2011 Guidelines for Scoring MCAS-Alt Portfolios

MCAS Alternate Assessment

Massachusetts Comprehensive Assessment System
Dear Interested Parties:

I am pleased to present the 2011 Guidelines for Scoring MCAS-Alt Portfolios. This publication, along with other materials, will be used to train scorers in evaluating student portfolios submitted for the MCAS Alternate Assessment (MCAS-Alt) and in maintaining the consistency of the scoring process and the accuracy of scorers. It is also used to familiarize Massachusetts educators with the process used to evaluate and score MCAS-Alt portfolios.

As you know, students with significant disabilities who are unable to take MCAS tests, even with accommodations, participate in the MCAS-Alt. Student work and other information is collected by the student and teacher during the school year, placed in a portfolio, and submitted to the Department for scoring in April. It is important to include these students in MCAS to assess their performance in relation to the state’s learning standards over time, to provide feedback for instruction, and to demonstrate that their educational needs are important.

Thank you for your interest in the MCAS-Alt scoring process.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education
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</tbody>
</table>
Introduction and Background

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

Participation Guidelines
A student with a significant disability should be considered for an alternate assessment by an IEP or 504 team when the student:

- receives instruction in which the content and level of instruction have been modified well below the expectations of non-disabled students enrolled in the same grade;
  AND
- receives intensive, individualized instruction across all settings in which a subject is taught;
  AND
- cannot demonstrate knowledge and skills in the subject being assessed on a standardized, paper-and-pencil test such as the MCAS, even when accommodations are provided.

Students with other complex and significant, though not necessarily cognitive, disabilities are also considered for MCAS-Alt when the disability presents the student with unique and significant challenges in fully demonstrating knowledge and skills on the standard MCAS tests, even with accommodations.

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

- data charts showing the student’s performance on at least eight different dates on tasks based on the learning standard being assessed (at least one data chart per strand is required)
- work samples, video/audio clips, and/or photographs showing the student’s performance on tasks based on the learning standard being assessed (at least two samples per strand with brief descriptions are required)
- descriptive notes provided by the teacher, examples of materials and tools used by the student, reflection sheets, and other supporting documentation (optional at the discretion of the teacher)

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

Scoring of MCAS-Alt Portfolios
Once portfolios are completed and submitted to the Department each spring, they are reviewed and scored at a scoring center sponsored by the Department and its test contractor. The 2011 Guidelines for Scoring Student Portfolios provides detailed information on the scoring process, including the Rubric for Scoring Portfolio Strands (Appendix A), which is used as the basis for scoring all student portfolios. The 2011 Guidelines for Scoring Student Portfolios is available online at www.doe.mass.edu/mcas/alt/results.html.
General Guidelines for Scorers

Please review the following general guidelines for scorers carefully and review each step of the scoring process in this booklet, including all scoring rules and appendices.

• **Be objective and impartial in your scoring.**
  Put aside your opinions about the appropriateness of the student’s placement, program, or services; the reason for his or her participation in the alternate assessment; and your personal feelings about alternate assessment.

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

• **Score only what you see in the portfolio.**
  Do not make inferences or assumptions about what the student or teacher may have intended. Use actual evidence, rather than the work description, as the basis for determining the score.

• **Avoid basing your scores on any of the following:**
  – overall presentation, neatness, and organization of the portfolio
  – handwritten versus typed products
  – presentation of material in black-and-white versus color
  – quality of photos or videotapes (provided all images are recognizable and labeled correctly)

• **Score each rubric area separately for each strand.**
  Do not let the score in one rubric area influence your decision about the score in another. Do not raise the student’s score in one area to overcome or compensate for a lower score in another, or lower a score across several rubric areas without first examining all of the evidence.

• **Respect student and teacher confidentiality.**
  In accordance with the Family Educational Rights and Privacy Act (FERPA), you may not discuss confidential student information with anyone other than the student’s legal guardian or a school official.
  Do not use the names of teachers or students when discussing the contents of any portfolio.
  Do not review or consider any IEP information provided in the portfolio.
  Do not score any portfolio if you are familiar with the student or teacher who submitted it.

• **Respect the contents of the portfolio.**
  Maintain the order of all contents in the portfolio. Keep food and drinks away from the portfolio. The portfolio must be returned in the same condition in which it was submitted.

• **Score at a reasonable pace, but do not rush through scoring.**
  On average, the time spent reviewing a strand should not exceed about twenty minutes. Ask for assistance only if you get stuck.

• **Complete all score forms neatly and legibly.**
  It is important to complete score forms neatly, legibly, and clearly. You will be asked to recopy any forms with information that is crossed out or illegible.
### Content Areas Assessed by 2011 MCAS-Alt

The content areas assessed by the 2011 MCAS-Alt in grades 3–8 are shown below.

<table>
<thead>
<tr>
<th>A student in this grade:</th>
<th>Must be assessed in the following content areas and strands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>• English Language Arts (2 strands) • One strand each for General Standards 4 and 8</td>
</tr>
</tbody>
</table>
|                          | • Mathematics (2 strands) • One strand each for  
|                          |   - Number Sense and Operations  
|                          |   - Patterns, Relations, and Algebra |
| 4                        | • English Language Arts (3 strands) • One strand each for General Standards 4, 8, and Composition |
|                          | • Mathematics (2 strands) • One strand each for  
|                          |   - Number Sense and Operations  
|                          |   - Data Analysis, Statistics, and Probability |
| 5                        | • English Language Arts (2 strands) • One strand each for General Standards 4 and 8 |
|                          | • Mathematics (2 strands) • One strand each for  
|                          |   - Number Sense and Operations  
|                          |   - Measurement |
|                          | • Science and Technology/ Engineering (3 strands)* • One strand for each of three STE strands (selected by the teacher) |
| 6                        | • English Language Arts (2 strands) • One strand each for General Standards 4 and 8 |
|                          | • Mathematics (2 strands) • One strand each for  
|                          |   - Number Sense and Operations  
|                          |   - Patterns, Relations, and Algebra |
| 7                        | • English Language Arts (3 strands) • One strand each for General Standards 4, 8, and Composition |
|                          | • Mathematics (2 strands) • One strand each for  
|                          |   - Number Sense and Operations  
|                          |   - Data Analysis, Statistics, and Probability |
| 8                        | • English Language Arts (2 strands) • One strand each for General Standards 4 and 8 |
|                          | • Mathematics (2 strands) • One strand each for  
|                          |   - Number Sense and Operations  
|                          |   - Geometry |
|                          | • Science and Technology/ Engineering (3 strands)* • One strand for each of three STE strands (selected by the teacher) |

* May include evidence collected during 2 consecutive school years (i.e., current and one previous).

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2011 Guidelines for Scoring MCAS-Alt Portfolios
Content Areas Assessed by 2011 MCAS-Alt

The content areas assessed by the 2011 MCAS-Alt in high school are shown below.

<table>
<thead>
<tr>
<th>A student in this grade:</th>
<th>Must be assessed in the following content areas and strands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 OR 10</td>
<td>• Science and Technology/Engineering (3 strands)*</td>
</tr>
<tr>
<td></td>
<td>• One strand for each of three learning standards in one STE discipline: either Biology, Introductory Physics, Chemistry, or Technology/Engineering</td>
</tr>
<tr>
<td>10</td>
<td>• English Language Arts (2 strands)</td>
</tr>
<tr>
<td></td>
<td>• One strand each for General Standards 4, 8, and Composition</td>
</tr>
<tr>
<td></td>
<td>• Mathematics (3 strands)</td>
</tr>
<tr>
<td></td>
<td>• One strand for each of three Math strands (selected by the teacher)</td>
</tr>
</tbody>
</table>

* May include evidence collected during 2 consecutive school years (i.e., current and one previous school year).
Required Portfolio Contents

Portfolio Overview:
An alternate assessment portfolio consists of either two or three strands in each content area, according to the table on pages 3 and 4, plus the required forms (shown below), organized in a three-ring binder for each student. Guidelines for assembling the portfolio are provided in the 2011 Educator’s Manual for MCAS-Alt, available at www.doe.mass.edu/mcas/alt/resources.html.

Required Forms:

- Portfolio Cover Sheet
- Student's Weekly Schedule
- Student's Introduction
- Verification Form
- School-Year Calendar

If one or more of these forms is missing, the score will not be affected. However, scorers should provide comment 20 or 21 on the Student Score Form, from the Comment Key, to indicate the absence of one or more forms.

Contents of Each Portfolio Strand:
Each portfolio strand is scored separately. The products (“evidence”) listed below are included in each portfolio strand in each required subject. In addition to the required evidence, other evidence may also be submitted at the discretion of the teacher.

Required:

- Strand Cover Sheet
- Data Chart showing performance of a single measurable outcome (i.e., skill) on at least 8 different dates with brief descriptions
- Primary evidence #1 showing performance of the measurable outcome (i.e., skill) shown on data chart*
- Primary evidence #2 showing performance of the measurable outcome (i.e., skill) shown on data chart*

Optional:

- Work Sample Description label(s)
- Reflection sheets or other self-evaluation
- Tools, templates, aids, or organizers used by student
- Additional primary evidence measuring performance of same or related skills*

* May either be a work sample, video or audio sample, or photograph (or series of photos) clearly showing an end product. Evidence must be labeled with name, date, percent accuracy, percent independence, plus a brief description of the activity.
Summary of Scoring Process: Scorers

The Scorer:

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

2. NEATLY records Student’s Name, School/Collaborative, Home District, and Student’s Grade on page 6 of the Student Score Form (SSF)
   - “TO BE COMPLETED BY MCAS-Alt SCORER”
   - Student’s Name ______
   - School/Collaborative ___
   - Home District ________
   - Student’s Grade ______

3. Verifies on Page 6 of the SSF that all required forms were submitted in the student’s portfolio (See Appendix B)
   - “TO BE COMPLETED BY MCAS-Alt SCORER”
   - REQUIRED PORTFOLIO ELEMENTS
     - YES □ NO □
     - YES □ NO □
     - YES □ NO □
     - YES □ NO □

4. Refers to Resource Guide to make sure entry point is listed for standard, topic, or strand
   - Reviews entire strand for completeness
   - Records information about each piece of evidence on Strand Organizer worksheet

2011 Guidelines for Scoring MCAS-Alt Portfolios
Summary of Scoring Process: Scorers

The Scorer (continued)

| 5 | • Completes Scorer ID on either page 7 or page 9 of SSF.  
    • For each portfolio strand:  
    • Determines score in each of the following rubric areas, based on Scoring Guidelines:  
      • Level of Complexity  
      • Demonstration of Skills and Concepts  
      • Independence  
      • Self-Evaluation  
      • Generalized Performance  
    • Using a #2 pencil, NEATLY fills in scores on the Student Score Form, and writes the learning standard number(s) addressed in each required strand |
|---|---|
| 6 | • Adds at least one, and no more than two Strand comments (Comments A–N from Comment Key) to the SSF, as appropriate, for each strand.  
    • If a score of M was given, must add one “Score of M” comment (Comments #6–17 from Comment Key)  

| 7 | • Adds at least one, and no more than two, General comments (Comments #18–26 from Comment Key) to the SSF, as appropriate, for each content area. |
| 8 | • Places portfolio back in white envelope  
    • Returns the following materials to the Table Leader:  
      • Portfolio in unsealed white envelope  
      • Completed SSF |

**Comment Key**

6.  
7.  
8.  
9.

**Student Score Form**

(Pages 7-8 or 9-10)

**COMMENTS:**

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2011 Guidelines for Scoring MCAS-Alt Portfolios
### Summary of Scoring Process: Table Leaders

**Table Leader:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gives each scorer a portfolio to score.</td>
</tr>
<tr>
<td>2</td>
<td>Determines if a second score is needed:</td>
</tr>
<tr>
<td></td>
<td>Each scorer must have at least one portfolio scored by another scorer each morning and afternoon, and not less than one in every five portfolios scored by a scorer.</td>
</tr>
<tr>
<td></td>
<td>When a required strand is missing, is scored “M,” or if an incorrect strand is submitted, it must be scored again in that area by an “M–Resolver.”</td>
</tr>
<tr>
<td></td>
<td>Each high school portfolio must be double-scored.</td>
</tr>
<tr>
<td></td>
<td>Each Table Leader must score one portfolio that will be double-scored at least twice each week.</td>
</tr>
<tr>
<td>3</td>
<td>If no second score is required, checks forms for accuracy and completeness, places portfolio back in carton, and holds the score form aside with other forms.</td>
</tr>
<tr>
<td>4</td>
<td>If portfolio is scored twice, checks for agreement between Scorers 1 and 2.</td>
</tr>
<tr>
<td>5</td>
<td>If scorers agree, places portfolio back in carton.</td>
</tr>
<tr>
<td></td>
<td>If scorers disagree, uses Discrepancy Form and scores only the rubric areas in question, then places portfolio back in carton.</td>
</tr>
<tr>
<td></td>
<td>Records each scorer’s accuracy percentage on the Scorer Tracking Form.</td>
</tr>
<tr>
<td>6</td>
<td>When all portfolios in a carton have been scored:</td>
</tr>
<tr>
<td></td>
<td>Makes sure that all score forms are NEAT and LEGIBLE (if not, returns to score and asks scorer to rewrite).</td>
</tr>
<tr>
<td></td>
<td>Brings carton to scanning room.</td>
</tr>
<tr>
<td></td>
<td>Retrieves a new carton.</td>
</tr>
<tr>
<td></td>
<td>Distributes portfolio to scorer one at a time.</td>
</tr>
<tr>
<td></td>
<td>Repeats steps until all portfolios are scored.</td>
</tr>
</tbody>
</table>
Scoring: Completeness

Scorer must review all evidence in the strand and determine whether it is complete.

First, determine that the **Measurable outcome** listed on the Strand Cover Sheet addresses one targeted skill.

**Examples**

If **Yes**...

Locate and review all pieces of evidence in the strand. The strand must include at least:

* one data chart (e.g., field data or bar or line graph) with at least 8 data points (on 8 different dates) that address a single skill; AND

* two additional pieces of primary evidence (e.g., work samples, video samples, photographs of student work) that address the measurable outcome listed on the Strand Cover Sheet. (See *Exception below*)

If **Yes**...

Check that each piece of evidence is labeled with all of the following information (either directly on the piece OR on a Work Description label):

* Student's Name
* Date on which work was completed
* % Accuracy and % Independence
* Brief Description of activity

If **Yes**...

Locate the data chart.

* The data chart must begin below 80% for Accuracy or Independence or both.
* Dates must be from current school year for ELA and Math (i.e., between 7/1/10 and 4/5/11)
* Dates must be from current and one previous school year for Science and Tech/Eng (STE) (i.e., between 7/1/09 and 4/5/11)
* Dates for classwork may not be on a weekend, holiday, or during school vacations. (Check school calendar in portfolio.)

If **Yes**...

Make sure that the Brief descriptions beneath each data point and on the primary evidence all match the measurable outcome listed on the Strand Cover Sheet AND do not include any multiple or different skills.

If **No** to any of the above...

Score “M” for Demonstration of Skills and Concepts (DSC) and “M” for Independence.

**The following are examples of a single skill:**

The student will…

* use context clues to determine the meaning of unfamiliar words...
* use appropriate tools to measure lines...
* identify equivalent fractions...
* student will sequence events in a text read aloud ....

**The following are multiple skills** that can be scored as a single skill:

* Solve addition/subtraction problems
* Solve multiplication/division problems
* Identify antonyms/synonyms
* Measure radius/diameter
* Use prefix/suffix to create new words
* Identify mean, median, and mode (measures of central tendency)
* Answer “Wh-” questions (who, what, when, where, and why) about text

**Exception:**

One field data chart

+ One line or bar graph (summarizing the field data chart)

= Complete and scorable.

Examples of brief descriptions that all address a single skill:

<table>
<thead>
<tr>
<th>Date</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/7/10</td>
<td>Identified parts of a plant</td>
</tr>
<tr>
<td>9/25/10</td>
<td>Matched parts of a plant</td>
</tr>
<tr>
<td>10/31/10</td>
<td>Cut/match labels for plant parts</td>
</tr>
<tr>
<td>12/12/10</td>
<td>Test on plant parts</td>
</tr>
</tbody>
</table>
**Scoring: Level of Complexity (LOC)**

Refer to Strand Cover Sheet, Lines 4, 5, and 6.

Scorer must confirm the following:

1) That the minimum required amount of **evidence** in this strand addresses the **measurable outcome** (skill) listed on the Strand Cover Sheet (line 6) and on the data chart for that strand, AND

2) After referring to the **Resource Guide** (Fall 2006), that the **measurable outcome** listed on the Strand Cover Sheet (line 6) and on the data chart is aligned with either:
   - a **learning standard** required for a student in that grade, OR
   - an **entry point** listed in the Resource Guide for the required learning standard for a student in that grade, OR
   - an **entry point** for a **learning standard** in the **same topic** as the required standard, but listed for a student in a **lower grade** in the Resource Guide.

**Scoring Rules**

a) Use the following information, plus the Scoring Rubric below, to score Level of Complexity:

- If 1) and 2) at left are **not** met, scorer should score **LOC=1**, and should **not** score any other rubric areas. Inform Table Leader when returning the portfolio.
- **“Access skills” (LOC=2) must be addressed in the context of an academic activity** in the strand being assessed; access skills do not address the curriculum content directly (see Scoring Rubric below).
- **“Entry points” (LOC=3)** must address curriculum content **below grade-level expectations**.
- **“At grade-level expectations” (LOC=4 or 5)** means the student’s work demonstrates a level of difficulty and complexity comparable to a typical student in that grade.

b) Grades 3-8: If Strand Cover Sheet is marked **“at grade-level expectations”**, score each strand, then set aside for review by a **content expert** scorer who will make a final determination for Level of Complexity.

c) Grade 9 or 10: If Competency Portfolio Work Description labels are used, set portfolio aside for review by high school content expert.

**SCORING RUBRIC FOR EACH STRAND**

<table>
<thead>
<tr>
<th>Portfolio reflects little or no basis in, or is unmatched to, Curriculum Framework learning standards required for assessment.</th>
<th>Student primarily addresses social, motor, and communication “access skills” during instruction based on Curriculum Framework learning standards in this strand.</th>
<th>Student addresses Curriculum Framework learning standards that have been modified below grade-level expectations (i.e., “entry points”) in this strand.</th>
<th>Student addresses a narrow sample of Curriculum Framework learning standards (1 or 2) at grade-level expectations in this strand.</th>
<th>Student addresses a broad range of Curriculum Framework learning standards (3 or more) at grade-level expectations in this strand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Scoring: Demonstration of Skills & Concepts (DSC)

Confirm that the strand is complete (as described on page 9)

If yes

If no

Determine the final 1/3 time frame* on the data chart.

* The final 1/3 time frame is defined as the final 1/3 of the data points on the data chart, OR the last three data points, whichever number of data points is greater.

Score M in DSC and Independence, and provide a comment explaining why a score of M was given.

Scoring Rules

a) If DSC is scored M, then Independence must also be scored M.

b) A work sample may also be included as a point on a data chart. If so, count it only once on the Strand Organizer and in the final calculation for accuracy, if it is within or after the final 1/3 time frame.

c) If % accuracy is not provided on primary evidence, calculate it yourself, if you can do so in 2 minutes or less. If it cannot be determined, score M.

Record the date and % accuracy on Strand Organizer for each data point and all pieces of primary evidence within or after the final 1/3 time frame.

Calculate the average percentage of accuracy for all data points and evidence within or after the final 1/3 time frame.

Based on the average percentage of accuracy, use the Scoring Rubric below to determine the score for DSC.

**SCORING RUBRIC FOR EACH STRAND**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand. (0-25% accurate)</td>
<td>Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand. (26-50% accurate)</td>
<td>Student's performance is mostly accurate and demonstrates some understanding in this strand. (51-75% accurate)</td>
</tr>
</tbody>
</table>
Scoring: Independence (Ind)

Scoring Rules

a) If Independence is scored M, then DSC must also be scored M.

b) A work sample may also be included as a point on a data chart, but count it only once in the final calculation for Independence.

c) A precise percentage of independence must be indicated on the evidence. If evidence indicates that a student required assistance “30–40% of the time,” for example; or was independent “almost all of the time,” that data point or piece of evidence is unscorable.

d) Accommodations given to the student should not be counted in the percentage of Independence. Ask your Table Leader if unsure.

e) If full hand-over-hand assistance is given to the student, then independence is 0% and the score is Ind=1.

SCORING RUBRIC FOR EACH STRAND

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (0-25% independent)</td>
<td>Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (26-50% independent)</td>
<td>Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (51-75% independent)</td>
<td>Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (76-100% independent)</td>
</tr>
</tbody>
</table>
Scenario #1: Primary evidence was included as a point on the data chart.

(Note: Assume all evidence in this strand is based on the same measurable outcome.)

Evidence includes:
- one data chart
- one work sample
- one video clip

Primary Evidence #1

Primary Evidence #2
(included on data chart)

Jan. 27, 2011
Work Sample
80% Accuracy
90% Independence

Primary Evidence #3
(included on data chart)

2/3/11 Videotape
90% Accuracy 80% Independence

Calculated DSC and Independence

1. In this sample strand, one labeled data chart and two labeled pieces of related primary evidence were submitted. Each of the three labeled pieces of primary evidence is scorable and the strand is complete.

2. On the Strand Organizer, record % accuracy and % independence for each data point (or the last three data points, whichever is more) and all labeled evidence within or after the final 1/3 time frame. In this sample strand, the final 1/3 time frame begins on 1/27/11.

3. For the final calculation, count each data point only once. Since accuracy and independence for the work sample (1/27/11) and video clip (2/3/11) are already included on the data chart, do not double-count % accuracy and % independence for evidence produced on these dates.

4. Calculate the average for all evidence within or after the final 1/3 time frame.

<table>
<thead>
<tr>
<th>% Accuracy (beginning 1/27/11)</th>
<th>% Independence (beginning 1/27/11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27/11 80%</td>
<td>1/27/11 90%</td>
</tr>
<tr>
<td>1/29/11 80%</td>
<td>1/29/11 70%</td>
</tr>
<tr>
<td>2/3/11 90%</td>
<td>2/3/11 80%</td>
</tr>
<tr>
<td>avg. = 83%</td>
<td>avg. = 80%</td>
</tr>
</tbody>
</table>

5. Based on the average percentages above, use the Scoring Rubrics on pages 11 and 12 to determine the final score in each area.

Demonstration of Skills = 4
Independence = 4
Scenario #2: Piece of evidence was produced after the final date on chart

(Note: Assume all evidence in this strand is based on the same measurable outcome.)

Evidence includes:
• one data chart
• two work samples

Primary Evidence #1

Calculating DSC and Independence

1. In this sample strand, one labeled data chart and two labeled pieces of related primary evidence were submitted. Each of the three labeled pieces of primary evidence is scorable and the strand is complete.

2. On the Strand Organizer, record % accuracy and % independence for data points in the final 1/3 time frame on the data chart (or the last three data points, whichever is more) and all labeled evidence within or after the final 1/3 time frame. In this sample strand, the final 1/3 time frame begins on 1/27/11.

3. For the final calculation, be sure to include % accuracy and % independence for the two work samples, since both are within or after the final 1/3 time frame, and are not included on the data chart.

4. Calculate the average for all evidence within or after the final 1/3 time frame.

5. Based on the average percentages above, use the Scoring Rubrics on pages 11 and 12 to determine the final score in each rubric area.

Demonstration of Skills = 4
Independence = 4
Scenario #3: Pieces of primary evidence not produced in final 1/3 time frame

(Note: Assume all evidence in this strand is based on the same measurable outcome.)

Evidence includes:
- one data chart
- two work samples

Primary Evidence #1

% Accuracy % Independence

100% 100%
80% 80%
60% 60%
40% 40%
20% 20%
0% 0%

1/5/11 1/8/11 1/13/11 1/20/11 1/22/11 1/27/11 1/29/11 2/3/11

Primary Evidence #2
(not within final 1/3 time frame, and not included on chart)

12/22/10
Work Sample
40% Accuracy
100% Independence

Primary Evidence #3
(not within final 1/3 time frame, and included on chart)

1/13/11
Work Sample
60% Accuracy
40% Independence

Calculating DSC and Independence

1. In this sample strand, one labeled data chart and two labeled pieces of related primary evidence were submitted. Each of the three labeled pieces of primary evidence is scorable and the strand is complete.

2. On the Strand Organizer, record % accuracy and % independence for the final 1/3 time frame on the data chart (or last three data points, whichever is more) and all labeled evidence within or after the final 1/3 time frame. In this strand, the final 1/3 time frame begins on 1/27/11.

3. For the final calculation, do not include % accuracy and % independence from the two work samples, since they were completed prior to the final 1/3 time frame (i.e., before 1/27/11).

4. Calculate the average for all evidence within or after the final 1/3 time frame.

<table>
<thead>
<tr>
<th>% Accuracy (beginning 1/27/11)</th>
<th>% Independence (beginning 1/27/11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27/11 100%</td>
<td>1/27/11 80%</td>
</tr>
<tr>
<td>1/29/11 100%</td>
<td>1/29/11 80%</td>
</tr>
<tr>
<td>2/3/11 100%</td>
<td>2/3/11 100%</td>
</tr>
<tr>
<td>avg. = 100%</td>
<td>avg. = 87%</td>
</tr>
</tbody>
</table>

5. Based on the average percentages above, use the Scoring Rubrics on pages 11 and 12 to determine the final score in each rubric area.

Demonstration of Skills = 4
Independence = 4

2011 Guidelines for Scoring MCAS-Alt Portfolios
Scenario #4: Bar graph was submitted summarizing field data chart, plus one other piece of evidence.

(Nota Assume all evidence in this strand is based on the same measurable outcome.)

Evidence includes:
- one bar graph
- one field data chart
- one work sample

Primary Evidence #1 (bar graph)

Primary Evidence #2
(field data summarized on bar graph above)

Primary Evidence #3
(included on both charts)

Scoring Rule
A field data chart, plus a bar or line graph summarizing the field data, plus one additional piece of primary evidence may be submitted. The strand is complete and scorable.

Calculating DSC and Independence
1. Each of the three labeled pieces of primary evidence is scorable and the strand is complete.

2. On the Strand Organizer, record % accuracy and % independence for the final 1/3 time frame on the data chart (or last three data points, whichever is more) and all labeled evidence within or after the final 1/3 time frame. In this strand, the final 1/3 time frame begins on 3/11/11.

3. Since the bar graph includes the same information as the field data chart, do not repeat % accuracy and % independence on the Strand Organizer. Since the work sample is already included on the bar graph, do not repeat the percentages from the work sample in the final tally.

4. Calculate average for all evidence within or after final 1/3 time frame.

% Accuracy
- 3/11/11 83%
- 3/16/11 67%
- 3/18/11 83%

avg. = 78%

% Independence
- 3/11/11 100%
- 3/16/11 67%
- 3/18/11 33%

avg. = 67%

5. Based on the averages above, use the Scoring Rubrics on pages 11 and 12 to determine the final score in each rubric area.

Demonstration of Skills = 4
Independence = 3
Scenario #5: All data points on chart at 80–100% for DSC and Ind

(Assume all evidence in this strand is based on the same measurable outcome.)

Evidence includes:
- one data chart, with all data points at or above 80% accuracy and independence.
- two work samples

Primary Evidence #1

Calculating DSC and Independence

1. Data chart includes at least eight points on eight different dates, and work samples address the same measurable outcome (i.e., skill) as the data chart. However, the scores for both accuracy and independence remain in the 80–100% range throughout the data collection period. Therefore, since the chart does not show that a new measurable outcome (i.e., skill) was taught to the student, the data chart is scored “M”, even if the work samples are below 80%, as in Primary Evidence #2.

2. The score in DSC and Ind is:

   Demonstration of Skills = M
   Independence = M

Primary Evidence #2
(Not already charted)

2/8/11
Work Sample

75% Accuracy
100% Independence

Primary Evidence #3
(Already charted)

1/19/11
Work Sample

100% Accuracy
100% Independence
Scoring: Self-Evaluation

On the Strand Organizer, record each example of self-evaluation found in all evidence submitted in the strand.

<table>
<thead>
<tr>
<th>If the Total Number is:</th>
<th>Than the Strand Score is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 or more</td>
<td>2</td>
</tr>
</tbody>
</table>

Count as one example of self-evaluation evidence of any of the following activities performed by the student (this may be indicated in a note or description):
- selecting work for the portfolio
- choosing materials/activities
- reflecting on performance (on reflection sheet or Work Sample Description label)
- goal-setting
- graphing or monitoring own performance
- checking or listing tasks as they are accomplished
- self-correcting work (must be indicated by the teacher)

Scoring Rules

1. If the evidence shows the same self-evaluation activity or reflection sheet on multiple pieces of primary evidence, count each occurrence as one example of self-evaluation.

2. If the evidence shows multiple examples of self-evaluation on a single piece of primary evidence, count this as one example of self-evaluation.

3. Self-evaluation does not include choosing a response to a question during actual instruction (e.g., “Which object is larger?”).

4. When stickers or stamps, such as colored dots or “happy face” stickers, are used to show self-evaluation, these will count as examples of self-evaluation ONLY when it is clear in the evidence (or in the teacher’s description) that the student has chosen the stamp or sticker to describe or reflect on his or her performance. If a choice by the student is not evident, do not count the stamp/sticker as an example of self-evaluation.

5. If a student uses pictorial symbols (i.e., pictures), rather than words, to self-evaluate or reflect on his/her performance, this will count as an example of self-evaluation. Below is an example of a student reflecting on his/her performance by selecting a pictorial symbol.

I did: 3/3/11

SCORING RUBRIC FOR EACH STRAND

<table>
<thead>
<tr>
<th>M</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of self-correction, monitoring, goal-setting, and reflection was not found in this strand.</td>
<td>Student self-corrects, monitors, sets goals, and reflects on only one piece of evidence in this strand.</td>
<td>Student self-corrects, monitors, sets goals, and reflects on two or more pieces of evidence in this strand.</td>
</tr>
</tbody>
</table>

2011 Guidelines for Scoring MCAS-Alt Portfolios
Scoring: **Generalized Performance**

On the Strand Organizer, record the number of contexts and instructional approaches found in the primary evidence for the strand.

<table>
<thead>
<tr>
<th>If the Total Number is:</th>
<th>Than the Strand Score is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 or more</td>
<td>2</td>
</tr>
</tbody>
</table>

**Examples of Generalized Performance:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score for GP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completing a worksheet matching coin amounts to given values in the classroom</td>
<td>1</td>
</tr>
<tr>
<td>• Completing the same worksheet in the cafeteria (same activity, different setting)</td>
<td>1</td>
</tr>
<tr>
<td>• Older student completing a counting worksheet using nursery rhymes (age-inappropriate)</td>
<td>1</td>
</tr>
<tr>
<td>• Older student completing a counting activity using nursery rhyme on the computer</td>
<td>1</td>
</tr>
<tr>
<td>• Completing a worksheet in the classroom matching coin amounts to given values</td>
<td>2</td>
</tr>
<tr>
<td>• Making a purchase in the cafeteria</td>
<td></td>
</tr>
<tr>
<td>• Completing a worksheet in the classroom matching coin amounts to given values</td>
<td>2</td>
</tr>
<tr>
<td>• Making purchases in the cafeteria and in the community</td>
<td></td>
</tr>
<tr>
<td>• Completing a worksheet in the classroom matching coin amounts to given values</td>
<td>2</td>
</tr>
<tr>
<td>• Making a purchase in the cafeteria</td>
<td></td>
</tr>
<tr>
<td>• Creating a work sample using a store flyer to make purchases within a given budget</td>
<td>2</td>
</tr>
</tbody>
</table>

**Scoring Rules**

1. The score for Generalized Performance is either 1 or 2; never 0.

2. Determine the total number of contexts in which the measurable outcome (i.e., skill or knowledge) was demonstrated and/or the number of instructional approaches used to teach the measurable outcome.

Changes in the setting in which instruction occurs, or the staff with whom the student works, by itself, does not count as multiple examples of Generalized Performance (with the exception of homework and community settings, which always count as one additional example). For example, if a student demonstrates the same measurable outcome:

- using the same instructional approach with a different teacher in another setting, GP = 1.
- using a different instructional approach in the same setting, GP = 2.
- in his/her classroom, plus homework or in a community setting, GP = 2.

3. Use of age-inappropriate instructional materials (e.g., use of dolls, cartoons, nursery rhymes, etc., by a student in grade 8), will result in a score of 1 in Generalized Performance. In this case, add comment **G** from the Comment Key. Check with your Table Leader if you are uncertain.

---

**SCORING RUBRIC FOR EACH STRAND**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Student demonstrates knowledge and skills in this strand using a <strong>single</strong> context or <strong>one</strong> instructional approach.</td>
<td>Student demonstrates knowledge and skills in this strand using <strong>two or more</strong> contexts or instructional approaches.</td>
</tr>
</tbody>
</table>
1) Must pieces of **primary evidence also be included as points on the data chart** for the strand to be complete?

No. Work samples, videos, and other primary evidence **may** be included as data points on a graph or chart, at the teacher’s discretion. Regardless of whether primary evidence is included on the chart, it is still counted for the purpose of determining scores, although scorer should count the activity only once.

2) **What if a required strand is not submitted?**

Do not mark any scores for required strands that were not submitted; fill in the “Strand Not Submitted/Aligned” bubble on the SSF, and a comment will be automatically generated.

3) **What if a strand was submitted that is not required for a student in that grade?**

If an unrequired strand was submitted, do not score the strand. Indicate Level of Complexity = 1 on the SSF, fill in the “Strand Not Submitted/Aligned” bubble on the SSF, and a comment will be automatically generated. (NOTE: a student working “at grade level” may have submitted additional strands which must be scored. See EXCEPTIONS below.)

An “unrequired” strand submitted in the portfolio **may be** one of the following:

- A math strand that is unmatched to the requirements for a student’s grade
- An ELA strand other than General Standards 4 or 8, and (in grades 4, 7, and 10) ELA Composition
- High school Earth and Space Science (this strand is not assessed by MCAS in high school)

**EXCEPTIONS:**

- When a student in grades 3-8 is working “at grade level” (refer to line 5, Strand Cover Sheet), and one or more additional strands are submitted, **score all strands submitted in the content area**. Set aside the portfolio for review by a content expert.
- **For high school Science and Technology/Engineering** (STE), if three disciplines (rather than three learning standards in a discipline) are submitted, you must do the following:
  - Determine whether any of the three disciplines include evidence of three different learning standards. If so, score only that discipline.
  - If not, determine whether any of the three disciplines include evidence of more than one learning standard. If so, score only that discipline.
  - If all disciplines include evidence of only one learning standard, score the first discipline in the portfolio.

High school STE disciplines include: Biology, Chemistry, Introductory Physics, or Technology/Engineering. A high school STE portfolio should include 3 learning standards in one discipline (e.g., **Biology**: Learning Standards, 5.1, 5.2, 5.3).

4) **What if no, or multiple, Strand Cover Sheets are submitted for a strand?**

Regardless of the number of Strand Cover Sheets, scorers should try to “bundle” together all evidence within a strand (without physically moving the evidence in the portfolio), and then score the strand. If the scorer can organize the materials in **10 minutes**, then the strand can be scored. If not, the strand should be given a score of M in DSC and Ind, and the scorer should provide comment 13.
5) Can portfolio evidence be submitted from previous school years?

Only in **two** cases may evidence from previous school years be submitted in a portfolio:

- **Science and Technology/Engineering** portfolios in grades 5, 8, and 9/10 may contain evidence accumulated over **two consecutive school years** beginning **7/1/09** (i.e., the current and one previous school year).
- **High school “competency portfolios”** may include evidence accumulated over several school years, beginning in grade 9. These portfolios will be set aside for review by content experts.

6) Can photographs, video, and audio samples be scored as primary evidence?

Photographs, **video- or audiotapes, CDs, and DVDs** will be scored as primary evidence when the image shows the student demonstrating the measurable outcome (i.e., skill) aligned with the strand required for assessment. The image(s) must clearly show:

- the **end product of instruction** (or a sequence of steps leading to the creation of the end product)
  OR
- a work sample that is either **too large, fragile, temporary in nature, or unsafe** to include in a portfolio
  AND
- be labeled with all required information, including the student’s name, date, % accuracy, % independence, and a brief description on a label attached to, or written directly on, the evidence.

If sound is necessary to determine the student’s performance on a video or audio sample, then the sound quality must be sufficiently clear (or be transcribed in writing). For each task or activity, scorers will view only the **first three minutes** of each video segment.

Photographs, videos, and audio samples will **not** be scored as primary evidence if they show only the setting, instructional approach, or context of the activity (e.g., a student sitting at a computer) without an image of the end product of instruction. In such cases, the information in photographs and videos can be used to score only the rubric areas of Self-Evaluation and/or Generalized Performance.

Photographs, videos, and audio samples will **be** scored as primary evidence when:

- they indicate that the student has demonstrated a measurable outcome (i.e., skill) aligned with the strand required for assessment, and
- they are labeled with all required information, including a brief description of the task or activity on a Video/Audio Description label or attached to the evidence; and
- the sound quality is sufficiently clear; or the contents are transcribed in writing.
### Additional Scoring Scenarios and Rules

If a strand consists of: | Then strand is: | Reason: |
--- | --- | --- |
1) - Data chart  
- Video  
- Photograph | Complete and scorable, if photo and video meet requirements for primary evidence (see p. 21, #6). If not, then score M. | Photograph must meet the criteria for primary evidence. |
2) - Field data chart  
- Line graph (or bar graph) summarizing field data chart  
- 1 piece of related primary evidence | Complete and scorable | Field data chart is summarized on a bar or line graph. (See scoring scenario 4 on page 16.) |
3) - Data chart with 9 points, 2 on the same day  
- 2 related pieces of primary evidence | Complete and scorable, if data on at least 8 separate dates are based on the same outcome. | Data recorded on same date is averaged by scorer. Each distinct date counts as a single data point. |
4) - Data chart that measures several different outcomes  
- 2 pieces of primary evidence | Complete and scorable, if one outcome is assessed on at least 8 different dates, and 2 pieces of primary evidence are included. If unable to determine in under 2 minutes, score M. | Chart includes at least 8 data points measuring the same measurable outcome (i.e., skill) on 8 different dates with 2 related pieces of primary evidence. |
5) - Multiple data charts, each addressing a different learning standard in the required strand  
- 2 pieces of primary evidence related to each chart | Complete and scorable; average the final 1/3 time frame of each "set" of evidence. Then average all "averages" together. | When multiple sets of evidence are submitted that measure different outcomes within a strand, count all documented skills. |
6) - 2 pieces of primary evidence  
- No data chart | Scored M | A data chart is required in each strand, otherwise the strand is incomplete. |
### Additional Scoring Scenarios and Rules

<table>
<thead>
<tr>
<th>If a strand consists of:</th>
<th>Then strand is:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7)   - Data chart</td>
<td>Scored M</td>
<td>Primary evidence does not address the outcome listed on the data chart; there is no complete “core set” of evidence.</td>
</tr>
<tr>
<td>- 2 pieces of evidence showing DIFFERENT outcomes/skills than the data chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8)   - Data chart with accuracy AND independence at 80–100% for the entire data collection period</td>
<td>Scored M</td>
<td>Accuracy and independence cannot be 80–100% throughout the entire data collection period, since this shows that the student was not taught a new skill.</td>
</tr>
<tr>
<td>- 2 related pieces of primary evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9)   - Data chart with fewer than 8 dates</td>
<td>Scored M</td>
<td>Each data chart must document student performance on at least 8 different dates.</td>
</tr>
<tr>
<td>- 2 related pieces of primary evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10)  - Data chart with 8 points, 2 on the same date</td>
<td>Scored M</td>
<td>Each data chart must document student performance on at least 8 different dates.</td>
</tr>
<tr>
<td>- 2 related pieces of evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11)  - Data chart with 8 different dates</td>
<td>Scored M</td>
<td>A data chart plus 2 pieces of primary evidence addressing the same measurable outcome (i.e., skill) must be included in each strand.</td>
</tr>
<tr>
<td>- One related work sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- One work sample based on a different learning standard in the same strand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12)  - Data chart with 8 different dates</td>
<td>Scored M</td>
<td>All the brief descriptions must match measurable outcome (i.e., skill) on the 8 data points included on the data chart.</td>
</tr>
<tr>
<td>- 2 related pieces of primary evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3 of the 8 brief descriptions on data chart match the outcome/skill on Strand Cover Sheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 5 of the 8 brief descriptions on data chart do not match outcome/skill on Strand Cover Sheet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Portfolios submitted for students in grades 3–8 that address standards at grade-level expectations, according to line 5 on the Strand Cover Sheet, must be scored, then set aside for additional review by content expert reviewers. “Grade-level portfolios” must meet the following criteria in order to earn a score above Progressing (i.e., Needs Improvement or higher):

- **In ELA**, the following standards must be assessed at grade-level expectations in the portfolio:
  - **for a student in grades 3, 5, 6, or 8:**
    - one measurable outcome (i.e., skill) in each of three learning standards in General Standard 4 (e.g., 4.17, 4.14, 4.22)
    - one measurable outcome (i.e., skill) in each of three learning standards in General Standard 8 (e.g., 8.13, 8.17, 8.21), and
    - one measurable outcome (i.e., skill) in each of three learning standards in one General Standard in the Reading and Literature strand (General Standards 9–18) selected by the teacher (e.g., 10.2, 11.3, 13.9)
  - **for a student in grades 4 or 7:**
    - one measurable outcome (i.e., skill) in each of three learning standards in General Standard 4 (e.g., 4.14, 4.22, 4.20)
    - one measurable outcome (i.e., skill) in each of three learning standards in General Standard 8 (e.g., 8.14, 8.24, 8.25)
    - one measurable outcome (i.e., skill) in each of three learning standards in one General Standard in the Composition strand (General Standards 19–25), selected by the teacher (e.g., 13.19, 14.2, 15.5)

- **In Mathematics**, the following must be assessed at grade-level expectations in the portfolio:
  - one measurable outcome (i.e., skill) in each of three learning standards in each strand required for a student enrolled in that grade
  - one measurable outcome (i.e., skill) in each of three learning standards in one additional Mathematics strand, at the discretion of the teacher

- **In Science and Technology/Engineering**, the following must be assessed at grade-level expectations in the portfolio:
  - one measurable outcome (i.e., skill) in three learning standards, one each in the three strands required for submission.

For each learning standard being assessed, the following must be submitted, at minimum:

- a data chart documenting the student’s performance of the measurable outcome on at least eight different dates, plus a brief description of each data point; AND
- two additional pieces of primary evidence (e.g., work samples, photographs, or video samples) showing the student’s performance of the same measurable outcome identified on the data chart

**NOTE:** Only content expert reviewers will fill in the bubble for “At or Close to Grade Level” on the Student Score Form (SSF).

**Score Level of Complexity for each strand as follows for grades 3-8 portfolios:**

**Level of Complexity = 5,** if the student addresses at least three learning standards at grade-level expectations.

**Level of Complexity = 4,** if the student addresses only one or two learning standards at grade-level expectations.

**Level of Complexity = 3,** if the student addresses all learning standards below grade-level expectations (i.e., “entry points”).
“Competency Portfolios” in Grades 9-12

All high school portfolios (i.e., grades 9–12) are scored twice, with any scoring discrepancies resolved by a Table Leader or M-Resolver, except for portfolios in grades 9–12 that include Work Description for High School Competency Portfolio labels, which are immediately set aside without scoring for review by high school content experts.

If a portfolio includes Work Descriptions for High School Competency Portfolio labels attached to student work, inform your Table Leader who will note that the portfolio is being set aside for further review.

Once these portfolios are set aside, they will be reviewed by a panel of content area experts who will verify the Level of Complexity score of 4 or 5, and fill in the bubble for “At or Close to Grade Level” on the SSF. They will also determine if:

- all required evidence has been submitted to earn a Competency Determination in that subject, as described in the 2011 Educator’s Manual for MCAS-Alt (pages 25-32)
- each piece of evidence is “at grade level” for a high school student
- the evidence demonstrates a comparable level of achievement overall to that of a student who has “passed” the grade 10 MCAS test in that subject with a score of 220 (Needs Improvement or higher).

Data charts are not required in portfolios submitted for the Competency Determination. If a data chart is submitted, do not score it. If a data chart is missing, do not score the strand “M.”

Score Level of Complexity for each strand as follows for portfolios submitted in grades 9–12:

**Level of Complexity = 5, when:**

- the student addresses standards at grade-level expectations, AND
- all required evidence for a competency portfolio is submitted in the strand
  (see the 2011 Educator’s Manual for MCAS-Alt)

**Level of Complexity = 4, when:**

- the student addresses some, but not all standards at grade-level expectations, OR
- some, but not all required evidence for a competency portfolio is submitted in the strand

**Level of Complexity = 3, when:**

- the student addresses standards below grade-level expectations (i.e., “entry points”), regardless of the amount of evidence submitted
Validity and Reliability of Portfolio Scores

Training and Qualification of Scorers

Prior to the first day of actual portfolio scoring, prospective scorers receive intensive training by Department staff. After training is completed, each prospective scorer, including table leaders and floor managers, take and must pass a qualifying test before they may begin scoring student portfolios. If a scorer qualifies, he or she will begin scoring student portfolios the following day.

Qualifying Test

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

- 2011 Guidelines for Scoring Student Portfolios (this publication)
- 2011 Educator’s Manual for MCAS-Alt
- “Training for Portfolio Scorers” PowerPoint handout from scorer training

The passing scores for the qualifying test are as follows:

- Scorers must achieve 85 percent accuracy on both sections of the qualifying test.
- Table leaders and floor managers must achieve 90 percent accuracy on both sections of the qualifying test.

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

Maintaining the Accuracy and Consistency of Scores

Table leaders will track each scorer’s consistency in scoring portfolios. For portfolios in grades 3–8, this is accomplished by double-scoring at least one portfolio each morning and each afternoon for each scorer (or at least one portfolio in every five). For portfolios in grade 10, every portfolio is double-scored by two scorers in different areas of the room. The table leader fills out the Discrepancy Form, to track each scorer’s performance if any discrepancies occur, and an “expert scorer” resolves the discrepancy. Table leaders score at least two portfolios each week that are double-scored by another scorer or table leader, with discrepancies resolved by a floor manager.

Each scorer’s rate of agreement with an expert scorer must be maintained at a rate of 80 percent or higher for all rubric areas in the double-scored portfolio. When the rate of agreement falls below 80 percent, scorers are retrained and subsequently double-scored for the remainder of that morning or afternoon, and may be released from scoring at the discretion of the Department when their rate of agreement falls below 80 percent twice or more in one week.
### MCAS-Alt RUBRIC for Scoring Portfolio Strands

<table>
<thead>
<tr>
<th>Level of Complexity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.</td>
<td>Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum framework learning standards in this strand.</td>
<td>Student addresses curriculum framework learning standards that have been modified below grade-level expectations in this strand.</td>
<td>Student addresses a narrow sample of curriculum framework learning standards (1 or 2) at grade-level expectations in this strand.</td>
<td>Student addresses a broad range of curriculum framework learning standards (3 or more) at grade-level expectations in this strand.</td>
<td></td>
</tr>
</tbody>
</table>

### Appendix A: MCAS-Alt Scoring Rubric

<table>
<thead>
<tr>
<th>Demonstration of Skills and Concepts</th>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).</td>
<td>Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).</td>
<td>Student’s performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).</td>
<td>Student’s performance is accurate and is of consistently high quality in this strand (76–100% accurate).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).</td>
<td>Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).</td>
<td>Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Evaluation</th>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of self-correction, task-monitoring, goal-setting, and reflection was not found in the student’s portfolio in this content area.</td>
<td>Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.</td>
<td>Student self-corrects, monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalized Performance</th>
<th>M</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: MCAS-Alt Score Forms

2011 MCAS-Alt Score Forms
Scorers will use the following forms during the scoring institute to calculate and record scores and comments for all MCAS-Alt portfolios.

- **Strand Organizer**
  This form will be used by the scorer as a worksheet. Scorers will record information in the appropriate sections of the Strand Organizer for individual pieces of evidence in the strand in order to summarize and keep track of important information about each piece.

- **Student Score Form (SSF) – Pages 6, 7, and 8**
  Portfolio scores and comments will be recorded by the scorer on this “bubble” form using a #2 pencil. Scorers must carefully separate the top copy of the SSF from the perforated packet found in each portfolio. SSFs will be electronically scanned by Measured Progress staff at the scoring site.

- **Comments Key**
  The scorer will select appropriate comments from this numbered list in order to provide feedback to the teacher(s) who prepared the portfolio. Comment letters or numbers are placed by scorers in the appropriate areas on the SSF. Scorers must provide comments on all SSFs, particularly when a score of “M” has been given.
### 2011 MCAS-Alt Strand Organizer

#### Data Chart

<table>
<thead>
<tr>
<th>#</th>
<th>Primary Evidence</th>
<th>Name</th>
<th>Date: mo/day/yr</th>
<th>% Accur</th>
<th>% Indep</th>
<th>Generalized Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work Samples</td>
<td></td>
<td>/ /</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Work Samples</td>
<td></td>
<td>/ /</td>
<td>%</td>
<td>%</td>
<td>Open response</td>
</tr>
<tr>
<td>3</td>
<td>Work Samples</td>
<td></td>
<td>/ /</td>
<td>%</td>
<td>%</td>
<td>Homework</td>
</tr>
<tr>
<td>4</td>
<td>Work Samples</td>
<td></td>
<td>/ /</td>
<td>%</td>
<td>%</td>
<td>Multiple instructional approaches</td>
</tr>
<tr>
<td>5</td>
<td>Work Samples</td>
<td></td>
<td>/ /</td>
<td>%</td>
<td>%</td>
<td>Work done in community setting</td>
</tr>
<tr>
<td>6</td>
<td>Work Samples</td>
<td></td>
<td>/ /</td>
<td>%</td>
<td>%</td>
<td>Other demonstration of Generalized Performance</td>
</tr>
</tbody>
</table>

#### Level of Complexity

<table>
<thead>
<tr>
<th>Level of Complexity</th>
<th>Demo of Skills</th>
<th>Indep</th>
<th>Self-Evaluation</th>
<th>Gen Perf</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 No Basis / Unmatched</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2 Access Skills</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3 Entry Points</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4 At Grade Level – 1 or 2 LS</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5 At Grade Level – 3 or more LS</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

---

2011 Guidelines for Scoring MCAS-Alt Portfolios
<table>
<thead>
<tr>
<th>Subject</th>
<th>Scored Standards</th>
<th>Complexity</th>
<th>Demonstration of Skills</th>
<th>Independence</th>
<th>Self-Evaluation</th>
<th>Generalized Performance</th>
<th>Comment</th>
<th>Stranded Not Submitted/Aisigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scored</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Comments Key
### 2011 MCAS-Alt

<table>
<thead>
<tr>
<th>STRAND COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Evidence did not match level of complexity indicated on Strand Cover Sheet (either access skills, entry points, or at grade level).</td>
</tr>
<tr>
<td>B Strand contained varied evidence of student’s performance, but was scored incomplete for the reason(s) listed.</td>
</tr>
<tr>
<td>C Information on the Work Sample Description label did not match evidence. Score was based on the actual evidence.</td>
</tr>
<tr>
<td>D Some tasks documented on the data chart and/or in the evidence were not aligned with the measurable outcome and/or learning standard indicated on Strand Cover Sheet.</td>
</tr>
<tr>
<td>E Classwork dated on weekends, legal holidays, and/or during school vacation weeks was not scored.</td>
</tr>
<tr>
<td>F Some evidence was difficult or impossible to read, interpret, and score.</td>
</tr>
<tr>
<td>G Some activities did not involve age-appropriate materials and/or activities.</td>
</tr>
<tr>
<td>H Learning standards were not listed at student’s grade level.</td>
</tr>
<tr>
<td>J Additional description of the evidence or activity was needed to determine what the student was asked to do.</td>
</tr>
<tr>
<td>K Strand was submitted, but was unmatched to strand/learning standard required for a student in this grade.</td>
</tr>
<tr>
<td>L Outcome was overly broad or unclear.</td>
</tr>
<tr>
<td>N Photograph was not considered primary evidence.</td>
</tr>
</tbody>
</table>

### A SCORE OF “M” WAS GIVEN BECAUSE

- 6 No data chart was submitted.
- 7 At least two pieces of primary evidence related to outcome on data chart were not submitted.
- 8 Student’s name and/or date (month, day, year) was missing on one or more pieces of primary evidence, or was incorrect on Work Sample Description label.
- 9 Data chart did not document student performance of a single targeted skill/outcome.
- 10 Data chart did not document student performance on at least eight different dates.
- 11 Data chart indicated 80-100% accuracy and independence for entire data collection period.
- 12 Brief description of each activity on data chart was either not provided on data chart or did not provide enough information to score at least 8 data points.

### NOTE TO SCORERS:
Each scorer must provide one “M” comment for each score of “M” and may provide a total of 2 comments as needed.

13 Data were unclear or could not be interpreted by the scorer.
14 Percent accuracy and/or independence were not provided on some primary evidence and/or could not be determined.
15 No evidence self-evaluation was found in this strand.
16 Evidence in ELA and Math was not produced during the current school year (i.e., since July 1, 2010).
17 Evidence in Science and Technology/Engineering was not produced during current school or previous school year (i.e., since July 1, 2009).

### GENERAL COMMENTS

18 Instruction allowed student to demonstrate knowledge and skills using a range of open-ended, creative approaches.
20 One or more required forms in the portfolio were missing.
21 Verification Form was not signed by parent/guardian, and/or no evidence was provided of attempts made by school to contact parent/guardian.
22 Evidence was not divided into strands. Scorer attempted to group evidence together in order to score this content area.
23 Evidence was missing for three learning standards in a single discipline of high school Science and Technology/Engineering.
24 Audio/video segment(s) exceeded 3-minute limit.
25 Audio/video could not be scored due to poor audio/visual quality, or inability to open one or more recorded segments.
26 Supporting documentation was helpful to the scorer in understanding instructional strategies and/or context.

### AUTOMATICALLY GENERATED
- This strand was required, but not submitted.
- Portfolio was clear and complete.
- All work was clearly labeled.
- More than one person reviewed this portfolio.