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Grade-Level Portfolio Manual for the 2024–25 MCAS

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# Overview

The *Grade-Level Portfolio Manual for the 2024–25 MCAS* contains information aboutMCAS grade-level portfolios, an alternative method of participation in the Massachusetts Comprehensive Assessment System (MCAS) that uses student work samples as the basis for measuring the educational performance of a very small number of students with disabilities who possess skills at or near grade level, but cannot demonstrate those skills on the standard MCAS tests, even with accommodations, due to a significant disability.

This manual comprises guidelines and instructions for educators who are preparing grade-level portfolios for students who have this assessment option listed in their IEP or 504 plan. Grade-level portfolios assess content knowledge and skills contained in current versions of the state’s curriculum frameworks at the same level of difficulty and complexity at which other students in that grade are assessed on the standard tests.

**Contact Information**

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# Part I: Recommended Timeline and Notable Security Requirements

## Recommended Timeline and Important Dates for 2024–2025

Educators should use the timeline below to schedule and conduct the necessary activities to create and submit grade-level portfolios:

**Fall 2024**

**September/October**

* identify students for whom a MCAS grade-level portfolio will be developed in each subject.
* review the contents of this manual.
* participate in Department-sponsored MCAS grade-level portfolio training.
* review information from training sessions; identify the standards required for assessment and plan instruction; collaborate with content specialists, as needed.
  + begin collecting work samples and complete corresponding work description forms for each.

**November/December**

* continue compiling work samples and completing corresponding work description forms.
* make subsequent instructional decisions based on completed work samples.

**Winter/Spring 2025**

**January/February/March**

* + participate in a Department-sponsored portfolio review session.
  + request portfolio submission materials from Cognia during enrollment period.

**March**

* + finish collecting, selecting, labeling, and organizing completed work samples.
  + complete required forms, including Student Information Booklets (SIB).
* review portfolios for completeness.
* invite parents to view portfolio(s) and sign Verification Form.
* ship all grade-level portfolios from the school no later than **5:00 p.m.,** **Friday, March 28**.

**May**

* results sent to schools for high school portfolios submitted for students in grade 12.

**Summer 2025**

**June**

* preliminary results reported electronically to schools and districts in mid-June (Portfolio Feedback Forms in DropBox).

**August**

* results sent to principals for portfolio appeals submitted in June.
* parent letters sent to student’s home by district for high school students who submitted MCAS portfolio appeals.

**Fall 2025**

**September/October**

* Parent/Guardian Reports sent to districts for students who submitted MCAS portfolios.
* scored portfolios returned to schools.

## Important Information about MCAS Grade-Level Portfolios

**This manual includes information, requirements, and blank forms needed for the creation of grade-level portfolios for students with disabilities.**

### ****Submission of Grade-Level Portfolios in Spring 2025****

Portfolios must be completed and prepared for submission in time for pick-up from schools no later than **Friday, March 28, 2025**.All portfolios must be submitted on or before this date. Submission materials (e.g., three-ring binders, Student Information Booklets, plastic envelopes, and shipping labels) must be ordered online by school administrators between January 2–14, 2025, through the MCAS Service Center, and will be sent to each school in late February 2025.

### ****Ensuring That Portfolios Are Authentic and Complete****

**Portfolios should reflect the actual work of the student, including all drafts, notes, computations, etc., and address all of the key requirements in each subject and grade level so students will receive valid and accurate feedback on their academic achievement.**

**In order improve the likelihood that a portfolio will be complete and scorable, educators are encouraged to:**

* review all sections of this manual
* become familiar with submission requirements for the portfolio being submitted
* attend a Department-sponsored training session in fall 2024 and in January/ February/March 2025
* review the standards required for assessment contained in the relevant edition of the Massachusetts curriculum framework(s) in the subject being assessed
* check the dates listed on each piece of evidence to ensure they are correct
* **s**ubmit additional evidence, if possible, beyond the minimum requirement

**Educators should also be aware that the submitted work samples must:**

* **show all work by the student to arrive at the answer/conclusion; responses/answers by themselves are not sufficient**
* **indicate the type and degree of assistance provided to the student (percentage of independence)**
* **describe any accommodation provided to the student**
* **be scored accurately by the teacher**
* **be clearly labeled with the student’s name**
* **be aligned to the required standard(s) and match the standard(s) indicated on the work description**

### ****Sheet Protectors and Staples****

**Do *not* use sheet protectors or staples with portfolio contents. Instead, use dividers (tabs) between each standard and content area to improve the efficiency of the scoring process. Often sheet protectors result in student work sticking together.**

## Rationale and Purpose of MCAS Grade-Level Portfolios

All students who are educated with Massachusetts public funds, including students with disabilities, are required by state and federal laws to participate in statewide assessments. The purpose of the MCAS grade-level portfolios is to assess a *very small* number of students who are working at or near grade-level in the content area, but who are unable to demonstrate their grade-level knowledge and skills on the standard MCAS tests, even with accommodations, due to the symptoms of a significant disability.

The purposes of MCAS grade-level portfolios are to:

* provide an appropriate statewide assessment format for difficult-to-assess students with disabilities
* determine how much of the academic curriculum a student has learned
* ensure that all students are included in statewide assessments and accountability systems
* use assessment results to provide appropriate academic instruction
* provide an alternative pathway for students with disabilities to demonstrate their knowledge

Grade-level portfolio assessments may be administered in all grades and subjects in lieu of taking the required standard MCAS tests. Grade-level portfolios submitted in the 2024–2025 school year for students in grades 3–10 must correspond to the standards contained in the most current editions of the [Massachusetts curriculum frameworks](http://www.doe.mass.edu/frameworks/current.html) inEnglish language arts, mathematics, and science.

**Conducting the MCAS Grade-Level Portfolio Assessments**

Educators who are charged with compiling work samples and demographic information for the grade-level portfolios are responsible for the following:

* ensuring that information is complete and accurate for each student and is accurately recorded and included in each student’s portfolio, as well as on all required forms
* ensuring that student work samples and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student’s performance inaccurately
* ensuring that evidence (i.e., work samples) for each student, *regardless* of the similarity of classroom instruction or participation in similar classroom activities, reflects the student’s unique and authentic abilities and performance
* submitting student portfolios with all required forms and information to their principal for review and sign-off on the *Principal’s Certification of Proper Administration* (PCPA) in time for submission of the portfolios to the Department (see the Timeline on page 2)

Principals are responsible for the following:

* ensure that all students with disabilities participate in MCAS in the manner identified by their IEP team or in their 504 plan and in accordance with participation requirements
* monitor the assessment process to ensure that student work is neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student’s performance inaccurately
* identify qualified school personnel to compile the grade-level portfolio and ensure that responsible staff receive appropriate training
* ensure that adequate school resources are allocated and staff coordinated to guarantee appropriate participation in, and timely submission of, MCAS grade-level portfolios for designated students, including the allocation of sufficient time for compiling work samples and required forms for the portfolio(s)
* provide assurances through the PCPA that all information is complete and accurate for each student participating in a grade-level portfolio and each student is properly identified on all forms, including the Student Identification Booklets (SIB) and on all work samples
* schedule a UPS pick-up through the MCAS Service Center for pick-up no later than **5:00 p.m.,** **Friday, March 28**
* understand the provisions of the security requirements described below

## Security Requirements

The MCAS Grade-Level Portfolio, if performed accurately, provides educators, parents, and the state with valid information on the academic performance and progress of each student, and can be used by the IEP team to identify challenging academic goals for each student. Therefore, it is essential that accurate and authentic portfolio evidence be compiled and submitted that truthfully reflects the student’s performance.

Principals are responsible for ensuring that educators who administer the grade-level portfolio comply with the requirements and instructions contained in the *MCAS Grade-Level Portfolio Manual*. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. Local staff members who violate the test security requirements are subject to sanctions and penalties. The purpose of the security requirements is to protect the validity of the statewide results.

### Reporting Irregularities to the Department

Educators or administrators who become aware of any irregularities in the preparation or submission of grade-level portfolios must contact the Department at 781-338-3625 to report the issue. The Department may then request that the school or district investigate the matter and submit a written investigative report. The Department may also perform its own independent investigation.

Once the Department has determined that an irregularity has taken place, the Department will notify the school and district of any consequences that follow from this determination. This may include invalidation of a student’s portfolio score and licensure sanctions for licensed educators. Consequences imposed by the Department do not limit a local district’s authority to impose its own sanctions up to and including termination.

# Part II: MCAS Participation Guidelines for Students with Disabilities

## Options for Participation in MCAS

This section provides the options for IEP team members to determine how each student with a disability will participate in MCAS. It is not a question of whether the student with a disability will participate in MCAS testing; rather, educators must determine the appropriate and allowable format of MCAS testing for all students.

|  |  |
| --- | --- |
| Option 1 | The student participates in standard MCAS testing under routine testing conditions. |
| Option 2 | The student participates in standard MCAS testing using necessary accessibility features and accommodations to demonstrate knowledge and skills. |
| Option 3 | The student meets the definition for *Students with the Most Significant Cognitive Disabilities*[[1]](#footnote-2)\* and participates in the MCAS-Alt—the State Assessment based on Alternate Achievement Standards |
| Option 4 | The student demonstrates grade-level or near grade-level skills but has a complex and significant disability and will participate in the MCAS Grade-Level Portfolio. |

## Definition for Students with the Most Significant Cognitive Disabilities

 Massachusetts’s definition of students with the “most significant cognitive disabilities” applies to a small number of students with disabilities for purposes of their participation in state-wide alternate assessments (e.g., MCAS-ALT, Alternate ACCESS for ELLs). IEP teams must also take into account information included in the Department of Elementary and Secondary Education’s guidance to help discussions of whether a student can be identified as a student with the most significant cognitive disabilities and therefore considered eligible to participate in an alternate state-wide assessment.

Massachusetts defines “students with the most significant cognitive disabilities” as students who:

* have cognitive disabilities evidenced by significant delays in attaining age-level academic achievement standards, even with systematic, extensive, individually designed instruction, related services, and modifications; and
* have cognitive disabilities that significantly impact their educational performance and ability to apply learning from one setting to another; and
* require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled; and
* perform significantly below average in general cognitive functioning and adaptive behavior. This is defined as a student functioning two or more standard deviations below the mean on commonly accepted norm-referenced assessments in both cognitive functioning and adaptive behavior *(e.g., two or more adaptive skill areas such as daily living skills, communication, self-care, social skills, and academic skills).*

In accordance with federal regulations, “the identification of a student as having a particular disability as defined in the Individuals with Disabilities Education Act or as an English learner does **not** determine whether a student is a student with the most significant cognitive disabilities.” 34 C.F.R. § 200.6(d)(1)(i) (emphasis added). Moreover, “a student with the most significant cognitive disabilities is **not** identified solely on the basis of the student’s previous low academic achievement, or the student's previous need for accommodations to participate in general State or districtwide assessments.” 34 C.F.R. § 200.6(d)(1)(ii) (emphasis added).

## Students with Complex and Significant Disabilities Who *May* Require a Grade-Level Portfolio

When the nature and complexity of a student’s disability present significant barriers or challenges to standardized computer- or paper-based testing, even with the use of accommodations, and the student is working at or close to grade-level expectations, the student’s IEP team may determine that the student should participate in the grade-level portfolio in one or more subjects.

The following examples are provided to expand the team’s understanding of students who may be appropriate for the grade-level portfolios in unique circumstances:

* a student with a significant emotional, behavioral, or other disability, who is unable to maintain sufficient concentration to participate in standard MCAS testing, even with accommodations
* a student with a significant health-related disability, neurological disorder, or other complex disability, who cannot meet the demands of a prolonged test administration
* a student with a significant motor, communication, or other disability, who requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student is unable to complete a test session in a single school day)

# Part III: Portfolio Contents Checklist and Portfolio Requirements

## Portfolio Contents Checklist

Each MCAS grade-level portfolio must include the required forms listed below (unless noted otherwise), in addition to the required work samples. Schoolsmay wish to use this page to monitor the inclusion of each item in the portfolio. The required forms may be photocopied from the originals found in Appendix A.

* **Artistic cover** (optional) designed and produced by the student, inserted at the beginning of the portfolio or in the front window of a three-ring binder.
* **Portfolio Cover Sheet** containing information about the student, school/program, and the portfolio, inserted as the **first page** of the portfolio.
* **Verification Form** signed by the parent(s), guardian, or primary care provider (or student over 18 years of age) signifying that they have reviewed the portfolio, or, at a minimum, were invited to do so. In the event no signature is obtained, the school must include a record of attempts to invite the parent(s), guardian, or primary care provider to view the portfolio.
* **Consent Form to Photograph and/or Videotape a Student,** kept on file at the student’s school, if images or recordings of the student are included in the portfolio. This consent form gives permission *only* for the student to be recorded digitally in photographs or video for the portfolio and is **not** a consent form for the student to participate in the portfolio process, which is decided by the IEP team. **Note:** Consent Forms (in English and Spanish) are available for this purpose in the [*Educator’s Manual for MCAS-Alt*](http://www.doe.mass.edu/mcas/alt/resources.html)*..*
* **Grade-Level Work Description** forms attached to each piece of evidence that provides required information about the work sample, such as the specific standard addressed, description of the assignment, and student’s levels of accuracy and independence.
* **Work samples or other evidence** (e.g., photographs, video clips, etc.)of the student’s achievement in each required standard. It may require several work samples to document all aspects of a single required standard, strand, or topic.

Portfolios must assess the standards required for the grade in which the student is reported to the Department in the Student Information Management System (SIMS). Grade-level portfolios are based on the knowledge, skills, and abilities outlined in the[Massachusetts curriculum frameworks](http://www.doe.mass.edu/frameworks/current.html). Requirements in each grade are listed on the following pages.

Students who are achieving classroom work *at or near grade-level expectations*, but are unable to participate in standard MCAS tests, even with the use of accommodations, due to the nature of their disabilities, may be considered for the MCAS grade-level portfolio.

Collaboration between general and special educators will likely be necessary to create grade-level portfolios.

## Grade-Level Portfolio Requirements

See Table 1 for the grade-level portfolio requirements in each grade and content area, and be aware of the following general guidelines:

* The grade-level portfolio consists only of work samples; no data charts are required.
* Work samples included in the portfolio must be based on the standards that are listed in the most current editions of the Massachusetts curriculum frameworks.
* Multiple (at least two or more) work samples must be submitted for each standard. Together, all work samples must demonstrate all aspects of each selected standard (e.g., parts a., b., c., etc.)
* Work samples must show evidence of the student’s thinking and independent problem-solving by showing all work completed by the student to get the answers.
* We discourage the use of simplistic work samples that may include fill-in-blank, matching, or true and false questions or problems.
* The portfolio should include, where appropriate, any graphic organizers, drafts, scoring rubrics, or tools used during the student’s instruction.
* A completed **Portfolio Cover Sheet must be placed in the front of the three-ring portfolio binder.**
* **A** completed **Work Description for a Grade-Level Portfolio** must be attached to each work sample.

**Table 1. Grade-Level Portfolio Requirements in Each Grade and Content Area**

| **Grade** | **Content Area** | | |
| --- | --- | --- | --- |
| **ELA**  Work samples sufficient to document all aspects of the following standards: | **Mathematics**  Work samples sufficient to document all aspects of the following standards: | **Science and Technology/Engineering**  Work samples sufficient to document all aspects of the following standards: |
| 3 | * Any three **Reading** standards forLiterature * Any three **Reading** standards forInformational Text * Four final **Writing** samples, one in each of three text types\* plus one additional sample selected by the student | * Any three standards in **Operations and Algebraic Thinking (OA)** from different cluster headings * One standard in **Number and Operations in Base Ten (NBT)** * 3.NF.A.2 and 3. NF.A.3 in **Number and Operations- Fractions (NF)** * Any three standards in **Measurement and Data (MD)** from different cluster headings * One standard in **Geometry (G)** | N/A |
| 4 | * Any three **Reading** standards forLiterature * Any three **Reading** standards inInformationalText * Four final **Writing** samples, one in each of three text types\* plus one additional sample selected by the student | * Any two standards in **Operations and Algebraic Thinking (OA)** from different cluster headings * Any two standards in **Number and** **Operations in Base Ten (NBT)** from different cluster headings * Any three standards in **Number and Operations- Fractions** **(NF)** from different cluster headings * Any two standards in **Measurement and Data (MD)** from different cluster headings * One standard in **Geometry (G)** | N/A |
| 5 | * Any three **Reading** standards forLiterature * Any three **Reading** standards inInformationalText * Four final **Writing** samples, one in each of three text types\* plus one additional sample selected by the student | * One standard in **Operations and Algebraic Thinking (OA)** * Any three standards in **Number and** **Operations in Base Ten (NBT)** from different cluster headings * Any three standards in **Number and Operations-Fractions (NF)** * Any two standards in **Measurement and Data (MD)** from different cluster heading * One standard in **Geometry (G)** | * Any three standards in each of **three different** STE strands (9 standards in all) selected by the teacher:   + Earth and Space Science   + Life Science   + Physical Science   + Technology/ Engineering |
| 6 | * Any three **Reading** standards inLiterature * Any three **Reading** standardsinInformational Text * Four final **Writing** samples, one in each of three text types\* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline-specific content in:   + History/Social Studies,   + Science, or   + Technical Subjects | * 6.RP.A.1 **or** 6. RP.A.2;   **and** 6. RP.A.3 in **Ratios and Proportional Relationships (RP)**   * Any three standards in **The Number System (NS)** from different cluster heading * Any three standards in **Expressions and Equations (EE)** from different cluster headings * One standard in **Geometry (G)** * One standard in **Statistics and Probability (SP)** | N/A |
| 7 | * Any three **Reading** standards in Literature * Any three **Reading** standardsinInformational Text * Four final **Writing** samples, one in each of three text types\* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline-specific content in:   + History/Social Studies,   + Science, or   + Technical Subjects | * 7.RP.A.1 **or** 7.RP.A.2; **and** 7.RP.A.3 in **Ratios and Proportional Relationships (RP)** * Any two standards in **The Number System (NS)** * Any two standards in **Expressions and Equations (EE)** from different cluster heading * Any two standards in **Geometry (G)** from different cluster heading * Any two standards in **Statistics and Probability (SP)** from different cluster heading | N/A |
| 8 | * Any three **Reading** standards in Literature * Any three **Reading** standardsinInformational Text * Four final **Writing** samples, one in each of three text types\* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline- specific content in:   + History/Social Studies,   + Science, or   + Technical Subjects | * One standard in **The Number System (NS)** * Any three standards in **Expressions and Equations (EE)** from different cluster heading * Any two standards in **Functions (F)** from different cluster heading * Any three standards in **Geometry (G)** from different cluster heading * One standard in **Statistics and Probability (SP)** | * Any three standards in each of **three different** STE strands (9 standards in all) selected by the teacher:   + Earth and Space Science   + Life Science   + Physical Science   + Technology/ Engineering |

\* The ELA-Writing strand in each grade must include one writing sample in each of the following text types, plus one additional writing sample, including all drafts showing revisions made by the student:

* **Opinion (grades 3-5)/Argument (grades 6-8)** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence from a text, where appropriate.
* **Informative/Explanatory text** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
* **Narrative,** either **prose** or **poetry**, documenting real or imagined experiences or events using effective literary techniques, descriptive details, and a clear sequence.

\*\* STE work samples may be collected over a period of two consecutive school years—the school year in which the assessment is required and one prior school year.

## Grade-Level Portfolio Requirements for a Student in High School

As previously described, when the IEP team determines that a high school student is working at, near, or above grade-level expectations but is unable to demonstrate knowledge and skills on the standard MCAS tests, even with the use of accommodations, due to the nature and severity of their disability, the IEP team should consider compiling and submitting a grade-level portfolio for the student.

### Standards to Assess

Please review the information described to find the correct version of the Massachusetts curriculum frameworks on which to base portfolios in each subject.

* + English Language Arts (ELA)
    - ELA high school portfolios must include evidence based on the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*.
  + Mathematics
    - Mathematics high school portfolios must include evidence based on the *2017 Massachusetts Curriculum Framework for Mathematics*.
  + Science
  + Science high school portfolios in Biology and Introductory Physics must include evidence based on the *2016 Massachusetts Curriculum Framework for Science and Technology/Engineering*.

### High School Portfolio Requirements in Each Content Area

To satisfy the portfolio requirements, the work samples in the student’s portfolio must do the following:

* 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 a student who has received one of the achievement levels on the standard MCAS tests in ELA, Mathematics, and/or high school Science MCAS test(s)
* include a completed **High School Cover Sheet as the first page of the portfolio**
* **include a completed 2025 Portfolio Work Description** attached to each work sample

#### ENGLISH LANGUAGE ARTS (ELA)

The English language arts high school 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 high school portfolios must include the following evidence, at minimum, to be considered for the Partially Meeting Expectations achievement level:**

* **Four essays of at least two pages each; *and***
* **Two short responses of at least 2 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 High School Portfolio 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) for a student in grades 9–10, to guide the development of work samples to submit. 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 beyond grade 10.

|  |  |
| --- | --- |
| **ELA** high school 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 high school portfolio requirements listed below 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 high school portfolios must include the following evidence, at minimum, to be considered for the Partially Meeting Expectations achievement level:**

* + 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 High School Portfolio 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, if possible, rather than photocopies;
  + **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

Science portfolios may be submitted *either* in grade 9 or 10 and must be based on **one** of the following subjects. The requirements will differ according to the selected subject.

* Biology
* 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 the following:

* evidence of five required standards in the selected discipline as shown in the table below (bold and underlined), PLUS:
* three additional standards at the teacher’s discretion in Biology, or
* two additional standards at the teacher’s discretion in Introductory Physics;
* **a minimum of** **four different** science practices (see page 72 of the 2016 [STE curriculum framework](http://www.doe.mass.edu/frameworks/scitech/2016-04.pdf)) 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 High School Portfolio Work Description in the selected discipline attached to each work sample (or collection of related work samples) 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 High School Portfolio Work Description

Submission of multiple-choice, matching, or fill-in-the-blank worksheets is discouraged.

# Part IV: Scoring Portfolios and Reporting Results

## Scoring Portfolios

### Portfolio Scorers

Student portfolios are scored by trained and qualified content expert reviewers whose performance is closely monitored by the Department to ensure that the score of each portfolio is accurate. All portfolios are reviewed by at least two expert reviewers in the content area to ensure that portfolios with missing or incomplete information, evidence that is determined to be unmatched to the required Massachusetts curriculum framework standards for a student in that grade, or evidence that does not reflect all aspects of the required standards are scored accordingly and that results are accurate. The grade-level portfolios measure the highest achievement attained by the student on the assessed standards and incorporates the use of cues and prompts as needed into the overall score.

All expert scorers are thoroughly trained by the Department before they can review grade-level portfolios. All scorers are provided information on the characteristics of students who submit grade-level portfolios, excerpts from this manual, copies of the relevant curriculum frameworks, portfolio requirements for each subject area, scoring guides, and score sheets.

### Guidelines for Scoring Portfolios

**Scoring Grade-Level Portfolios**

Scorers review work samples that document each required standard and determine whether the evidence meets the following criteria (see Score Sheet in Appendix B):

* is all work submitted for required standards in this content area?
* is the work at grade level and is it aligned with the standard required for assessment?
* do the work samples taken together for this standard meet all aspects of the standard?
* accuracy: did the student answer problems or perform the task correctly in at least 75 percent of cases for each work sample?
* independence: did the student answer problems or perform the task independently at least 75 percent of the time for each work sample?

If the work samples meet all of the above criteria, the student will receive a score of Partially Meeting Expectations in the content area. If not, the student will receive a score of Not Meeting Expectations. If work is well above the minimum requirements, the student is eligible to receive scores of either Meeting Expectations or Exceeding Expectations, at the scorer’s discretion.

**Scoring Portfolios**

The Rubric for Scoring Portfolio Strands and the Portfolio Feedback Form (developed with assistance and feedback from several dozen content experts in each content area) are used as guides for the scorers in each content area. Score sheets and Feedback Forms are found in Appendix B.

Scorers examine work samples in the portfolio that purportedly document each required standard and strand (or domain, discipline, or conceptual category, depending on the subject) and apply the following criteria to produce a score in each of the following areas:

* **level of complexity:** Is the workat grade-level expectations and aligned with the standard(s) required for assessment?
* **completeness:** Are all standards documented in the portfolio materials? Any missing standards or aspects of the standards will be noted on the returned Feedback Form.
* **demonstration of skills and concepts:** Is the accuracy of the student’s responses at or above 75 percent of the total number of tasks in the activity?
* **independence:** Is the independence of the student at or above 75 percent overall during the activity in which the student responded to questions, demonstrated knowledge and skills, or performed tasks?
* **self-evaluation:** Were any examples found of the student’s reflection, self-correction, goal-setting, or selection of tools, materials, or format of instruction?

If the work samples meet all of the above criteria, the student will receive a score of Partially Meeting Expectations in the content area. If not, the student will receive a score of Not Meeting Expectations. If work is above the minimum requirements, the student is eligible to receive scores of either Meeting Expectations (above minimum requirements) or Exceeding Expectations(well above minimum requirements), based on the recommendation of scorers.

Comments are provided to the student and educator preparing the portfolio on the Feedback Form (See Appendix B). These are intended to provide guidance on submitting appropriate additional work samples for future portfolio submissions.

## Including Grade-Level Portfolio Results in Reporting and Accountability

### Achievement Levels

For each student who takes the grade-level portfolio, one of the following achievement levels will be reported in each content area of the portfolio:

**Grades 3-10 MCAS Grade-Level Achievement Standards for ELA, Mathematics, Grades 5 and 8 STE, and High School Biology and Introductory Physics:**

* **Not Meeting Expectations**—Student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.
* **Partially Meeting Expectations**—Students performing at this level on this test partially meet grade-level expectations for knowledge, skills, and understanding. These students may need coordinated assistance and/or additional instruction to succeed at the next grade level.
* **Meeting Expectations**—Students performing at this level on this test meet grade-level expectations for knowledge, skills, and understanding, and are academically prepared to succeed at the next grade level.
* **Exceeding Expectations**—Students performing at this level on this test exceed grade-level expectations for knowledge, skills, and understanding, and are academically well prepared to succeed at the next grade level.

### School and District Results

Portfolio Feedback Forms containing preliminary school and district performance-level results are posted to DropBox Central on the Department’s [Security Portal](https://gateway.edu.state.ma.us/) in mid-June. Final results are available online in the fall and reflect the changes made due to discrepancies reported to the Department. Students’ portfolios are returned to schools in mid-September with Feedback Forms.

District level results include an achievement-level for each student attending school or program in a district, as well as for those students who reside in the district and attend publicly funded out-of-districtplacements, such as educational collaboratives or approved and unapproved private special education schools.

To meet federal requirements for reporting aggregated and disaggregated results of statewide assessments for all students, the results of MCAS grade-level portfolios are included in school, district, and statewide reports of MCAS results as achievement levels only.

### Parent/Guardian Reports

Grade-level portfolio individual student results will appear on Parent/Guardian Reports. In September, districts will receive shipments of Parent/Guardian Reports which provide a detailed description of a child’s score in each area of the scoring rubric and an overall achievement level in each subject.

Districts are responsible for sending a Parent/Guardian Report to the home of each student who submitted a grade-level portfolio. If the student is also reported as an English learner, a copy in the student’s home language must also be sent. Print copies of the translations of the report “shell” in the state’s ten most frequently spoken languages are provided in the shipment to districts. Translated report “shells” are also available [online](http://www.doe.mass.edu/mcas/alt/results.html) in ten languages.

### School and District Accountability

Grade-level portfolio results will be included in the accountability system, together with the results of students who took the standard MCAS tests and the MCAS-Alt. Details on the state’s accountability system are [available](http://www.doe.mass.edu/accountability/). Accountability determinations for schools that administer MCAS tests in grades 3–8 and 10 will be based on a combination of indicators, including:

* average scaled MCAS scores in ELA, mathematics, and STE (this replaces Composite Performance Index points used previously)
* an assigned scaled score equivalent for grade-level portfolios (see next page)
* average student growth percentile (SGP) in ELA and mathematics
* progress toward attaining English language proficiency for students reported as English learners
* percentage of chronically absent students

Table 2 shows the score scale for MCAS tests. The use of “average scaled MCAS scores” as an accountability indicator necessitates assigning an “equivalent scaled score” to the results of students who submitted grade-level portfolio in each subject.

**Table 2. MCAS Test Score Ranges and**

**Grade-Level Portfolio Scaled Score Equivalents**

|  |  |  |
| --- | --- | --- |
| **Standard MCAS**  **Achievement level** | **Scaled Scores** | **MCAS Grade-level Portfolio Equivalent Scaled Score** |
| Not Meeting Expectations (NM)  (or Incomplete Grade-Level Portfolio) | 440–469 | 455 |
| Partially Meeting Expectations (PM) | 470–499 | 485 |
| Meeting Expectations (M) | 500–529 | 500 |
| Exceeding Expectations (E) | 530–560 | 530 |

## Storage and Destruction of Returned Portfolios

In September of each year, DESE returns scored portfolios to the school that submitted them in the spring. Once returned, a portfolio becomes part of a student’s temporary record and must be kept by the school in a secure location. Under the [Massachusetts Student Records Regulations](http://www.doe.mass.edu/lawsregs/603cmr23.html?section=06), a temporary record contains everything that is not in the transcript and that is “clearly of importance to the educational process.” Principals or their designees are required to periodically review temporary student records and to destroy portions that are “misleading, dated, or irrelevant.” Prior to destroying these records, **schools must give parents and eligible students written notice of the intent to destroy records, and of parents’ rights to receive copies of these records before they are destroyed** [603 CMR 23.06(2)].

Regardless of the obligation to review and periodically purge temporary records of “misleading, dated, or irrelevant” documents, schools *must* destroy students’ temporary records no later than seven years after the student transfers, graduates, or withdraws from public school (i.e., a student’s temporary records *must* be destroyed within seven years after the student exits). However,schools *may* destroy “misleading, dated, or irrelevant” documentsbefore that time by providing written notice to the student and his/her parentof the approximate date of destruction of the record and of their right to receive these materials in whole or in part prior to their destruction.

Over time, the importance of the portfolios to the educational process diminishes and ultimately becomes dated and irrelevant. Therefore, DESE recommends the following time periods for schools to retain MCAS portfolios after they have been returned to the schools:

* grades 3-8 ELA and mathematics portfolios: two years after return of portfolios to school
* grades 5 and 8 science and technology/engineering (STE) portfolios:
  + three years after grade 5 STE portfolios are returned to school
  + two years after grade 8 STE portfolios are returned to school
* high school ELA, mathematics, and science portfolios: two years after the student exits public education

After the recommended time period, if the student no longer resides in the district, or if the parent doesn’t want the portfolio after receiving notice of the parent’s right to receive these materials prior to the date of destruction, the school may destroy the portfolio.

Despite these recommendations, schools and districts should be aware of circumstances in which it may be prudent to retain MCAS portfolios *longer* than the recommended time periods and treat the destruction of MCAS portfolios for specific students on a case-by-case basis. However, **in all cases, records must be destroyed within the seven-year period described above.**

**Please note:**

* Districts must furnish a copy of the portfolio to the eligible student or parent upon request, per 603 CMR 23.07(2).
* When a student is transferring from one Massachusetts district to another, DESE recommends that the previous district send the student’s current and/or most recent portfolio to the new district.

# Appendix A: Required Forms for Grade-Level Portfolios

**Portfolio Cover Sheet**

The Grade-Level Portfolio Cover Sheet must be completed and included as the first page of the student’s grade-level portfolio.

**Parent, Guardian, or Primary Care Provider Verification Form**

Parents or guardians must be given the opportunity to review their child’s portfolio before it is submitted.

**Work Description Forms**

The work description forms are listed below and provided on the following pages should be used to describe each portfolio product in the grade-level portfoliobased on standards.

*2025 MCAS Grade-Level Portfolio*

**PORTFOLIO COVER SHEET**

(This page must appear as the first page of the portfolio.)

**(Check one) This is a:  Grade-Level Portfolio (Grades 3-8)  High School Portfolio**

**Indicate the content area(s) submitted:**

**ELA**

**MATHEMATICS**

**SCIENCE AND TECHNOLOGY/ENGINEERING (STE)**

**HIGH SCHOOL DISCIPLINE (Select one, if applicable):**

**BIOLOGY**

**CHEMISTRY**

**INTRODUCTORY PHYSICS**

**TECHNOLOGY/ENGINEERING**

1) Student’s Name: \_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2) State-Assigned Student Identifier (SASID): | **1** | **0** |  |  |  |  |  |  |  |  |

3) Student’s grade as reported in the Student Information Management System (SIMS): \_\_\_\_\_\_\_\_

4) School/District, Educational Collaborative, or Program attended by the student:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DISTRICT SCHOOL

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | – |  |  |  |  | (See <http://profiles.doe.mass.edu>) |

5) District-School Code:

6) Address of School or Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7) Student’s sending district, if program is outside the district in which the student lives:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) Contact Information:

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Telephone and Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *2025 MCAS Grade-Level Portfolio*  **Parent, Guardian, or Primary Care Provider**  **VERIFICATION FORM**  Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School/District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Please check below:  \_\_\_\_\_ I HAVE BEEN GIVEN AN OPPORTUNITY TO REVIEW THE CONTENTS OF MY CHILD’S PORTFOLIO.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of Parent, Guardian, Primary Care Provider, or Student (if over 18 years of age)  \_\_\_\_\_ PARENT OR GUARDIAN DID NOT VIEW THE PORTFOLIO BUT WAS INVITED TO DO SO ON THE DATES LISTED IN THE SPACE BELOW.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  OPTIONAL: Comments may be provided by the parent, guardian, or primary care provider regarding the child’s portfolio (continue on reverse side if necessary):  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Please encourage parents to contact the Department of Elementary and Secondary Education directly with comments/questions at [mcas@mass.gov](mailto:mcas@mass.gov).  This form **must be included** in the student’s Grade-Level Portfolio.  *2025 MCAS Grade-Level Portfolio*  **WORK DESCRIPTION for Grades 3–8 Grade-Level Portfolio** | | | | | |
| **(Attach one WORK DESCRIPTION to each work sample in the portfolio.)** | | | | | |
| **Student’s Name:** |  | **Date work was produced:** | |  | |
|  | | | | | |
| |  |  | | --- | --- | | Student’s grade: |  |  |  |  |  | | --- | --- | --- | | Content Area  (Check one): | English Language Arts  Mathematics  Science and Technology/Engineering  (Note: Work samples for the STE grade-level portfolio may be collected over a period of two consecutive school years (the current and one prior school year) | | | Strand/Domain: |  | | Learning Standard: |  | | | | | | |
| Brief description of the assignment or activity in the attached work sample:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| What was the student’s overall percent of accuracy on this assignment?  (Level of **Accuracy** = | | |  | | %) |
| 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** = | | |  | | %) |
|  | | | | | |
| If Level of Independence is less than 100%, **what type of assistance** did the student receive on the attached work sample? | | | | | |
|  | | | | | |
| Describe any **accommodations** the student received (e.g., scribe, read-aloud, calculator, assistive/augmentative technology, etc.). **Note:** Use of accommodations does not affect the Level of Independence. | | | | | |
|  | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *2025 MCAS Gradle Level Portfolio*  **WORK DESCRIPTION for High School in**  **ENGLISH LANGUAGE ARTS (ELA)** | | | | | | | | | | | | | | | | | |
| **(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 high school 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 | | | | | | | | | | | | | | | | | |
| **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)? | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| *2025 MCAS Grade-Level Portfolio*  **WORK DESCRIPTION for High School Portfolio in**  **MATHEMATICS** | | | | | | | | | | | | | | | | | |
| **(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 high school 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 samples corrected by the teacher may not be submitted as the student’s own work.)  Additional Math 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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| *2025 MCAS Grade-Level Portfolio*  WORK DESCRIPTION for High Portfolio in  BIOLOGY  **(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**:** **five** required standards, plus **three** at the discretion of the educator. In addition, **a minimum of** **four 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 high school 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   (Note: Work samples corrected by the teacher may not be 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)? | | | | | | | | | | | |
| 2025 MCAS Grade-Level Portfolio  WORK DESCRIPTION for High School Portfolio in  INTRODUCTORY PHYSICS  **(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: **five** required standards, plus two at the discretion of the educator. In addition, **a minimum of four** **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 high school 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.   (Note: Work samples corrected by the teacher may not be 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 B: Scoring Materials for Grade-Level Portfolios

The materials shown in this section are used by scorers to rate each grade-level portfolio. These materials, along with the information described in the Scoring and Reporting section of this manual, will familiarize educators with the process for developing accurate and complete grade-level portfolios.

The following portfolio review and scoring materials are shown:

* **Grade-Level Portfolio Strand Score Sheet** (to be completed by scorers for each required strand)
* **Grade-Level Portfolio Strand Score Sheet: ELA-Writing**

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Grade-Level Portfolio Strand Score Sheet

**Directions to Reviewer(s):** The required standards differ for each grade, strand/domain, and content area (see “Grade-level portfolio Requirements”). Complete one score sheet for each strand or domain in which standards are required, EXCEPT ELA‒Writing, which requires a separate score sheet. Check to ensure that all required standards are submitted.

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SASID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Strand/Domain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Learning Standard #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Work samples for this standard were **at** **grade-level**: \_\_\_\_All\_\_\_\_Partially\_\_\_No
3. Work samples taken together documented **all** **aspects** of this standard: \_\_\_\_Yes\_\_\_Partially\_\_\_No
4. Overall **accuracy** for this standard: \_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%
5. Overall **independence** for this standard: \_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%
6. Did the student self-evaluate (e.g., self-correct, reflect, choose format)? \_\_\_\_Yes\_\_\_\_\_No
7. Learning Standard #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Work samples for this standard were **at** **grade-level**: \_\_\_\_All \_\_\_\_Partially \_\_\_No
9. Work samples taken together documented **all** **aspects** of this standard:

\_\_\_\_Yes\_\_\_Partially\_\_\_No

1. Overall **accuracy** for this standard: \_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%
2. Overall **independence** for this standard: \_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%
3. Did the student self-evaluate (e.g., self-correct, reflect, choose format)?  
   \_\_\_\_Yes\_\_\_\_\_No
4. Learning Standard #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Work samples for this standard were **at** **grade-level**: \_\_\_\_All\_\_\_\_Partially\_\_\_No
6. Work samples taken together documented **all** **aspects** of this standard: \_\_\_\_Yes\_\_\_Partially\_\_\_No
7. Overall **accuracy** for this standard: \_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%
8. Overall **independence** for this standard: \_\_\_\_0–25% \_\_\_\_26–59% \_\_\_\_50–74% \_\_\_\_75–100%
9. Did the student self-evaluate (e.g., self-correct, reflect, choose format)?  
   \_\_\_\_Yes\_\_\_\_\_No

**(See next page for reviewer comments)**

**REVIEWERS: Circle relevant comment numbers below for this strand:**

1. Work samples in this strand did not demonstrate the required grade-level knowledge and skills.
2. All work samples in this strand were submitted and demonstrated a **partial/basic** levelofknowledge and skills for a student in this grade.
3. All work samples in this strand consistently **met grade-level expectations**, were accurate, and were completed independently*.*
4. Work samples in this strand consistently **exceeded grade-level expectations** and demonstrated a comprehensive understanding of the subject matter.
5. Work samples in this mathematics or science strand did **not** show evidence of the student’s independent thinking and problem solving.
6. Most work samples were **below grade-level** complexity.
7. Student’s responses were **below** **the required level of** **accuracy** for this grade-level.
8. Student’s use of cues and prompts was **below** **the required level of** **independence** for this grade-level.
9. **For ELA-Writing only:** successive drafts, edits, outlines, and/or graphic organizers should have been submitted to show the student’s progress, growth, and final achievement.
10. **For ELA-Writing only:** at least one writing sample for each of three text types, plus one additional writing sample (total of four), were not included.
11. **For ELA-Writing only:** unclear whether the sample(s) reflected the teacher’s edits/revisions or the student’s own work.
12. Unclear which **accommodation(s)** the student received (e.g., scribe, read-aloud, calculator).
13. Portfolio did not include *Grade-Level Portfolio Cover Sheet* and/or *Work Descriptions for Grade-Level Portfolio*.
14. Student appeared to use a range of instructional approaches to demonstrate knowledge and skills.
15. Work samples for one or more required standards were not submitted.
16. One or more work samples were unmatched to the standard required for assessment.

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Grade-Level Portfolio Score Sheet: ELA-Writing ONLY

**Directions to Reviewer(s):** Complete one score sheet for all required **ELA-Writing** samples. Four writing samples are required in all: one in each of the three text types listed below, plus one additional writing sample in a choice of text types. Submitting successive drafts is encouraged.

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SASID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Area/Strand: ELA-Writing**

\_\_\_\_\_ **At least four final writing samples were submitted, one in each text type plus one additional choice of text types** (Mark X if all four were submitted).

1. \_\_\_\_\_ **Opinion/Argument** (Mark X if submitted)

Overall, this writing sample is **at** **grade-level:**  \_\_\_\_\_All \_\_\_\_\_Partial \_\_\_\_\_Little/None

Are the following components of this writing sample **at grade-level**?

1. Expression of ideas and content (depth, breadth) \_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
2. Writing conventions (mechanics, grammar, and usage) \_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
3. Vocabulary (word choice) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
4. Overall **independence** for this writing sample:

\_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%

1. Did the student self-evaluate (submit successive drafts, edit, or reflect)? \_\_\_\_\_Yes \_\_\_\_\_No
2. \_\_\_\_\_ **Informative/Explanatory** (Mark X if submitted)

Overall, this writing sample is **at** **grade-level:** \_\_\_\_\_All \_\_\_\_\_Partial \_\_\_\_\_Little/None

Are the following components of this writing sample **at grade-level**?

1. Expression of ideas and content (depth, breadth) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
2. Writing conventions (mechanics, grammar, and usage) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
3. Vocabulary (word choice) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
4. Overall **independence** for this writing sample:

\_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%

1. Did the student self-evaluate (submit successive drafts, edit, or reflect)? \_\_\_\_\_Yes \_\_\_\_\_No
2. \_\_\_\_\_ **Narrative** (either prose or poetry) (Mark X if submitted)

Overall, this writing sample is **at** **grade-level:** \_\_\_\_\_All \_\_\_\_\_Partial \_\_\_\_\_Little/None

Are the following components of this writing sample **at grade-level**?

1. Expression of ideas and content (depth, breadth) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
2. Writing conventions (mechanics, grammar, and usage) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
3. Vocabulary (word choice) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
4. Overall **independence** for this writing sample:

\_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%

1. Did the student self-evaluate (submit successive drafts, edit, or reflect)? \_\_\_\_Yes \_\_\_\_No
2. \_\_\_\_\_ **One additional writing sample in choice of text types** (Mark X if submitted)

Overall, this writing sample is **at** **grade-level:** \_\_\_\_\_All \_\_\_\_\_Partial \_\_\_\_\_Little/None

Are the following components of this writing sample **at grade-level**?

1. Expression of ideas and content (depth, breadth) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
2. Writing conventions (grammar/usage appropriate to form) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
3. Vocabulary (word choice) \_\_\_\_\_Yes \_\_\_\_\_Partial \_\_\_\_\_No
4. Overall **independence** for this writing sample:

\_\_\_\_0–25% \_\_\_\_26–49% \_\_\_\_50–74% \_\_\_\_75–100%

1. Did the student self-evaluate (submit successive drafts, edit, or reflect)? \_\_\_\_Yes \_\_\_\_\_No

**REVIEWERS: Circle relevant comment numbers below for the ELA-Writing strand:**

1. Work samples in this strand did not demonstrate the required grade-level knowledge and skills.
2. All work samples in this strand were submitted and demonstrated a **partial/basic** levelofknowledge and skills for a student in this grade.
3. All work samples in this strand consistently **met grade-level expectations**, were accurate, and were completed independently*.*
4. Work samples in this strand consistently **exceeded grade-level expectations** and demonstrated a comprehensive understanding of the subject matter.
5. Work samples in this mathematics or science strand did *not* show evidence of the student’s independent thinking and problem solving.
6. Most work samples were **below grade-level** complexity.
7. Student’s responses were **below** **the required level of** **accuracy** for this grade-level.
8. Student’s use of cues and prompts was **below** **the required level of independence** for this grade-level.
9. **For ELA-Writing only:** successive drafts, edits, outlines, and/or graphic organizers should have been submitted to show the student’s progress, growth, and final achievement.
10. **For ELA-Writing only:** at least one writing sample for each of three text types, plus one additional writing sample (total of four), were not included.
11. **For ELA-Writing only:** unclear whether the sample(s) reflected the teacher’s edits/revisions or the student’s own work.
12. Unclear which **accommodation(s)** the student received (e.g., scribe, read-aloud, calculator).
13. Portfolio did not include *Grade-Level Portfolio Cover Sheet* and/or *Work Descriptions for Grade-Level Portfolio*.
14. Student appeared to use a range of instructional approaches to demonstrate knowledge and skills.
15. Work samples for one or more required standards were not submitted.
16. One or more work samples were unmatched to the standard required for assessment.

1. [↑](#footnote-ref-2)