **once** (or completed a high school STE MCAS-Alt at least once) at the high school level and is **currently enrolled** in a high school Science course or has completed grade 12
* The student has maintained a minimum attendance rate of 95% during the school year prior to and during the year of the appeal (e.g., no more than nine days absent from school during a 180-day school year).
* The student has participated in school-sponsored tutoring or other academic support services in the content area of the appeal.

The Commissioner has the authority to **waive** one or more of the eligibility requirements described above if there are extenuating circumstances such as illness, childcare commitments, hardship, or disability. In such cases, the superintendent, director, or administrator must include a written justification for a waiver with the appeal application.

If an appeal is denied, or if the appeals review board is not able to make a determination on the appeal, the district may submit a subsequent appeal on behalf of the student once additional information becomes available, as long as the student meets the eligibility requirements. If an STE appeal has been denied, *the student must take another MCAS discipline-specific test in either the same high school Science discipline or a different high school Science discipline*in order to be eligible for a subsequent appeal.

## B. MCAS Performance Appeal Formats, Alternate Pathways, and Required Evidence

This section describes the types of performance appeals and the requirements of each. For all appeals, a completed [MCAS Performance Appeal Application](http://www.doe.mass.edu/mcasappeals/filing/) must be submitted using the new **online** **application process**. The online application system is located in the [Department’s Security Portal.](https://gateway.edu.state.ma.us/) Please review [detailed instructions](https://www.doe.mass.edu/mcasappeals/filing/online-guide.pptx) for using the online application process.

### 1. Cohort Appeal

A cohort appeal is based on a comparison of the grade point average (GPA) and MCAS scores of the student for whom the appeal is filed (the appellant) and those of at least six other students (i.e., the cohort group) enrolled in the school. The appellant’s cohort consists of the following three components:

(1) students who were enrolled in the same course(s) at the same time as the appellant in the subject of the appeal—not only students in the same classroom

(2) students who have taken the MCAS test in the subject of the appeal

(3) students who have earned an MCAS scaled score within the specified range (see scaled score range on cohort worksheet)

For example, an appellant’s cohort in biology must include all students who were enrolled in the same biology course (e.g., Biology I) at the same time, who took the MCAS Biology test at the same time, and who received a scaled score within the cohort range (e.g., Bio 467–477).

To submit the cohort appeal,the superintendent, executive director, or designee must complete an online MCAS Performance Appeal application (using the [Security Portal](https://gateway.edu.state.ma.us/)) and include a [cohort worksheet](http://www.doe.mass.edu/mcasappeals/filing/) and local course descriptions. Customized or handwritten cohort worksheets will **not** be accepted.

Please review the instructions for completing the cohort worksheet described in Appendix A. GPAs **must** reflect end-of-course grades.

The cohort worksheet **must** include the following:

1. a cohort group consisting of **all** students in the school who took the same relevant course(s) at the same time as the appellant and whose MCAS scores in the relevant subject are between the specified range (see range below per subject),
   * ELA 455–471
   * Mathematics 469–476
   * Biology 467–477
   * Into Physics 470–478
   * Legacy Test 220–228

. The cohort must include **at least** **six students** who meet these criteria.

1. If at least six students cannot be included in the cohort, the district may request from the Department at [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu) a **modified cohort worksheet** that will allow the inclusion of students who scored in an extended score range. On the modified cohort worksheet, the MCAS score range for the cohort should be extended only to the minimum score needed to attain a comparison group of at least six students. **All** students in the extended MCAS score range must be included in the comparison group. Please specify the highest MCAS score that will be included when requesting a modified cohort worksheet.
2. State Assigned Student Identifiers (SASIDs) for the appellant and all students in the cohort
3. course titles and grade levels for each course included on the worksheet
4. **end-of-course** grade point averages for each course listed for the appellant and for each student in the cohort
   * Quarterly or partial GPAs may **not** be used unless the student transferred into the school in grade 12.
5. the highest MCAS test score received by the appellant in the subject of the appeal, as well as for each student in the cohort

**Course descriptions** must also be included for *all* courses listed on the cohort worksheet, indicating the breadth and depth of the course and the **curriculum framework standards** in the subject of the appeal that were addressed. An appeal will only be granted if the courses included in the cohort worksheet fully address (together or separately) the curriculum framework in the subject of the appeal.

* For **ELA** appeals, the courses listed must include those taken in **grades 10** **and** **11**. Courses in grades 9 and 12 may also be included at the school’s discretion.
* For **Mathematics** appeals, **Algebra and Geometry** courses must be included. Other relevant courses may also be included at the school’s discretion.
* For **STE** appeals, the course(s) listed may have been taken by the student in grades 9, 10, 11, or 12. Only one course is required and it must be in the same discipline as the MCAS Science test taken by the student. Courses that indicate partial coverage of the high school standards in the subject, or that are part of a series of courses (e.g., “Biology I”), must be listed on the cohort worksheet with a description of the standards covered by the course in the course description.

If the appellant has attended more than one high school, transcripts from previous high schools should be included, where available.

Cohort appeals are reviewed monthly during the school year (October through June) and must be submitted by the **first Friday** of the month in which the appeal will be reviewed. Decisions are communicated online within 10 days of the review.

### 2. Portfolio Appeal

For students that are unable to successfully meet the cohort appeal requirements, the district can work with the students to collect specific work samples that demonstrate that the students earned an achievement level that is comparable to the required passing standard (CD) on the MCAS content area test. Portfolios measure a student’s knowledge of the academic knowledge, concepts, and skills outlined in the Massachusetts Curriculum Frameworks. This is an important pathway for students that cannot earn the competency determination through the standard test or cohort appeal.

The portfolio appeal must include specific student work samples, collected during one or more years in high school, that demonstrate the student meets a comparable level of performance to a student who has earned a scaled score equivalent or above the passing standard. If the specific student work samples meet all the criteria, the appeal is granted.

Each portfolio appeal must be submitted using the [online appeals application process](https://www.doe.mass.edu/mcasappeals/) and must include the components described for each subject in Appendix C.

Each piece of student work in the portfolio must be attached to a completed [*Portfolio Appeal Work Description* form](http://www.doe.mass.edu/mcasappeals/filing/portfolio/guidelines.html).

Portfolio appeals are reviewed three times each year, in November, May, and July. Notification of decisions will be made according to a [published timetable](http://www.doe.mass.edu/mcasappeals/filing/portfolio/).

### 3. Transcript Appeal

Students who transfer to a publicly funded Massachusetts high school after the MCAS retests are administered (i.e., in mid-March or later) **of their senior year** are not required to meet the eligibility requirements to submit an MCAS Performance Appeal because the student would not have had sufficient time in which to take the required MCAS tests or retests. Instead, the district **must** submit transcripts, GPA, and standardized test scores. Other relevant academic evidence with the completed appeal application will also be considered.

Students who transfer to a publicly funded Massachusetts high school between September and March of their senior year must participate **at least once** in the MCAS retest(s) and February (Biology or Introductory Physics) before an appeal will be considered.

Each transcript appeal must be submitted online, accompanied by an [MCAS Performance Appeal Application](http://www.doe.mass.edu/mcasappeals/filing/), and must include the following information, when available:

* a completed [cohort worksheet](http://www.doe.mass.edu/mcasappeals/filing/), if the student has taken a high school MCAS test in the subject of the appeal and has completed at least two quarters of a relevant course
* transcripts from current and previous high schools
* standardized test scores (e.g., SAT, ACT, high school statewide assessment, or state exit exam), with score interpretation, if available
* college acceptance letters
* academic awards and scholarships
* date of transfer to the high school

Transcript appeals will be reviewed monthly from October through June, according to the timetable for review of cohort appeals.

### 4. Valor Act—Facilitation of On-Time Graduation for High School Transfer Students in a Military Family

In accordance with the [Valor Act](http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter108), the Department is committed to facilitating the on-time graduation of high school students in military families by providing alternatives to allow these students to earn a high school Competency Determination (CD).

If a high school student in an active military family **moves from another state** and enrolls in a Massachusetts high school in grade 11 or later, the district may, in lieu of having the student participate in MCAS retests, submit to the Department **alternative evidence** similar to a transcript appeal (see previous page) that demonstrates that the student has met the Massachusetts CD graduation standard in the required content areas—English language arts, mathematics, and science and technology/engineering—especially if the student has taken and successfully completed another state’s exit exams in those subjects.

The appeal application for high school students in military families must be accompanied by a completed Transcript Summary for a High School Student in a Military Family provided in Appendix E. Like cohort appeals, these will be reviewed monthly during the school year (October through June) and must be submitted by the first Friday of the month in which the appeal is to be reviewed. Decisions will be available within 10 days of the review.

## C. Filing MCAS Performance Appeals

Only a district superintendent (or designee) or the executive director of a charter school, approved private special education school, educational collaborative, or special education in an institutional setting (SEIS) program may file a performance appeal on behalf of a student. The Department encourages out-of-district programs to collaborate, if possible, with the student’s home districtwhen submitting an appeal. MCAS cohort appeals must be filed using the new online application process.

If a superintendent or executive director declines to file an appeal for a student and the parent or guardian disagrees with the decision not to file an appeal, the parent or guardian should request an explanation. The parent or guardian may also discuss the matter with the school committee. If the parent or guardian (or student, age 18 or older) does not agree with the school committee’s decision, he or she may contact the Department directly for advice.

An appeal for a **student with a disability** *must* be filed if a parent or guardian (or student, age 18 or older) requests it. Superintendents or executive directors may also initiate an appeal for a student with a disability upon receipt of written consent from the parent or guardian (or student, age 18 or older). Please see [MCAS Performance Appeals for Students with Disabilities](http://www.doe.mass.edu/mcasappeals/sped.html) for more information.

There are no exemptions for any student from meeting the state’s academic performance standard in order to attain the CD, although some students in the classes of 2021–2023 may be eligible for the [CD Modification](https://www.doe.mass.edu/mcas/graduation.html) as a result of the cancellation of MCAS testing in spring 2020 due to COVID-19. Students for whom evidence of meeting the minimum academic standard cannot be provided should continue to receive instruction in mathematics, ELA, or STE, and continue to take MCAS tests and retests. The student and/or his or her parent or guardian may also ask school leaders to submit a subsequent appeal if new and relevant information becomes available.

For additional information, see [*Frequently Asked Questions about the MCAS Appeals Process*](http://www.doe.mass.edu/mcasappeals/faq.html).

***D. Evaluation of MCAS Performance Appeals***

**Cohort, transcript, and Valor Act (students in a military family) appeals** are reviewed by the MCAS Performance Appeals Board, a panel of educators who meet monthly during the school year to review submitted appeals and make recommendations to the Commissioner about the outcome of each appeal.

**Portfolio appeals** are reviewed by the Portfolio Appeals Review Panel consisting of high school content experts in ELA, mathematics, and STE who evaluate the evidence submitted in the portfolios and make recommendations as to whether the portfolio has met all requirements to earn the CD.

Each performance appeal will result in one of the following **findings**:

* Granted—the student will earn a CD based on the appeal finding.
* Denied—the student will *not* earn a CD based on the appeal finding.
* No Determination—a finding could not be made based on the information submitted in the appeal, and therefore the student will *not* earn a CD.

# III. Communicating Performance Appeals Results to Districts

## A. Cohort Appeals, Transcript Appeals, and Valor Act Appeals

Within 10 school days of the Appeals Board’s decision, the Commissioner will make available online the results of each appeal including a finding and a decision code (described in Appendix B) explaining the finding to the superintendent or executive director (or designee) who submitted the appeal. The district will be provided a downloadable sample parent letter that must be sent by the district to the parent or guardian of each appellant.

If the superintendent or executive director disagrees with the appeals finding, he or she may request reconsideration of the finding by submitting a written request within 21 days from the receipt of the Commissioner’s decision.

***B. Portfolio Appeals***

Results become available on the online MCAS Appeals application within four to five weeks after the Appeals Board reviews the portfolio appeal.

If a portfolio appeal is not granted, the district may resubmit the portfolio appeal for the next round of reviews with any additional information or work samples that have become available.

# IV. Resources

A [frequently asked questions (FAQ) guide](http://www.doe.mass.edu/mcasappeals/faq.html) is available to answer common questions about MCAS appeals. Additional information can also be found on the [MCAS Appeals website](http://www.doe.mass.edu/mcasappeals/). You may also email [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu) or call 781-338-3625 with additional questions about MCAS Appeals.

# APPENDIX A

**Instructions for Completing the Cohort Worksheet**

1. Obtain the latest version of the [cohort worksheet](https://www.doe.mass.edu/mcasappeals/filing/default.html):
2. For the student, please provide the following information in the row entitled “Appellant”:
   1. The student’s state assigned identification number (SASID)
   2. The student’s GPA for each of the course titles indicated at the top of the worksheet. Use the numerical values shown in the table below to indicate GPAs for required courses in each subject).
   3. The highest MCAS score the student received in the subject of the appeal.
3. For every student in the cohort group (defined as **all** the students in the school who took the same sequence of courses identified at the top of the worksheet **at the same time** as the appellant AND who received a scaled score in the specified subject range.
   * 1. The students’ GPAs for each course (using the numerical values shown in the table below)
     2. The highest MCAS score received by the students in the subject of the appeal.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 | 0.4 |

Please note the following:

* If there are less than six (6) students in the cohort, the appeal cannot be reviewed. A modified cohort maybe used (see below).
* The cohort worksheet will not accept numerical grade values of 0.0 to 0.3. Grades of "F" must be assigned a value of 0.4.
* List end of course grades only
* Courses required:
  + ELA: English courses taken in grades 10 and 11 (grades 9 and 12 are optional); course descriptions must include literature read for the course (ESL courses that focus on language acquisition are not sufficient).
  + Math: An Algebra course (not just Algebra II) **and** a Geometry course; course descriptions must specify which standards in the curriculum frameworks were covered in the courses.
  + Science: At least **one** course in the same subject as the MCAS test being appealed; course descriptions must specify which standards in the curriculum frameworks were covered in the courses.
* *If any of the required courses are not included on the cohort worksheet, a rationale must be included.*
* Include in the cohort all students who scored between in the cohort range for the discipline. If the cohort exceeds 25 students, or if there are additional questions about the cohort, please email [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu) for further instructions.
  + The cohort *may* include students whose scores are **above the required range** only where there are too few students in the cohort. A **modified cohort worksheet** must be used for the purpose of extending the MCAS score range and may be requested by contacting [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu). The MCAS score range should only be expanded to the **minimum MCAS score above the specified range** needed to attain a cohort of at least 6 students. All students within the extended MCAS score range **must** be included in the cohort. When requesting a modified cohort worksheet, please indicate the highest MCAS score that will be included.
  + Course descriptions must be included for ALL courses listed on the worksheet.
  + A signature is required attesting that ALL students who took the course(s) listed on this worksheet at the same time as the appellant and scored between the cohort range on the relevant MCAS test are included in this cohort.

**Cohort Worksheet Definitions**

|  |  |
| --- | --- |
| **Student’s GPA:** | The final grade for the courses identified on the worksheet (partial grades not accepted, with rare exceptions) |
| **Median GPA of Cohort:** | The grade point average at which half the students in the cohort scored above and half scored below |
| **Number of Students in Cohort:** | The number of students in the cohort whose MCAS scores fell within the specified score range; this number must equal at least 6 in order to make a determination based on the cohort worksheet. |
| **Mean GPA of Cohort:** | The average of the grade point averages for all students in the cohort for the courses identified on the worksheet |
| **Standard Error of the Mean:** | A measure of the error associated with the cohort’s average GPA; calculated automatically |
| **GPA at 2 Standard Errors of the Mean (SEM):** | The number calculated by subtracting two standard errors of the mean from the mean GPA of the cohort; calculated automatically |

# APPENDIX B

MCAS Performance Appeals Decision Codes

**Granted:**

|  |  |
| --- | --- |
| G1.0 | Student meets eligibility requirements and evidence of academic performance meets or exceeds the passing standard. |

**Denied:**

|  |  |
| --- | --- |
| D1.0 | Student’s GPA does not indicate that he or she has met the passing standard. The student’s GPA is too low in relation to the comparison group. Specifically, the student’s GPA is lower than the median GPA of the comparison group and also is lower than the GPA that is 2 standard errors below the mean GPA and the standard error of the mean is .25 or lower. |
| D2.0 | Student’s transcript, portfolio and/or other supporting academic work does not indicate that academic performance meets the passing standard. |
| D3.0 | Teacher evaluates that the student’s academic performance does not meet the passing standard. |
| D4.0 | Student’s GPA is below 1.0 or the cohort’s median or mean GPA is below 1.0. |

**No Determination — Eligibility Not Established:**

|  |  |
| --- | --- |
| ND1.0 | Incomplete Application. |
| ND2.0 | Minimum 3-test requirement not fulfilled. |
| ND2.5 | Minimum 3-test requirement waiver request not approved. |
| ND3.0 | 216 minimum score not achieved (n/a for students with disabilities). |
| ND3.5 | 216 minimum score waiver request not approved. |
| ND4.0 | 95% student attendance requirement not met. |
| ND4.5 | 95% student attendance requirement waiver request not approved. |
| ND5.0 | Tutoring requirement not fulfilled. |
| ND5.5 | Tutoring requirement waiver request not approved. |

**No Determination — Level of Performance Not Established:**

|  |  |
| --- | --- |
| ND6.0 | There are fewer than 6 other students in the cohort. |
| ND7.0 | Student’s GPA is lower than the median GPA of the comparison group and the standard error of the mean is above .25. |
| ND8.0 | Cohort worksheet is: incomplete; inaccurate; handwritten; not included; or contains GPAs of 0.3 or below. |
| ND9.0 | Transcript, portfolio and/or other supporting academic evidence is incomplete, insufficient or not included. |
| ND10.0 | Grade 10 and/or 11 GPAs are not included in the worksheet. No explanation given. |
| ND11.0 | Additional information in support of the appeal was not submitted. |

## Appendix C

Portfolio Appeals Requirements in Each Content Area

To satisfy the portfolio requirements for an appeal to be granted, the work samples in the student’s portfolio must:

* demonstrate that the student has completelyand independentlyaddressed *all* required standards and strands/conceptual categories in the subject being assessed, as described in the portfolio requirements for ELA, Mathematics, and/or one high school Science subject;
* include work samples compiled under the supervision of staff in the district, educational collaborative, or approved private special education school submitting the portfolio. (work samples created during remote instruction must be certified by the district as having been created independently by the student);
* document and reflect achievement that is equivalent to, or higher than, a student who has received a passing score on the high school ELA, Mathematics, and/or high school Science MCAS test(s);
* **include a completed Portfolio Appeal Work Description** attached to each work sample.

**ENGLISH LANGUAGE ARTS (ELA)**

The English language arts portfolio requirements are listed below and have been updated to incorporate the standards contained in the *[2017 Massachusetts Curriculum Framework for English Language Arts and Literacy](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf)*.

**ELA portfolios must include the following evidence, at minimum, to be considered for the Competency Determination:**

* **Four (4) essays of at least two pages each; AND**
* **Two (2) short responses of at least two paragraphs each**

Each essay and short response must:

* be in response to a different grade 10 text—**multiple essays and short responses** **should not be based on the same text** (appendix B of the [*2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf)contains a list of suggested authors and texts);
* be clearly identified with a title, student’s name, and the date on which it was completed;
* include multiple drafts that
* are written entirely by the student, not rewritten by the teacher;
* indicate a progression of the student’s thinking in each successive draft;
* show independent edits by the student, with meaningful revisions incorporated into subsequent drafts; and
* do not consist of plot summaries, multiple-choice worksheets, short-answer tests, or quizzes;
* include a completed ELA Portfolio Appeal Work Description attached to each work sample.

Use the requirements listed below, plus the [ELA standards](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf). An ELA portfolio may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually.

|  |  |
| --- | --- |
| **ELA** portfolios must include the following  (from the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*)*:* | |
| **Reading** | **Two short responses (one based on grade 10 literature and one based on an informational text), including all drafts,** in which the student produces writing that demonstrates comprehension of text and knowledge in the cluster areas of the **Grades 9-10** [**Reading** **Standards**](https://www.doe.mass.edu/frameworks/ela/2017-06.pdf) for Literature; Informational Text; and/or Literacy in History/Social Studies, Science, and Technical Subjects. Each short response should be based on a different cluster area listed below (i.e., ***1***, ***2*** or ***3***):   1. ***Key Ideas***—Analyze a text and draw conclusions supported by textual evidence, determine a theme or central idea, and/or provide a brief analysis of how complex characters interact, develop, or advance the plot of a narrative text. 2. ***Craft and Structure***—Analyze the author’s use of language, structure of text, purpose of the text, and/or a character’s point of view. 3. ***Integration of Knowledge and Ideas***—Evaluate, support, or respond to a claim by the author(s) of one or more texts, citing evidence; analyze documents of literary or historical significance; analyze a critical response to a text (e.g., book review). |
| **Writing** | **Four essays (at least one in each writing type (*1*, *2*, or *3*) described below and one chosen by the student), including all drafts, based on one or more grade 10-level texts** in which the student produces:   * 1. an ***argument*** to support a claim (persuasive) on a topic of the student’s own choosing, citing textual evidence;   2. an ***informational/explanatory text*** that conveys complex ideas and concepts through effective selection, organization, and analysis;   3. a ***narrative*** to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences; and   4. an additional essay in any writing type selected from 1–3 above. |
| **Language** | The language strand is demonstrated within each essay listed above in which the student shows an ability to understand and independently analyze and appropriately apply:   * **knowledge of language**, including making effective choices for meaning or style and appropriate application in different contexts; * **conventions** **of standard English** grammar and usage, including punctuation, capitalization, and spelling; and, * **vocabulary acquisition and use**, including the use of grade-appropriate general academic and domain-specific words and literal/figurative language. |

**MATHEMATICS**

The Mathematics portfolio requirements are listed below and have been updated to incorporate the standards contained in the [*2017 Massachusetts Curriculum Framework in Mathematics*](http://www.doe.mass.edu/frameworks/math/2017-06.pdf).

**Mathematics portfolios must include the following evidence, at minimum, to be considered for the competency determination:**

* + at least **four examples or problems solved correctly** by the student that demonstrate **each aspect** of all required standards, as described below and on the following pages;
  + an overall score (percent accuracy) given by the teacher for each work sample, with incorrect answers clearly marked;
  + work samples produced as independently as possible by the student;

(**Note:** corrections made by the teacher may not be submitted as the student’s own work);

* + a completed **Mathematics Portfolio Appeal Work Description** attached to each work sample;
  + a clear indication on the work description of the accommodations and type(s) and frequency of assistance provided to the student, including percent independence;
  + original student work;
  + **no solved sample problems or models showing how to obtain the answer**—these may *not* be included as part of submitted work;
  + submission of additional work samples beyond the minimum in each standard is encouraged;
  + submission of multiple-choice, matching, and fill-in-the-blank worksheets is discouraged.

Mathematics portfolios may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

**Number and Quantity**

Submit **at least four examples** solved correctly by the student for **each** **aspect** **of the three clusters** identified in the table below.

|  |  |
| --- | --- |
| Clusters | Portfolio Requirements (from the *2017 Massachusetts Curriculum Framework for Mathematics*) |
| N-RN.A | Evaluate numerical exponential expressions. *For example,* ;  Evaluate numerical expressions involving rational numbers (using order of operations).  *For example,*  Rewrite exponential expressions with variables using the properties of exponents.  *For example,* ; |
| N-RN.B | Perform operations (add, multiply, etc.) on rational and irrational numbers using approximations of irrational numbers. *For example,* ; |
| N-Q.A | Identify appropriate quantities for descriptive modeling. *For example, A city has registered voters. For an election, ballots were cast. About what percentage of the city’s registered voters cast a ballot in the election? A woman drove on a trip across the country. She drove for about 10 hours each day for 5 days, for a total of 3023 miles. What was the approximate average rate of speed, in miles per hour, that she drove during her trip?*  Solve word problems involving rounding and dimensional analysis. *For example, A traveler drove a distance of 36 miles in 50 minutes. Approximate the travelers average speed, in miles per hour.* |

**Algebra**

Submit **at least four examples** solved correctly by the student that addresses **each** **aspect of** **any four of the five clusters or groups of clusters** identified in the tablebelow. Include at least **four examples of each of the tasks shown in bold below.**

|  |  |
| --- | --- |
| Clusters | Portfolio Requirements (from the *2017 Massachusetts Curriculum Framework for Mathematics*) |
| A-SSE.A  A-SSE.B | Create expressions that describe a variety of contexts. *For example, a truck rental that costs per hour plus a flat fee of can be represented by the expression .*  Interpret parts of mathematical expressions. *For example, for the expression , is the coefficient, is the exponent, and is the constant.*  Interpret parts of linear expressions. *For example, for the linear expression , interpret as the rate of change (slope) and as the initial value (y-intercept).*  Translate between standard and slope-intercept forms of linear equations to reveal slope and *y*-intercept. *For example, the equation is equivalent to and thus the line it represents has a slope of and a y-intercept of . Create an equation, in standard form, of a line that has a slope of and a y-intercept of .* |
| A-APR.A | **Add**, **subtract,** and **multiply** polynomials (including monomials and binomials). *For example, ; ;*  Factor polynomial expressions using Greatest Common Factor.  *For example,* |
| A-CED.A | Create equations and/or inequalities in one variable from a context. *For example, Jo has saved and needs a total of to buy a laptop. She will save per week. How many weeks will it take to have enough money to buy the laptop? . Student may create equations, inequalities, or some of each.*  Create equations in two variables from a context. *For example, Grant needs pounds of apples and raspberries for a pie . He has to spend, and apples cost per pound and raspberries cost per pound .*  Graph linear equations on a coordinate plane. *For example, graph*  Rearrange formulas to highlight a quantity of interest. *For example, given the formula for the volume of a cylinder, solve for the height.* |
| A-REI.A  A-REI.B | Explain each step in the solutions of equations (with or without the formal property name). *For example, “Addition property of equality” or “I added the same number to both sides of the equation” are equally acceptable as justification.*  Show when equations have no solution and explain why. *For example, has no solution because .*  Solve linear equations in one variable. *For example,*  Solve inequalities in one variable. *For example, ; ;* |
| A-REI.C  A-REI.D | Solve systems of linear equations algebraically and/or graphically. *For example, find the solution of , by using substitution or elimination.; Given two lines graphed on a coordinate plane, estimate the coordinates of the point of their intersection.*  Show whether ordered pairs are solutions of a graphed linear equation. *For example, show whether the points, , or lie on the graph of .*  Graph the solutions of inequalities in two variables on a coordinate plane. *For example, graph the solution of the inequality .*  Determine inequalities in two variables from their graphs. *For example, given a half-plane and its boundary line on a coordinate plane, determine the inequality that describes it.* |

**Functions**

Submit **at least four examples**, solved correctly by the student, for **each aspect of** **any** **two** **of the three clusters or groups of clusters** identified in the tablebelow.

|  |  |
| --- | --- |
| Clusters | Portfolio Requirements (from the *2017 Massachusetts Curriculum Framework for Mathematics*) |
| F-IF.A | Distinguish between functional and non-functional relationships. *For example, given a relation shown in a table, a mapping, a set of ordered pairs, a graph or an equation, determine whether the relation is a function.*  Extend a linear sequence given a rule or numbers in the sequence. *For example, the first three numbers in a linear sequence are 4, 11, 18... what is the 6th number in the sequence? The rule for a linear sequence is “subtract 4” and the first number in the sequence is 124. What are the first 5 numbers in the sequence?*  Evaluate functions for inputs in their domains. *For example, if , evaluate , , and .*  Evaluate functions for inputs in their domains in terms of a context. *For example, the relationship between degrees Celsius and degrees Fahrenheit can be represented by the function . Find for , , and .* |
| F-IF.B  F-IF.C | Determine the domain and the range of functions. *For example, given a relation shown in a table, a mapping, a set of ordered pairs, a graph, an equation, or a verbal description, determine both the domain and the range of the relation.*  Calculate (or estimate from a graph) the average rates of change of functions over specific intervals. *For example, determine the average change in temperature from a.m. and p.m., given the temperatures at those times; determine the average change in the population of a town from 1980 to 2010, given a table of populations and years.*  Graph linear functions and interpret the slope and the rate of change. *For example, profit earned from a car wash can be represented by the function . Graph the function, and interpret the slope as the price charged per car, the y-intercept as the cost of the supplies, and the* *x-intercept as the number of cars needed to wash to break even.*  Compare properties and/or key features of two linear functions presented in different ways. *For example, given a graph of a company’s profits over time, and a table of values of the yearly profits of another company, show which company exhibits greater growth.* |
| F-LE.A | Distinguish between situations that are modeled by linear and exponential functions (or neither). *For example, the total amount of money deposited in a bank account as a function of a constant weekly deposit is linear, while the current balance in the account as a function of time is exponential.*  Recognize situations in which a quantity changes at a constant rate. *For example, from a graph or a table of values.*  Construct linear functions from graphs, descriptions, or tables of values (including ordered pairs). *For example, given the weight of a boy at age was lbs. and his weight at age was lbs., a function that models the boy’s weight as a function of his age from years old to years old is .*  Compare the values of a linear function and an exponential function as the value of the independent variable increases by showing that eventually, for the same input, the output of an exponential function will exceed the output of the linear function. *For example, if and , then , but .* |

**Geometry**

Submit **at least four examples** solved correctly by the student for **each** **aspect of** **any** **four** **of the five clusters or groups of clusters** identified in the tablebelow. Include at least **four examples of each of the tasks shown in bold below**.

|  |  |
| --- | --- |
| Clusters | Portfolio Requirements (from the *2017 Massachusetts Curriculum Framework for Mathematics*) |
| G-CO.A | Determine the coordinates of points on a grid after a transformation or a series of transformations. *For example, give the coordinates of point B after , graphed on a coordinate plane, is reflected across the x-axis.*  Perform transformations on figures on a coordinate plane. *For example, given a triangle on a coordinate plane, draw the triangle after rotating it counterclockwise.*  Distinguish between transformations or series of transformations, that yield congruent figures and those that do not. *For example, a translation of units left followed by a clockwise rotation yields a congruent figure, while a reflection across the y-axis followed by a dilation with scale factor , with respect to the origin, does not.* |
| G-CO.C | Solve problems that involve **vertical** angles, **corresponding** angles, and **alternate interior** angles. *For example, in a diagram with parallel lines and one or more transversals, solve for a missing angle measure or missing angle measures.*  Solve problems using the triangle sum theorem (including isosceles triangles). *For example, determine a missing angle measure in a triangle with angle measures of or with algebraic expressions for angle measures; determine the measures of the angles in a triangle if they are in the ratio .* |
| G-SRT.A  G-SRT.B  G-SRT.C | Determine the coordinates of dilated figures. *For example, give the coordinates of point R, graphed on a coordinate plane, after is dilated by scale factor of with respect to the origin. Use scale factors that produce similar, but not congruent, figures.*  Determine missing **side lengths** and **angle measures** in similar figures. *For example, given a diagram with similar triangles, solve for a missing side length by using proportions.*  Use the Pythagorean Theorem to solve word problems. *For example, find the height of a building, given the distance from the top of the building to a point a given distance from the base of the building.* |
| G-GPE.B | Determine the coordinates of the midpoints of line segments graphed on a coordinate plane. *For example, find the midpoint of the line segment with endpoints and .*  Using the coordinates of their vertices, calculate the **perimeter** and the **area** of figures on a coordinate plane. *For example, given a triangle, graphed on a plane, with vertices at , , and , calculate its perimeter, in units, and its area, in square units.* |
| G-GMD.A | Use volume formulas for **cylinders**, **cones**, and **spheres** to solve problems. *For example, given a cone with a radius of 14 cm and a height of cm, calculate its volume, in cm³; Given a sphere with a volume of in³, calculate its diameter, in inches.* |

**Statistics and Probability**

Submit **at least four examples** solved correctly by the student for **each** **aspect of** **any** **two** **of the three clusters or groups of clusters** identified in the tablebelow, unless indicated otherwise. Include at least **four examples of each of the tasks shown in bold below**.

|  |  |
| --- | --- |
| Clusters | Portfolio Requirements (from the *2017 Massachusetts Curriculum Framework for Mathematics*) |
| S-ID.A | Create and analyze **dot plots**, **histograms**, and **box plots**. *For example, given a set of data, create a histogram and determine the interval that includes the median; given a set of data, create a dot plot and describe its distribution. At least one analysis must be shown for each display created.*  Compare centers and spreads of two or more data sets. *For example, given two box plots, compare the medians and interquartile ranges; add an additional value to a set of data and compare the measures of center and spread of the data sets before and after the value was added.* |
| S-ID.B  S-ID.C | Calculate relative frequencies (joint, marginal, and/or conditional) from two-way tables. *For example, from a table showing spring sports played by student athletes, determine the percentage of senior athletes who play golf (joint), the percentage of the athletes that are juniors (marginal), or the percentage of sophomore athletes who play softball (conditional). All examples may be drawn from the same table.*  Create scatter plots from data, fit trend lines to the scatter plots, and determine equations for the linear functions described by the data. ***Only two of these are required*.**  Describe the intensity and nature of the correlation of data from scatter plots. *For example, the correlation is strong and it is negative; the data indicates that there is no correlation. These examples may be drawn from the scatter plots created by the student.*  Interpret the slope and *y*-intercept of a line of best fit, shown in a scatter plot, in terms of a context. *For example, identify the slope of a line of best fit as a rate of change, and its y-intercept as an initial value, based on a context.* |
| S-CP.A  S-CP.B | Describe events as subsets of a sample space as unions, intersections, or complements of events. *For example, for the sample space of rolling two number cubes, the event “rolling a sum of four” is the subset , the event “rolling exactly one two AND an even total” is the subset , and the event “rolling doubles OR a sum of eleven” is the subset . The event “rolling an even sum” is the complement of the event “rolling an odd sum”.*  Construct and interpret two-way frequency tables using two associated variables. *For example, construct a table comparing seniors and juniors who have roles in the school’s musicals and dramatic shows and indicate whether there is any association between the students’ grade level and the type of show in which they appear.*  Compute probabilities of compound events. *For example, calculate the probability of rolling two number cubes and getting a sum of seven or eight.* |

**SCIENCE**

For either **BIOLOGY** or **INTRODUCTORY PHYSICS**:

Science portfolios must reflect the standards contained in the *2016* *Massachusetts Science and Technology/Engineering Curriculum Frameworks.* The core ideas in each subject are listed below.

Biology and Introductory Physics portfolios must include

* evidence of five (5) required standards in the selected discipline as shown in the table below (bold and underlined), PLUS:
* three (3) *additional* standards at the teacher’s discretion in Biology, or
* two (2) *additional* standards at the teacher’s discretion in Introductory Physics
* **a minimum of** **4 different** science practices (see the 2016 [STE curriculum framework](http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf), page 72) must be documented throughout the work submitted in the portfolio in either of these disciplines.

|  |  |  |
| --- | --- | --- |
| **BIOLOGY** |  | **INTRODUCTORY PHYSICS** |
| **Core Ideas:** |  | **Core Ideas:** |
| From Molecules to Organisms: Structures and Processes **(HS-LS1-1)** |  | Matter and Its Interactions |
| Ecosystems: Interactions, Energy, and Dynamics (**HS-LS2-1** and **HS-LS2-5**) |  | Motion and Stability: Forces and Interactions  (**HS-PS2-9** and **HS-PS2-10**) |
| Heredity: Inheritance and Variation of Traits  (**HS-LS3-3**) |  | Energy (**HS-PS3-1** and **HS-PS3-4a**) |
| Biological Evolution: Unity and Diversity  (**HS-LS4-5**)\_ |  | Waves and their Applications in Technologies for Information Transfer (**HS-PS4-1**) |

**Science Practices**

1. Asking questions (for science) and defining problems (for engineering)

2. Developing and using models

3. Planning and carrying out investigations

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

6. Constructing explanations (for science) and designing solutions (for engineering)

7. Engaging in an argument from evidence

8. Obtaining, evaluating, and communicating information

**Science portfolios should include the following information and materials:**

* work samples completed by the student that demonstrate all aspects of standards selected for the discipline
* a completed Portfolio Appeal Work Description in the selected discipline attached to each work sample produced for the portfolio
* a score (percent accurate) given by the teacher for each work sample. Work samples must be produced as independently as possible by the student, with all corrections clearly marked.Work samples may not be corrected by the teacher and submitted as the student’s own work.
* written evidence of the student’s thinking and problem-solving indicating the process used to solve each problem (i.e., show all student work)
* a clear indication of the type(s) and frequency of assistanceprovided to the student by the teacher (i.e., percent independence and any accommodations used by the student), either written directly on each piece or described on the Portfolio Appeal Work Description
* Submission of multiple-choice, matching, or fill-in-the-blank worksheets is discouraged.

# APPENDIX D

Portfolio Appeal Work Descriptions Cover Sheets

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENGLISH LANGUAGE ARTS (ELA)**  **Portfolio Appeal Work Description** | | | | | | | | | | | | | | | | | | |
| **(Attach one WORK DESCRIPTION to each work sample in the portfolio.**) | | | | | | | | | | | | | | | | | | |
| **Student’s Name:** | |  | | | | | **Date work was produced:** | | |  | | | | | | |
|  | | | | | | | | | | | | | | | | |
| This Work Description refers to the high school standards contained in the [2017 *Massachusetts Curriculum Framework for English Language Arts and Literacy*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf).  **The ELA portfolio must** **include at least six (6) writing samples based on grade 10 texts:**   * **two (2) short responses (one based on Reading-Literary and one based on Reading-Informational text)** * **four (4) essays (one in each of three Writing types and one in student’s choice of writing type)**, plus * multiple drafts, with edits and revisions applied by the student * one completed ELA Work Description attached to each writing sample   Additional ELA competency portfolio requirements are available at <http://www.doe.mass.edu/mcas/cd-reqs/>. | | | | | | | | | | | | | | | | |
| **Please complete the information below and attach this form to the work sample**. | | | | | | | | | | | | | | | | |
| **The attached writing sample is based on the following grade 10 text:**  Name of text:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (check one):  Literary  Informational  **The attached sample is a** (check one):  Draft  Final  **Below, select either A., B., or C., as appropriate.** | | | | | | | | | | | | | | | | |
| 1. **Reading**   **(short response of 1-2 paragraphs)** | | | ELA Anchor Standards documented in this writing sample (select one): | | | | | | | | | | | | | |
|  | | | Key Idea | Craft and Structure | | | | | Integration of Knowledge and Ideas | | | | | | | |
| 1. **Writing (1-2 page essay)** | | | Writing type (select one): | | | | | | | | | | | | | |
|  | | | Argument | | | Informational/ Explanatory | | | | | | Narrative | | | | |
| 1. **Language** | | | Language standards that are documented in the attached sample (select one or more): | | | | | | | | | | | | | |
|  | | | Conventions of Standard English | | | | Knowledge of language | | | Vocabulary Acquisition and Use | | | | | | |
| **ON THE ATTACHED WORK SAMPLE:** | | | | | | | | | | | | | | |
| What score did the student receive? | | | | (Level of Accuracy \_\_\_\_\_\_\_\_\_\_\_\_%) | | | | | | | | | | | | |
| How much work did the student do independently? (Level of Independence\_\_\_\_\_\_\_\_%) | | | | | | | | | | | | | | | | |
| If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive? | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.) | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| What was the student asked to do to complete the attached work sample (i.e., what was the assignment)? | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **MATHEMATICS**  **Portfolio Appeal Work Description** | | | | | | | | | | | | | | | | |
| **(Attach one WORK DESCRIPTION to each work sample in the portfolio.**) | | | | | | | | | | | | | | | | |
| **Student’s Name:** | |  | | | | | | **Date work was produced:** | | | | |  | | | |
|  | | | | | | | | | | | | | | | | |
| This Work Description refers to the clusters of standards contained in the [2017 *Massachusetts Curriculum Framework for Mathematics*](http://www.doe.mass.edu/frameworks/)*.*  **Evidence submitted in the Mathematics portfolio must include:**   * a minimum of four examples or problems solved correctly by the student for each aspect of the selected cluster or group of clusters listed below. * evidence of the student’s thinking and problem solving (i.e., all student work is shown that leads to the solution) * work produced as independently as possible by the student, with incorrect answers and corrections marked   (Note: Work corrected by the teacher may not be submitted as the student’s own work.)  Additional ELA competency portfolio requirements are available at <http://www.doe.mass.edu/mcas/cd-reqs/>. | | | | | | | | | | | | | | | | |
| **Please indicate the conceptual category (e.g., Number and Quantity) and cluster or group of clusters documented in the attached work sample.** | | | | | | | | | | | | | | | | |
|  | **Number and Quantity**  N-RN.A N-RN.B N-Q.A | | | | | | | | | | | | | | | |
|  | **Algebra**  A-SSE.A, B  A-APR.A A-CED.A  A-REI.A, B A-REI.C, D | | | | | | | | | | | | | | | |
|  | **Functions**  F-IF.A  F-IF.B, C F-LE.A | | | | | | | | | | | | | | | |
|  | **Geometry**  G-CO.A G-CO.C G-SRT.A, B, C G-GPE.B G-GMD.A | | | | | | | | | | | | | | | |
|  | **Statistics and Probability**  S-ID.A S-ID.B, C S-CP.A, B | | | | | | | | | | | | | | | |
| **ON THE ATTACHED WORK SAMPLE:** | | | | | | | | | | | | | | | |
| What score did the student receive? | | | | | | (Level of Accuracy = | | | | | |  | | | %) | | | | |
| How much work did the student do independently? | | | | | | (Level of Independence = | | | | | |  | | | %) | | | | |
| If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive? | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.) | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| What was the student asked to do to complete the attached work sample (i.e., what was the assignment)? | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |

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| --- |
| **Biololgy**  **Portfolio Appeal Work Description** |
| **(Attach one WORK DESCRIPTION to each work sample in the portfolio.**) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student’s Name:** | |  | | | | | | **Date work was produced:** |  | | |
|  |  | | | | | | |  |  | | |
| A minimum of **eight Biology standards** must be documented**:** **5** required standards, plus **3** at the discretion of the educator. In addition, **a minimum of** **4 different** [**science practices**](http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf) must be documented throughout the work submitted in the Biology portfolio. Standards are based on the [*2016 Science and Technology/Engineering Curriculum Framework*](http://www.doe.mass.edu/frameworks/current.html)*.*  **Evidence submitted in the Biology competency portfolio must include:**   * work samples that, taken together, document all aspects of the standard being assessed. Drafts may be included. * a clear description of each activity and an explanation, analysis of findings, and/or conclusion(s). * work samples produced as independently as possible by the student, with all corrections clearly marked. * percent of accuracy for each piece of student work, with all incorrect answers marked. * percent of independence indicated below, plus a description of the assistance given to the student. * Work samples may not be corrected by the teacher and submitted as the student’s own work. | | | | | | | | | | | |
| **Below, please indicate the learning standard documented in the attached work sample. Required standards are boldfaced and underlined.** | | | | | | | | | | | |
| **Molecules to Organisms** | | | | **HS-LS1-1**  HS-LS1-2  HS-LS1-3  HS-LS1-4  HS-LS1-5  HS-LS1-6  HS-LS1-7 | | | | | | | |
| **Ecosystems** | | | | **HS-LS2-1**  HS-LS2-2  HS-LS2-4  **HS-LS2-5**  HS-LS2-6  HS-LS2-7 | | | | | | | |
| **Heredity** | | | | HS-LS3-1  HS-LS3-2  **HS-LS3-3**  HS-LS3-4 | | | | | | | |
| **Biological Evolution** | | | | HS-LS4-1  HS-LS4-2  HS-LS4-4  **HS-LS4-5** | | | | | | | |
| **Please indicate the science practice(s), if any, documented in the attached work sample.** | | | | | | | | | | | |
| 1. Asking questions and defining problems | | | | | | 5. Using mathematics and computational thinking | | | | | |
| 2. Developing and using models | | | | | | 6. Constructing explanations and designing solutions | | | | | |
| 3. Planning and carrying out investigations | | | | | | 7. Engaging in argument from evidence | | | | | |
| 4. Analyzing and interpreting data | | | | | | 8. Obtaining, evaluating, and communicating information | | | | | |
| **ON THE ATTACHED WORK SAMPLE:** | | | | | | | | | | | |
| What score did the student receive? (Level of Accuracy = | | | | | | | | |  | | %) | |
| How much was done independently by the student? (Level of Independence = | | | | | | | | |  | | %) | |
| If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive? | | | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.) | | | | | | | | | | | |
|  | | | | | | | | | | | |
| What was the student asked to do to complete the attached work sample (i.e., what was the assignment)? | | | | | | | | | | | |
| **INTRODUCTORY PHYICS**  **Portfolio Appeal Work Description**  **(Attach one WORK DESCRIPTION to each work sample in the portfolio.)** | | | | | | | | | | | |
| **Student’s Name:** | | |  | | | | | **Date work was produced:** |  | | |
|  | | | | | | | | | | | |
| A minimum of **seven Introductory Physics standards** must be documented: **5** required standards, plus **2** at the discretion of the educator. In addition, **a minimum of 4** **different** [**science practices**](http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf#page=107) must be documented throughout the work submitted in the Introductory Physics portfolio. Standards are based on the [*2016 Science and Technology/Engineering Curriculum Framework*](http://www.doe.mass.edu/frameworks/current.html)*.*  **Evidence submitted in the Introductory Physics competency portfolio must include:**   * work samples that, taken together, document all aspects of the standard being assessed. Drafts may be included. * a clear description of each activity and an explanation, analysis of findings, and/or conclusion(s). * work samples produced as independently as possible by the student, with all corrections clearly marked. * percent of accuracy for each piece of student work, with all incorrect answers marked. * percent of independence indicated below, plus a description of the assistance given to the student. * Work samples may not be corrected by the teacher and submitted as the student’s own work. | | | | | | | | | | | |
| **Below, please indicate the learning standard documented in the attached work sample. Required standards are boldfaced and underlined.** | | | | | | | | | | | |
| **Matter and Its Interactions** | | | | | HS-PS1-8 | | | | | | |
| **Motion and Stability: Forces and Interactions** | | | | | HS-PS2-1  HS-PS2-2  HS-PS2-3  HS-PS2-4  HS-PS2-5  **HS-PS2-9**  **HS-PS2-10** | | | | | | |
| **Energy** | | | | | **HS-PS3-1**  HS-PS3-2  HS-PS3-3  **HS-PS3-4a**  HS-PS3-5 | | | | | | |
| **Waves and Their Applications in Technologies for Information Transfer** | | | | | **HS-PS4-1**  HS-PS4-3  HS-PS4-5 | | | | | | |
| **Please indicate the science practice(s), if any, documented in the attached work sample.** | | | | | | | | | | | |
| 1. Asking questions and defining problems | | | | | | | 5. Using mathematics and computational thinking | | | | |
| 2. Developing and using models | | | | | | | 6. Constructing explanations and designing solutions | | | | |
| 3. Planning and carrying out investigations | | | | | | | 7. Engaging in argument from evidence | | | | |
| 4. Analyzing and interpreting data | | | | | | | 8. Obtaining, evaluating, and communicating information | | | | |
| **ON THE ATTACHED WORK SAMPLE:** | | | | | | | | | | | |
| What score did the student receive? (Level of Accuracy = | | | | | | | | |  | %) | |
| How much was done independently by the student? (Level of Independence = | | | | | | | | |  | %) | |
| If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive? | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.) | | | | | | | | | | | |
|  | | | | | | | | | | | |
| What was the student asked to do to complete the attached piece (i.e., what was the assignment)? | | | | | | | | | | | |
|  | | | | | | | | | | | |

# APPENDIX E

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Transcript Summary for a High School Student in a Military Family** | | | | | | | | | | |
| **Name:** | |  | | |  |  | |
| **SASID:** | |  | | |  |  | |
| **Year of Graduation:** | | | | |  |  | |
| **Relevant Courses and Final Grades Listed on Student’s Transcript:** | | | | | | | |
|  | **Mathematics** | | **ELA** | | | | **Science and Tech/Eng** | |
|  | Grade 9: | | | | | | | |
|  |  | |  | | | |  | |
|  |  | |  | | | |  | |
|  | Grade 10: | | | | | | | |
|  |  | |  | | | |  | |
|  |  | |  | | | |  | |
|  | Grade 11: | | | | | | | |
|  |  | |  | | | |  | |
|  |  | |  | | | |  | |
|  | Grade 12: | | | | | | | |
|  |  | |  | | | |  | |
|  |  | |  | | | |  | |
| **MCAS Test Scores (grade 8–12), if any:** | | | | | | | |
|  | **Mathematics** | | | **ELA** | | | **Science and Tech/Eng** | | |
|  |  | | |  | | |  | | |
|  |  | | |  | | |  | | |
|  |  | | |  | | |  | | |
| **Out of State/Out of Country Standardized Assessment Scores  (e.g., Statewide tests, end-of-course assessments, SAT/ACT, etc.):** | | | | | | | |
|  | **Mathematics** | | | **ELA** | | | **Science and Tech/Eng** | | |
|  |  | | |  | | |  | | |
|  |  | | |  | | |  | | |
|  |  | | |  | | |  | | |
| **Subject(s) of this Waiver Request (List "X" next to relevant subject):** | | | | | | | |
| Mathematics | | | | | | | |
| ELA | | | | | | | |
| Science and Tech/Eng | | | | | | | |

1. Students who transfer to a publicly funded Massachusetts high school in mid-March or later of their senior year are exempt from certain eligibility requirements. [↑](#footnote-ref-2)