



DC Comprehensive Assessment System – Alternate Science Assessment (DC CAS-Alt Science)

New Teacher Training Science Portfolio October 7, 2014

AGENDA

- Science Portfolio Development
- Science Portfolio Components
- Scoring Criteria
- Questions

Training Objectives

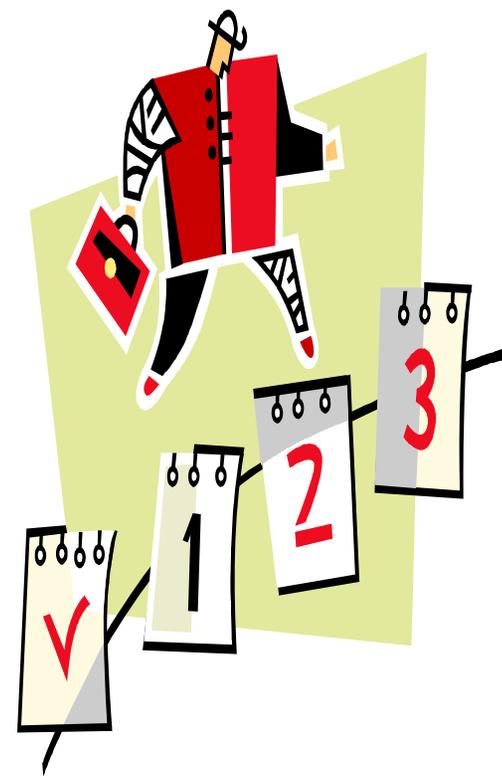


1. To become familiar with the steps in student portfolio development
2. To understand the relationships between learning standards, standards-based activities, entry points, and targeted skills
3. To become familiar with required portfolio components
4. To understand data collection procedures
5. To understand portfolio scoring dimensions
6. To understand the importance of technical adequacy when assembling portfolios for scoring

Portfolio Development

Steps in Portfolio Development

1. Follow the student identification and registration process
2. Review learning strands and standards
3. Choose one standard per required strand
4. Write targeted skills
5. Develop standards-based activities
6. Think about what data to collect
7. Identify corroborating evidence
8. Collect corroborating evidence
9. Submit the portfolio



2014-2015 Procedures Handbook, Chapters 1 - 7

1. Follow the Student Identification and Registration Process

		Due by:
Step 1	Complete Participation Criteria and Participation Determination Forms	October 17, 2014
Step 2	Complete the Learner Characteristics Inventory (LCI)	October 17, 2014
Step 3	Send Parent Acknowledgment Form to parents/guardians	October 17, 2014
Step 4	Enter student data into the Special Education Data System (SEDS)	October 17, 2014
Step 5	Submit the Student Registration Verification Form (1 form per LEA)	October 24, 2014

2014-2015 Procedures Handbook, pp. 4-8; Appendix A

Required Science Strands

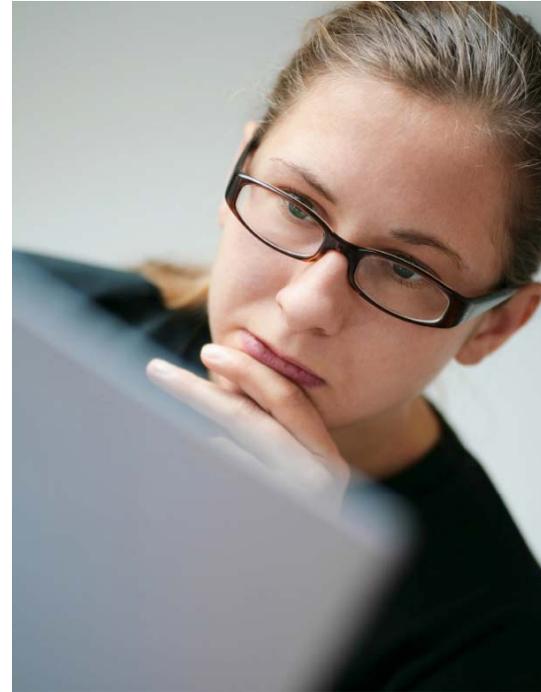
<u>5th Grade</u>	<u>8th Grade</u>	<u>Biology</u>
<ul style="list-style-type: none">✓ Science and Technology✓ Earth and Space Science✓ Life Science	<ul style="list-style-type: none">✓ Matter and Reactions✓ Energy and Waves✓ Forces	<ul style="list-style-type: none">✓ Cell Biology and Biochemistry✓ Genetics and Evolution✓ Multicellular Organisms

Pick one grade-level learning standard per required strand.

2014-2015 Procedures Handbook, pp. 10; Appendix D

3. Choose 1 Standard per Required Strand

Select a learning standard from each strand using Appendix D, Learning Strands and Standards.



2012-2013 Procedures Handbook pp. 9-10; Appendix D

Example of Learning Strands and Standards

Grade 8

Science Strand	Learning Standard
Matter and Reactions	8.3.2 Construct a model of an atom and know the atom is composed of protons, neutrons, and electrons.
	<i>Or</i>
	8.4.1 Using a periodic chart, explain that the atoms of any element are similar to each other, but they are different from atoms of other elements. Know the atoms of a given isotope are identical to each other.
	<i>Or</i>
	8.5.5 Understand how an ion is an atom or group of atoms (molecule) that has acquired an electric charge by losing or gaining one or more electrons.
	<i>Or</i>
Matter and Reactions	8.7.2 Explain how the idea of atoms explains the conservation of matter: In chemical reactions, the number of atoms stays the same no matter how they are arranged, and the mass of atoms does not change significantly in chemical reactions, so their total mass stays the same.
	<i>Or</i>
	8.8.3 Explain that reactions occur at different rates, slow to fast, and that reaction rates can be changed by changing the concentration of reactants, the temperature, the surface areas of solids and by using a catalyst.
	<i>Or</i>
Matter and Reactions	8.8.4 Recognize that solutions can be acidic, basic, or neutral depending on the concentration of hydrogen ions in the solution. Understand that because this concentration can vary over a very large range, the logarithmic pH scale is used to describe how acidic or basic a solution is (each increase of one in the pH scale is an increase of 10 times in concentration).

Biology

Multicellular Organisms: Plants and Animals	B.12.3 Explain that during the process of photosynthesis, plants release oxygen into the air.
	<i>Or</i>
	B.13.1 Identify the roles of plants in the ecosystem: Plants make food and oxygen, provide habitats for animal, make and preserve soil, and provide thousands of useful products for people (e.g., energy, medicines, paper, resins).
Multicellular Organisms: Plants and Animals	<i>Or</i>
	B.14.1 Explain the major systems of the mammalian body (digestive, respiratory, reproductive, circulatory, excretory, nervous, endocrine, integumentary, immune, skeletal, and muscular) and how they interact with each other.

2014-2015 Procedures Handbook, Appendix D

4. Writing Targeted Skills

What is a targeted skill?

A targeted skill is what the student will be demonstrating within a standards-based entry. It is

- related to a grade-level learning standard.
- specific and demonstrate linkage to the essential and prioritized skill.
- observable and measurable.



2014-2015 Procedures Handbook, Chapter 4

Writing Targeted Skills



- **Before you write a targeted skill**
 - Be familiar with the student’s learning characteristics.
 - Identify the essential/prioritized skill of the grade level learning standard.
 - Identify the cognitive demand.
 - Review the Entry Points.
 - Use Bloom’s Revised Taxonomy to identify behavior that the student can demonstrate.

2014-2015 Procedures Handbook, Chapter 4

Identify Cognitive Demands and Behavior a Student Can Demonstrate

Grade-level Learning Standard

Critical or Essential Function of Grade-Level Learning Standard

Biology			Essential and Prioritized Skill
Learning Standards as Written			
Multicellular Organisms: Plants and Animals	B.14.1	Explain the major systems of the mammalian body (digestive, respiratory, reproductive, circulatory, excretory, nervous, endocrine, integumentary, immune, skeletal, and muscular) and how they interact with each other.	Explain three major systems of the mammalian body.
Less Complex	Possible Entry Points		More Complex
<u>The student will:</u>	<u>The student will:</u>		<u>The student will:</u>
<ul style="list-style-type: none"> Recognize three major systems of the body. Identify body systems used for breathing, moving, and eating. 	<ul style="list-style-type: none"> Using a diagram, label three major systems of the mammalian body. Match three major systems of the body with their functions. 		<ul style="list-style-type: none"> Using a Venn Diagram, compare two of the major systems of the body. Describe how two major systems of the body interact with each other.

Entry Points based on lower level cognitive demand or pre-requisite skill

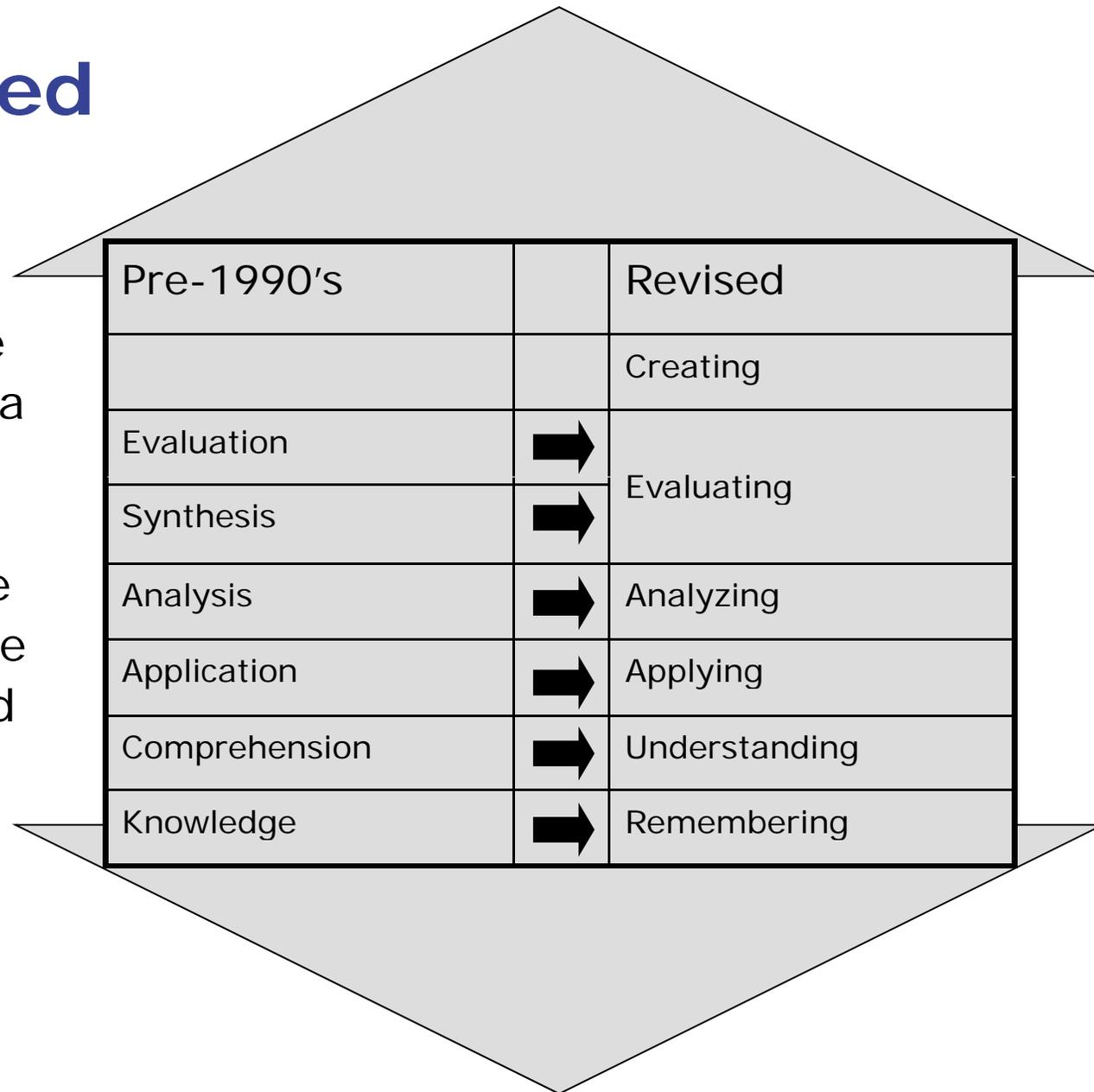
Entry Points based on some elements of cognitive demand

Entry Points based on higher cognitive demand

Bloom's Revised Taxonomy

Helps us to conceptualize steps toward mastery of a topic

Revised in 1990s to more accurately reflect what we know about cognition and learning



2014-2015 Procedures Handbook,
Appendix E, pp. 77-78

Questions to Consider When Writing Targeted Skills



- **How does the student communicate?**

Grace will match three mammalian body systems to their functions using a Speech Generated Device (SGD), objects, or pictures.

- **How will the student perform the measurable skill?**

Ryan will identify five organs of the digestive system on a diagram by pointing to the correct organ when it is named.

Questions to Ask When Writing Targeted Skills



- **Under what conditions will the student perform the measurable skill?**

Using colored markers and a diagram of the chambers of the human heart, Darcy will demonstrate how blood is pumped to the lungs and the body.

- **What supports will the student need in order to demonstrate this skill?**

Alex will identify three mammalian body systems using eye gaze and/or vocalizations when picture choices are offered.

2014-2015 Procedures Handbook, Chapter 4

Example and Non-example of a Targeted Skill



Grade 5 Science: Life Science

5.12.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment have caused some plant and animals to die, migrate, or become extinct.

Example of Targeted Skill:

- Marcus will list two examples of how a forest habitat changes with each season (spring, summer, winter, fall).

Non-example of Targeted Skill:

- Marcus will identify two animals found on a farm.

Resources for Writing Targeted Skills



Revised Bloom's Taxonomy

Appendix E of the 2014-2015
Procedures Handbook

Entry Points and Pathways to Learning

Online at the Office of the State Superintendent of Education
(OSSE) website at

<http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms>

Link to DC CAS-Alt Science and NCSC resources:

<http://osse.dc.gov/service/national-center-state-collaborative-ncsc-and-dc-cas-alt-science>

5. Develop Standards-based Activities

A standards-based activity **describes the context** within which the targeted skill is practiced or demonstrated.



“The student was presented with a radiation spectrum labeled shortest on one end and longest on the other end. He was given five wavelengths and instructed to put them in order from shortest to longest.”

2014-2015 Procedures Handbook, Chapter 4

Questions to Ask When Developing Standards-based Activities

- What instructional activities are conducted in the general education environment?
- When and how will the student demonstrate the targeted skill?
- How might the activities be modified to accommodate the student's needs?
- What supports/accommodations would need to be provided?
- Would the difficulty need to be reduced?
- Would the complexity need to be reduced?



Relationship of Standards-Based Activities to Targeted Skills

Science 5.12.5: Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment have caused some plant and animals to die, migrate, or become extinct.

Standards-Based Activity: Marcus will be presented with a variety of photographs of forest scenes taken during different seasons. Using gestures, pictographs, or his augmentative communication system, he will identify two characteristics of the forest habitat during each season. A peer or adult scribe will record his responses.

Targeted Skill: Marcus will list two examples of how a forest habitat changes with each season (spring, summer, winter, fall).

Relationship of Standards-Based Activities to Targeted Skills

Science 8.3.2: Construct a model of an atom and know the atom is composed of protons, neutrons, and electrons.

Standards-Based Activity: Sara will construct a model of an atom that shows protons, neutrons, and electrons with a peer helper or adult. Using an eye gaze strategy, she will identify the parts of the atom.

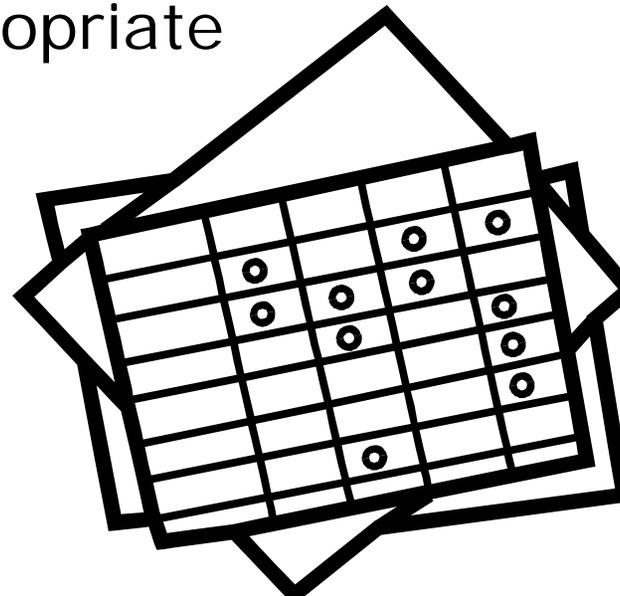
Targeted Skill: Sara will identify the three parts of an atom using an eye-gaze strategy.

6. Think About What Data to Collect

A data collection chart must be included in all entries.

What kind of data is most appropriate for the task?

How will the evidence be displayed?



2014-2015 Procedures Handbook, Chapter 5

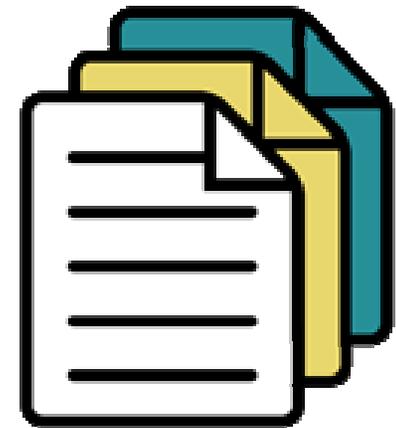
7 & 8. Identify and Collect Corroborating Evidence

In addition to a data chart, **6** pieces of corroborating evidence are required for each Science strand. There must be a **minimum of 2 days between data collection** for each of the three required Science strands.

All evidence must clearly demonstrate the student working on the targeted skill and have the student's name, date, and accuracy level recorded to be accepted for portfolio scoring.

Paper-based evidence must:

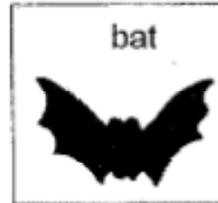
- Be connected to the targeted skill
- Show evidence of the grade level standard
- Be originals whenever possible
- Represent the student's communication level



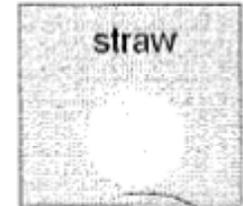
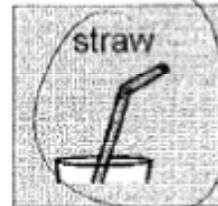
2014-2015 Procedures Handbook, pp. 20-22

Complete the sentence:

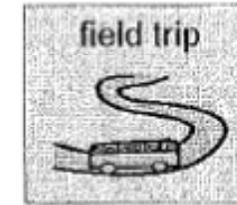
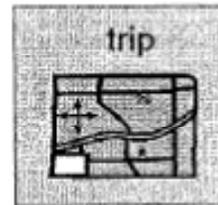
1. I hit the baseball with the _____.

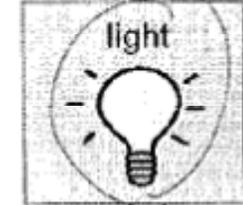
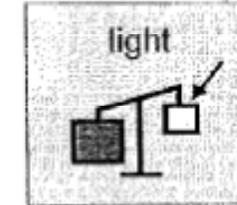
2. I drank the juice through a _____.

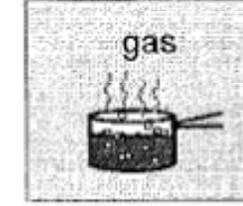
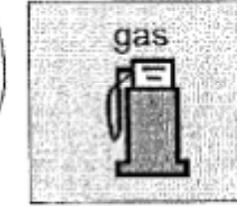
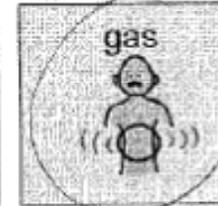
3. I am packing my suitcase to go on a _____.

4. It was dark so I turned on a _____.

5. My car will not move because it needs _____.

	literal meaning	figurative meaning
Elaborate	Marked by complexity or richness of detail +e	planned with great care +
Debris	The remains of something broken rough or broken bits and pieces or destroyed +	
Estimate	to judge tentatively or approximately the value, worth, or significance +	an opinion or judgement +
Grateful	affording pleasure or contentment +	thankful +-

Directions: Place each positive and negative number at the bottom of the page, in the table where it belongs.

Positive and Negative Numbers

Positive Numbers	Negative Numbers
C 5	C -9
X -17	X 7
C 20	X 1
X -4	C 13
X -5	X 3

~~5~~ ~~-17~~ ~~-9~~ ~~-20~~ 7

~~-4~~ 1 ~~-13~~ ~~-5~~ ~~-3~~

DIRECTIONS: Draw a line to match the model to the definition of integer, fraction, decimals, mixed numbers and percents.

-
1. **Integers-**
Positive and negative whole numbers
2. **Fractions-**
A small part or item forming a piece of a whole
3. **Decimals-**
a tool to represent a part of a number
4. **Mixed Numbers-**
A number to count whole things and a part of things at the same time
5. **Percent-**
One part in a hundred
- 20%
- 5
- $3 \frac{1}{2}$
- $\frac{3}{4}$
- .25

Corroborating Evidence: Photographs



Photographic evidence must:

- Include a parent/guardian release form
 - To be placed in Section 1 of portfolio contents
- Clearly demonstrate the student working on the targeted skill and grade level standard
 - Student work is visible
 - Student interaction with materials, peers, or school staff is visible
- Contain a caption with the student name, date and score received
 - A brief narrative to explain the action in the photo can be included

2014-2015 Procedures Handbook, p. 22

Corroborating Evidence: Videotape or Audiotape



Video or audio evidence must:

- Include a parent/guardian release form
- Clearly demonstrate the student working on targeted skill and grade level standard
- Use standard VHS tape or transfer to CD/DVD
- Include at least 3 tapings of the same targeted skill
- Have segments less than 1 minute in length (editing is permitted)
- Contain a Videotape/Audiotape Evaluation Script (in Appendix B)
- Be labeled and attached securely to the portfolio binder

2014-2015 Procedures Handbook, p. 22

9. Submit the Portfolio

Pearson will provide materials needed to hold and submit the completed portfolios.

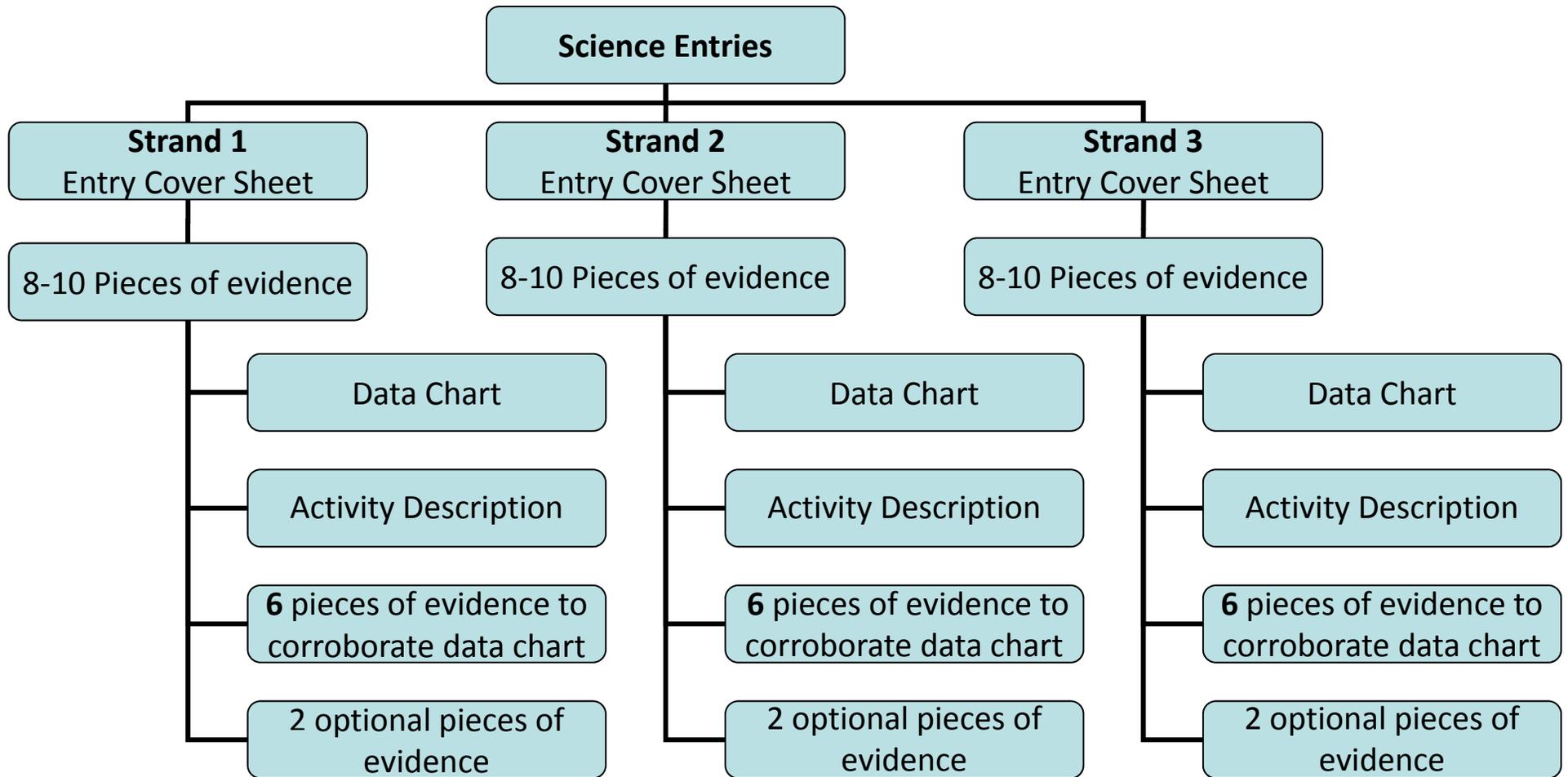
- Binders
- Security envelopes
- Student ID labels
- Shipping boxes
- Shipping instructions
- Shipping Labels



2014-2015 Procedures Handbook, Chapter 7

Portfolio Components

Core Content Area Entries: Science



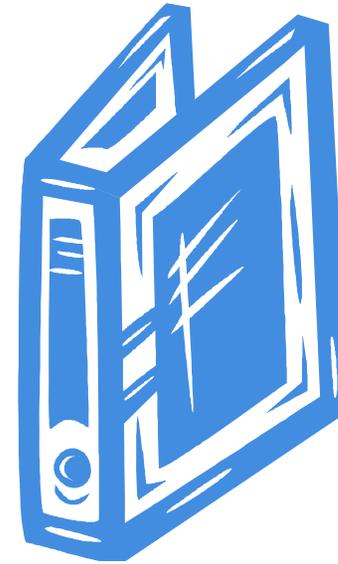
DC CAS-Alt Required Components

- Standard Three-Ring Binder (provided by Pearson)
- Table of Contents
- Section 1
 - Learner Characteristics Inventory (LCI)
 - Parent Validation
 - Administrator Validation
 - Permission to Photograph or Audio/Videotape (optional)
- Section 2
 - 3 Science Entries
 - Grades 5, 8, and Biology

2014-2015 Procedures Handbook, pp.10-12

Standard 3-Ring Binder

- All student portfolios will be compiled in a binder
- Pearson will provide a binder for each student completing a portfolio



NOTE: Do not use staples on any portfolio entry contents

- Binders will be sent to the schools in October
- Contact your LEA DC CAS-Alt Coordinator for additional binders.

2014-2015 Procedures Handbook, p 30

Portfolio Table of Contents

- The first page in the portfolio binder
- Identifying Information – helps scorers verify portfolio contents
 - Student name
 - Nickname (if applicable)
 - Date of Birth
 - Enrolled Grade Level
 - Student Identification Number
 - Attainment or Progress model
- Page numbering – helps organize the portfolio and gives scorers a sense of its size and complexity



2014-2015 Procedures Handbook, pp. 12-14; Appendix B

Portfolio Table of Contents

SECTION 1

- Learner Characteristics Inventory
- Parent Validation
- Administrator Validation
- Permission for Photo/Audio/Video (optional)

Page(s)

1 - 3

4

5

SECTION 2 Science (Add codes for the standards)

Science Strand 1 Structure of Matter 8.3.2

7 - 15

- Evidence - number of pieces 7

- Entry Cover Sheet [see page 6](#)

Section 1

- **Learner Characteristics Inventory (LCI) - REQUIRED**
 - Locate in Appendix A or download from website
 - Place original in the portfolio
 - Will always be page 1 in the portfolio

- **Parent Validation Form - REQUIRED**
 - Locate in Appendix B or download from website
 - Provide documentation if no parent signature
 - Place original in portfolio

- **Administrator Validation Form - REQUIRED**
 - Locate in Appendix B or download from website
 - Principal/Director signature is required

- **Parent Permission to Photograph, Audiotape or Videotape**
 - Optional form – use as needed

2014-2015 Procedures Handbook, p. 14; Appendices A and B

Section 2: Standards-Based Science Entries

Entry Cover Sheet – REQUIRED

- Provide all requested information.
- Information for all three selected standards can be presented on one sheet or included with each standard separately.
- Entry will score a 0 for all dimensions if the Entry Cover Sheet is missing or incomplete.

Data Collection Sheet - REQUIRED

- All requested information must be provided, including a legend or key.
- There must be a minimum of **7 data points** – one baseline point and **six** additional data points.
- Entry will score a 0 for all dimensions if the Data Collection Sheet is missing or incomplete.

2014-2015 Procedures Handbook, pp. 16-18; Appendix B

Section 2: Standards-Based Science Entries

Required Components (continued)

Activity Description - REQUIRED

- Explains the activity related to the targeted skill.
- Lists the supports the student uses to enable independent responses.
- Entry will receive a score of 1 for Supports if the Activity Description is missing.

Corroborating Evidence - REQUIRED

- Entry must contain at least 6 and no more than 8 pieces of accompanying work evidence.
- Dates on corroborating evidence must match dates on Data Collection Sheet.
- Entry will score a 1 for all dimensions if the work evidence is missing incomplete, or cannot be used.

2014-2015 Procedures Handbook, p. 14; Appendix B

DC CAS ALI Activity Description

Student's Name: _____

Date: _____

Page #

Standard #: _____

Description of Activity:

Standards Based Activity:

Supports: (check all that apply)

- Enlarged text
- Limited distractions
- Modified (shortened/simplified) text
- Manipulatives
- Reader (while student followed along with pictures/signs/textures/objects)
- Scribe
- Bolded/highlighted key words
- Sentence starter
- Digital/electronic text
- Graphic organizer
- Communication device
- Number/letter stamp
- Voice recognition software

Other _____

DC CAS-Alt – Activity Description

Student's Name:

Date:

Standard #:

Page #:

Description of Activity: _____

Supports: (circle all that apply)

Enlarged text, Limited distractions, Modified (shortened/simplified) text, Manipulatives,

Reader (while student followed along with Pictures/Signs/Textures/Objects), Scribe,

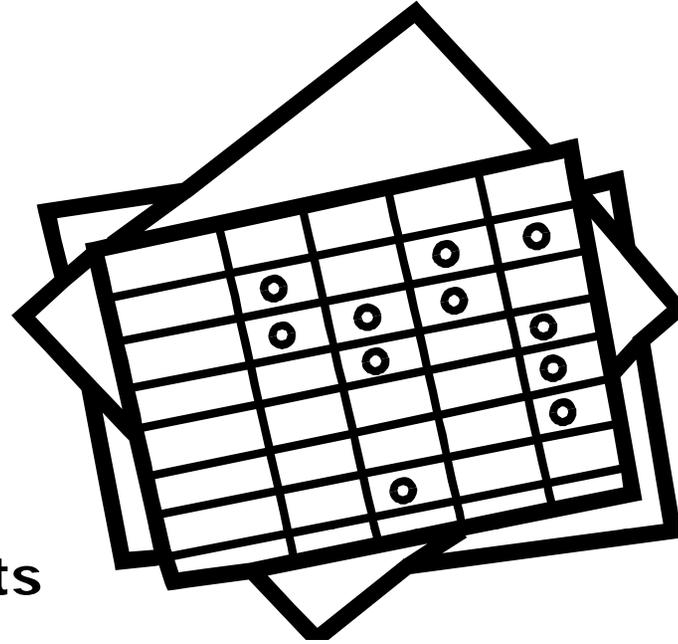
Bolded/Highlighted key words, Sentence starter, Digital/Electronic text, Graphic Organizer,

Communication Device, Number/Letter stamp, Voice recognition software

Other

Data Collection

A data chart/ graph/table is required for each entry (samples in Appendix B).



Protocol: A minimum of 7 data points are required.

- **Collect one data point prior to instruction** (without prompts) to establish a baseline or starting point. The baseline data point must be at or below 50% for all students
- **Collect at least 6 additional data points over time** (each conducted on a different date).

Note: There must be a **minimum of 2 consecutive days (48 hours) between data collection** for each of the three required Science strands.

2014-2015 Procedures Handbook, pp. 9, 20-22

Data Sheet Correct/Incorrect

2014-2015 Procedures Handbook, pp.

Student Name: _____

Standard Code: _____

Specific Behavior to be Measured	Dates (M/D/Y)									
	Baseline									
Targeted Skill: Trial 1 2 3 4 5 6 7 8 9 10										
Performance Summary (%)										
Comments										
Key: Accuracy + Correct and Independent — Incorrect										

Data Sheet

CAUTION: Only 5 columns for data collection

Student's Name: _____

Targeted Skill: _____

Sessions

Dates:	Sessions				
Performance Summary:	0%	0%	0%	0%	0%
Accuracy Key:					
+ = _____ - = _____					

Developing an Entry: Assessment Administration Protocols

Independent and accurate student performance is the goal in this assessment

Setting Event – the physical placement of the student in a position that allows him/her to demonstrate the skill, *or* providing task direction

Support – adaptations, modifications, assistive technology, and/or instructional aides

Setting events and supports are documented on the Activity Description form found in Appendix B. This is a required part of each entry.

2014-2015 Procedures Handbook, p. 19; Appendix B

Data Collection Procedures

DO	DON'T
Use supports, setting events, and verbal redirection (e.g., "Think about what we practiced," "Check your answer.>").	Conduct multiple probes on the same day.
Provide assessment task direction (i.e., "point to the _____"; "read the _____."	Score responses as correct if they are not performed independently.
Provide the student with the instructional and assessment materials (e.g., book, math manipulatives) necessary to demonstrate the targeted skill.	Exclude incorrect responses from the session.
Provide a minimum of three possible answers if the student is responding to multiple choice [i.e., 2 distracters (incorrect answers) along with the correct choice].	Provide any supports that will tell, show or physically guide the student to the correct response.
Observe the student at a different time if the session is interrupted with medical or behavioral issues.	Provide the student the answer in the assessment/test condition.

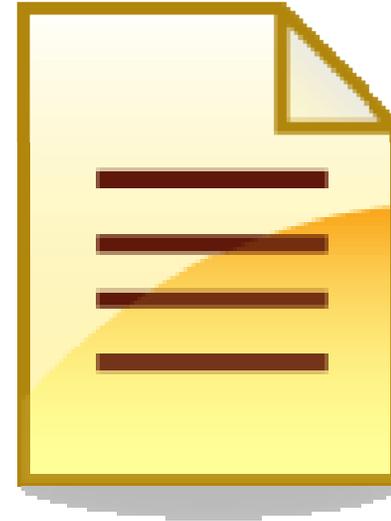
Additional Data Protocols

- Tailor activities and worksheets to the needs of each student
- Correctly score the work being submitted
- Use the correct date that the activity was completed and make sure it matches the data sheet
- Only submit portfolio evidence completed by the student



All Work Evidence must include

- Student's name – first and last
- Dates (month/day/year)
- Targeted skill
- The alpha-numeric code for the standard
- A score representing the student's performance of the targeted skill expressed as a percentage



2014-2015 Procedures Handbook, pp. 21-22; Appendix B

Entry Cover Sheet

Entry Cover Sheet/Science (Grade 5)

Student: [REDACTED] School Year: 2013-2014

<p>Strand: <i>Science and Technology</i></p>	<p>Learning Standard: 5.2.1 Recognize and describe how results of similar scientific investigations may turn out differently because of inconsistencies in methods, materials, and observations, or because of limitations of the precision of the instruments used.</p> <p>Standards Based Activity: [REDACTED] was given a template with numbers 1-4 and picture cards of each step of the scientific method. [REDACTED] sequenced the steps of the scientific method by gluing the picture cards on the numbers.</p> <p>Targeted Skill: Sequence the scientific method for simple investigation.</p>
<p>Strand: <i>Earth and Space Science</i></p>	<p>Learning Standard: 5.5.1 Describe the earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.</p> <p>Standards Based Activity: [REDACTED] was given a template of the planets in the solar system with five planets missing. The teacher pointed to the blank space on the template and Ashton selected from a field of three which planet belonged in that space. [REDACTED] glued the planet on the template.</p> <p>Targeted Skill: Sequence the Earth and planets in ordinal pattern in the solar system.</p>
<p>Strand: <i>Life Science</i></p>	<p>Learning Standard: 5.12.4 Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment. Over time, these inherited characteristics are carried as the predominant forms (e.g., adaption s such as shape of beak, length of neck, shape of teeth).</p> <p>Standards Based Activity: [REDACTED] was given a template with two different habitats (land and sea). Ashton was shown different animals and asked, "Where does the [animal] live? On land or on sea?". [REDACTED] glued the animals on the template.</p> <p>Targeted Skill: Match an organism to its habitat.</p>



Data Collection Sheet

Student Name: [REDACTED] Standard Code: 5.12.4

Targeted Skill: Match an organism to its habitat.

Steps or Trials	Dates (M/D/Y)									
	Baseline 1/16/14	1/24/14	1/27/14	1/28/14	2/6/14	2/10/14	2/18/14	2/20/14		
1. Fish	-	-	+	+	+	+	+	+		
2. Octopus	-	+	+	+	+	+	+	+		
3. Turtle	-	+	+	-	+	+	+	+		
4. Squid	-	+	+	+	+	+	+	+		
5. Crab	-	+	+	-	-	+	+	+		
6. Dog	+	+	+	-	+	+	+	+		
7. Horse	-	+	+	-	+	+	+	+		
8. Turkey	-	+	+	-	-	+	+	+		
9. Cow	-	+	+	+	+	+	+	+		
10. Pig	-	+	+	-	+	+	+	+		
Performance Summary (% of correct responses)	10%	90%	100%	40%	80%	100%	100%	100%		
Comments										
Accuracy + Correct - Incorrect										

Activity Description Sheet

ACTIVITY DESCRIPTION

Student Name _____

Date(s) 1/16/2014

Page Number(s): _____

Brief Description of Activity:

_____ was given a template with two different habitats (land and sea). _____ was shown different animals and asked, "Where does the [animal] live? On land or on sea?". _____ glued the animals on the template. _____ matched 1 of the 10 animals to the correct habitat.

Supports: Provide a detailed and specific list of the supports provided the student that promoted independent responses to the task. Think about what modifications in setting, task presentation, and student response were used. Also consider what strategies were used to ensure student involvement in the task.

Check all that apply below and add any other supports and/or strategies used by the student during instruction and assessment that promoted independent access to learning and the general curriculum.

Note: This is not meant to be an exhaustive list of possible supports.

- | | |
|--|---|
| <input type="checkbox"/> Body positioning | <input type="checkbox"/> Scribe |
| <input checked="" type="checkbox"/> Limited distractions | <input type="checkbox"/> Bolded/highlighted key words |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Sentence starter |
| <input checked="" type="checkbox"/> Modified (shortened/simplified) text | <input type="checkbox"/> Digital/electronic text |
| <input type="checkbox"/> Graphic Organizer | <input type="checkbox"/> Communication device |
| <input type="checkbox"/> Number/letter stamp | <input type="checkbox"/> Voice recognition software |
| <input checked="" type="checkbox"/> Reader (while student follows along with pictures, signs, textures, objects) | <input type="checkbox"/> Markers or other large writing |

Other strategies and tools:

Work Sample

Sea 

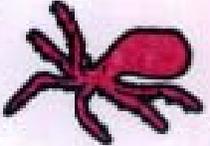
turkey — 

cow — 

horse — 

pig — 

Land 

octopus — 

squid — 

dog + 

turtle — 

fish — 

crab — 

Targeted Skill: [redacted] will match an organism to its habitat.

9/3

Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment.

Over time, these inherited characteristics are carried as the dominant forms (e.g., adaptations such as shape of beak, length of neck, shape of teeth).

5.12.4

Name: [redacted]

Date: 1/14/2014

Accuracy: 1/10 10%

Work Sample

Sea

Land

turkey -

fish +

squid +

octopus +

turtle +

pig +

crab -

horse +

dog +

cow +

Targeted Skill: [redacted] will match an organism to its habitat.

CC
CC

Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment.
Over time, these inherited characteristics are carried as the predominant forms (e.g., adaptations such as shape of beak, length of neck, shape of teeth).

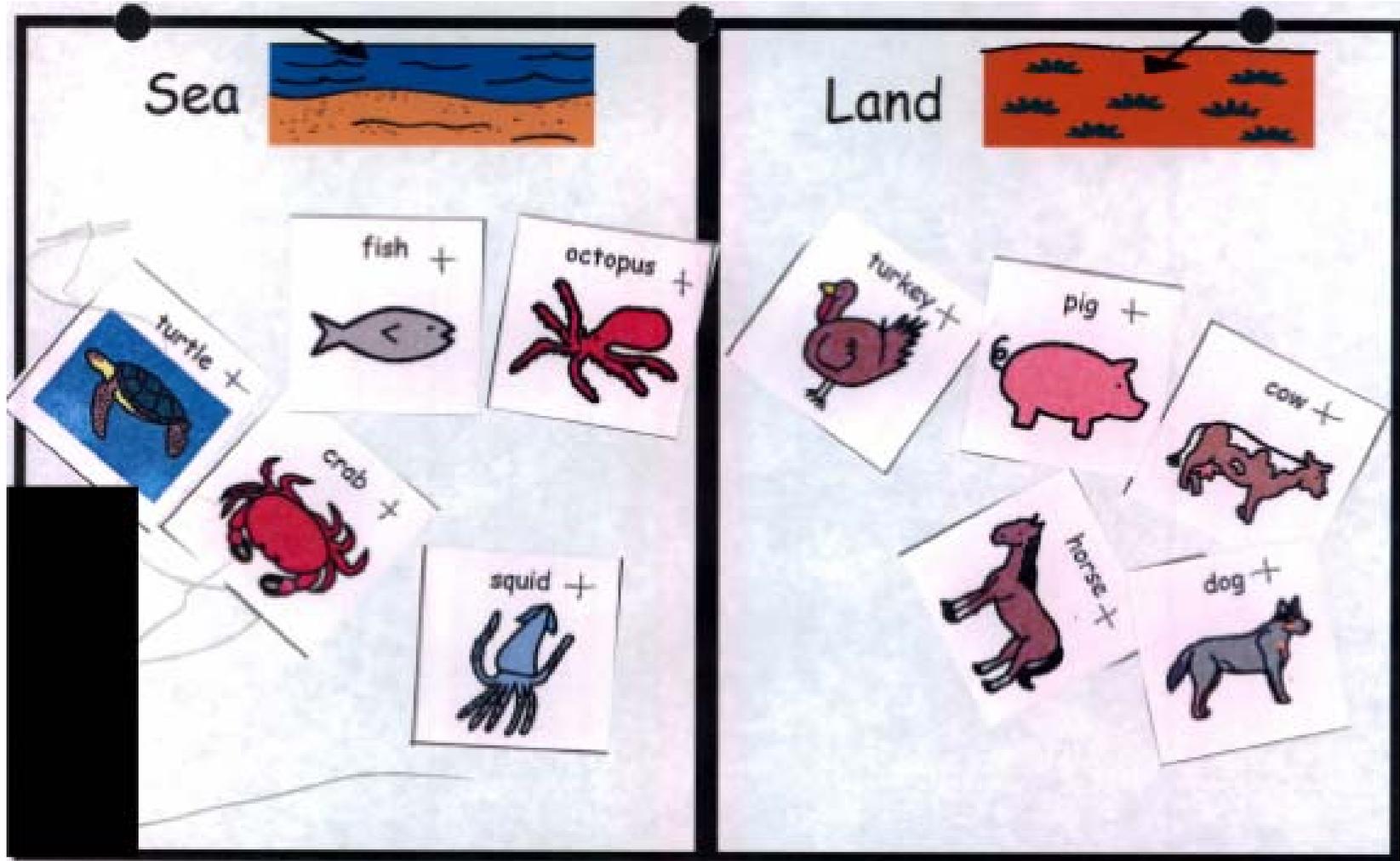
5.12.4

Name: [redacted]

Date: 2/6/2014

Accuracy: 8/10 80%

Work Sample



Targeted Skill: [redacted] will match an organism to its habitat.

5.12.4

Name [redacted]

Date: 2/20/2014

Accuracy: 10/10 100%

76
Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment.
Over time, these inherited characteristics are carried as the redominant forms (e.g., adaptations such as shape of beak, length of neck, shape of teeth)

Scoring Criteria

Scoring the DC CAS-Alt

The DC CAS-Alt is scored on three dimensions:

- **Performance** This dimension is used to evaluate student progress toward achieving the targeted skills related to DC content standards.
- **Level of Complexity** This dimension is used to determine the depth of knowledge of the targeted skills according to Bloom's Taxonomy.
- **Supports** This dimension is used to measure the degree to which the supports provided the student are appropriate, meaningful, and allow access to grade-level learning standards.

2014-2015 Procedures Handbook, Chapter 6

Scoring Rubric

2014-2015 Procedures Handbook p. 28; Appendix C

Performance	Targeted skill is not clearly linked to the grade-level learning standard. OR baseline begins over 50%	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.	Student performance of the targeted skill is accurate and consistent.
		(0 – 40% accurate)	(41 – 74% accurate)	(75 – 89% accurate)	(90 – 100% accurate)
		0 -9%	10 – 24%	25 –49%	50% & over
Attainment					
Progress (% points above baseline)					

Level of Complexity	Entry reflects no basis in the DCPS grade-level learning standards in this strand.	Student is working on “access skills” only within grade-level standard based instruction in this strand.	Student work reflects that grade level expectations have been modified to a lower cognitive demand for the student in this strand.	Student work reflects part of the cognitive demand of the grade level expectation in this strand.	Student work reflects the same cognitive demand as the grade level expectation in this strand (may reflect a different level of complexity/difficulty).
Supports	No evidence of materials or adaptations that link to the student’s learning profile	Materials and adaptations reflect the student’s learning profile, but activities and/or materials are not age-appropriate	Age appropriate materials and adaptations reflect the student’s learning profile, but are not clearly linked to the demonstration of the targeted skill	Age appropriate materials and adaptations are clearly linked to the student’s learning profile and the demonstration of the targeted skill, but not to grade level learning standards	Age appropriate materials and adaptations are clearly linked to the student’s learning profile, the demonstration of the targeted skill and the grade-level learning standards

Performance Guiding Questions

Performance		1	2	3	4	5
		Attainment Progress (% points above baseline)	Targeted skill is not clearly linked to the grade-level learning standard.	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.
(0 – 40% accurate)	(41 – 74% accurate)			(75 – 89% accurate)	(90 – 100% accurate)	
0 -9%	10 – 24%			25 –49%	50% & over	

1. Is the targeted skill clearly linked to the essential and prioritized skill and grade-level standard?
2. Was the baseline score at or below 50%?

2014-2015 Procedures Handbook pp. 23-24

Student Name: A J			Learning Strand: Cell Biology B.3.4					
Targeted Skill: Distinguish between plant and animal cells.								
Observable, measurable target student behavior:	Trials:	Baseline Date 1/18/10	Date: 1/19/10	Date: 1/20/10	Date: 1/21/10	Date: 2/4/10	Date: 2/11/10	Date:
	1	-	+	MP	+	+	+	
	2	-	+	+	+	+	+	
	3	-	MP	+	+	f	+	
	4	-	+	+	+	+	+	
	5	-	-	f	+	+	+	
	6	-	+	+	+	+	f	
Total Accurate:		0/6	4/6	5/6	6/6	6/6	6/6	
Percent Accurate:		0%	70%	80%	100%	100%	100%	

KEY:

Independent:
 + = Accurate response - = Inaccurate response

Prompt Code:
 V= Verbal P= Physical M=Model/Visual R= Refuse +/- = Independent

Supports (specify): Picture symbols

Errors in Documenting Performance

- The entry contains **insufficient data**:
 - No name/date(s) on the data sheet or corroborating evidence
 - No data collection sheet
 - Less than 7 data points on the data sheet
 - No corroborating evidence to support the data sheet
 - Not enough corroborating evidence to score due to
 - Evidence of cueing/prompting responses
 - Presenting fewer than 3 multiple choice options
 - Incorrectly graded work samples



2014-2015 Procedures Handbook, p. 25

STANDARD: (6M6) Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; measure the interior angles of various polygons.

TARGETED SKILL: Student will choose quadrilateral from several different shapes and name it.

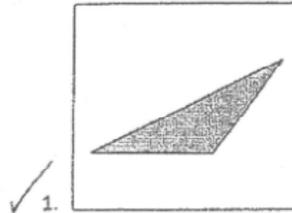
STANDARD BASE ACTIVITY: Student was given a worksheet o chose a quadrilateral from several different shapes and name it.

Targeted Skill: Student will choose quadrilateral from several different shapes and name it.

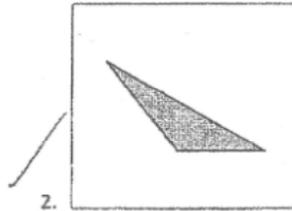
6M6 - Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; measure the interior angles of various polygons.

Name: _____

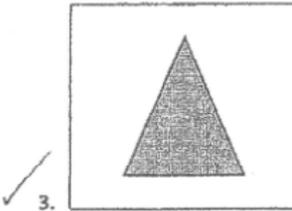
Label each triangle as Right, Obtuse or Acute.



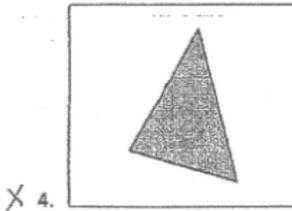
obtuse



obtuse



acute



right

This work sample is not aligned to the targeted skill. It is not accepted for scoring.

This work sample is aligned to the targeted skill.

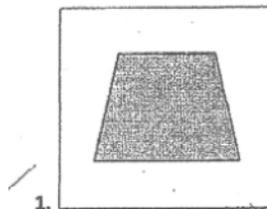
100%
Targeted Skill: Student will choose quadrilateral from several different shapes and name it.

6.M6 - Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; measure the interior angles of various polygons.

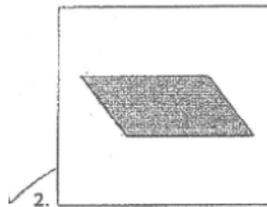
Name: _____

List all figures from those shown below that meet the conditions of each quadrilateral.

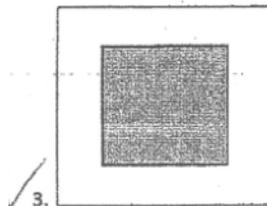
parallelogram trapezoid rhombus square
quadrilateral (not a parallelogram)



trapezoid



Parallelogram



square

Errors in Documenting Performance (continued)

- No link between the targeted skills and the grade-level learning standard
- LCI is missing or contains incorrect determination of performance dimension
- Learning standard presented is not included on the list of possible grade-level learning standards (Appendix D)



2014-2015 Procedures Handbook, p. 25

Complexity Guiding Questions

	1	2	3	4	5
Level of Complexity	Entry reflects no basis in the DCPS grade-level learning standards in this strand.	Student is working on “access skills” only within grade-level standard based instruction in this strand.	Student work reflects that grade level expectations have been modified to a lower cognitive demand for the student in this strand.	Student work reflects part of the cognitive demand of the grade level expectation in this strand.	Student work reflects the same cognitive demand as the grade level expectation in this strand (may reflect a different level of complexity/difficult).

1. Is the entry linked to the essential skill and grade level standard?
2. What is the cognitive demand of the grade-level learning standard?
3. Is the student working on a targeted skill at the same cognitive demand (complexity)?
4. Is the targeted skill an access skill or an introductory skill?

2012-2013 Procedures Handbook, pp. 25-26

This example shows the use of higher level thinking using cut and paste to "Explain."

Example #5

Name: _____ Date: 11-20-09 Score: 0/5 0%

5PRA-1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABCC...1,5,9, 13,...;3,9,27...) Target Skill: Describe the rules that govern a specific pattern

Cut and Paste the answers in the boxes below

Cut and Paste the answers in the boxes below					What Comes Next?	Explain
X 1	2	3	4	13	Count by 1's	
X 2	4	6	8	7	Count by 5's	
X 10	20	30	40	11	Count by 2's	
X 5	10	15	20	12	Count by 10's	
X 2	3	4	5	9	Count by 10's	

#4

Access vs. Introductory Skills

Access skill example

- Student learning to activate a Big Mac switch - when asked, “The story was about whom?” the student is given a switch that says the name of the main character

No expectation to choose the correct response – the student is simply provided with a pre-recorded message.

Introductory skill examples

- Number recognition rather than identifying the operation or solving problems
- Identifying the periodic table versus finding an element on a periodic table or distinguishing between a family and a period on the table

2014-2015 Procedures Manual, p. 26

Standard: 4.PRA.4 Solve problems involving proportional relationships, including unit pricing and map interpretation.

Targeted Skill: Identify numbers used in a proportion word problem.

2. Twelve goldfish are in groups of fours. There are 3 goldfish in each group. Touch the number 3.

12

4



Good example of presentation of an introductory skill (low complexity).

Level of Complexity

5.5.1: Describe the Earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.

Essential and Prioritized Skill: Explain what a solar system is and how the Earth fits into it (the Earth as part of a system called the Solar System.)

- **Non-example of Targeted Skill – Level 1:**
 - The student will identify the term “Outer Space.”
- **Example of Targeted Skill – Level 2:**
 - When presented with a photograph or graphic of Earth, the student will activate a switch.
- **Example of Targeted Skill – Level 3:**
 - The student will identify the Earth when presented with a diagram of our solar system.

Level of Complexity (continued)

5.5.1: Describe the Earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.

Essential and Prioritized Skill: Explain what a solar system is and how the Earth fits into it (the Earth as part of a system called the Solar System.)

- **Example of Targeted Skill – Level 4:**
 - The student will sequence the order of planets in our solar system based on their distance from the Sun.
- **Example of Targeted Skill – Level 5:**
 - The student will describe the properties of a solar system.

Errors in Documenting Complexity



- Entry contains **insufficient data**
- No link between the targeted skills and the grade-level learning standard
- Learning standard is not from the correct strand
- Learning standard presented is not included on the list of possible grade-level learning standards (Appendix D)

2014-2015 Procedures Manual, pp. 26

Supports Guiding Questions

	1	2	3	4	5
Supports	No evidence of materials or adaptations that link to the student's learning profile	Materials and adaptations reflect the student's learning profile, but activities and/or materials are not age-appropriate	Age appropriate materials and adaptations reflect the student's learning profile, but are not clearly linked to the demonstration of the targeted skill	Age appropriate materials and adaptations are clearly linked to the student's learning profile and the demonstration of the targeted skill, but not to grade level learning standards	Age appropriate materials and adaptations are clearly linked to the student's learning profile, the demonstration of the targeted skill and the grade-level learning standards

1. Is there evidence that adaptations/modifications were made?
2. Are the supports used directly linked to the student's LCI?
3. Are they age appropriate?
4. Does the student make any progress?

2014-2015 Procedures Manual, p. 27

Supports Guiding Questions

	1	2	3	4	5
Supports	No evidence of materials or adaptations that link to the student's learning profile	Materials and adaptations reflect the student's learning profile, but activities and/or materials are not age-appropriate	Age appropriate materials and adaptations reflect the student's learning profile, but are not clearly linked to the demonstration of the targeted skill	Age appropriate materials and adaptations are clearly linked to the student's learning profile and the demonstration of the targeted skill, but not to grade level learning standards	Age appropriate materials and adaptations are clearly linked to the student's learning profile, the demonstration of the targeted skill and the grade-level learning standards

5. Are the supports connected to the demonstration of the targeted skill (e.g., academic supports for academic skills)?
6. Do the supports promote the demonstration of grade-level learning expectations (e.g., using academic supports is the student able to work toward grade-level standards ***that have not been modified to a lower cognitive demand***)?

2014-2015 Procedures Manual, p. 27

Errors in Documenting Supports



- Entry contains **insufficient data**
- LCI is missing
- Activity Description is missing
- Learning standard presented is not included on the list of possible grade-level learning standards (Appendix D)
- Age-inappropriate materials or activities are used

2014-2015 Procedures Manual, pp. 28

Condition Codes

The technical adequacy of the portfolio is as important as the quality of work and effort students bring to school every day.

Having even one entry of three in a content area receive a condition code during scoring has a significant and adverse effect on the proficiency rating for the content area.

Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
N1	0	0	0
N2	0	0	0
N3	0	0	0
N4	0	0	0
CA	1	Score	Score
CB	1	Score	Score
CC	1	1	1

Code Descriptions

- N1** Security Breach
- N2** Missing Entry
- N3** Insufficient Evidence
- No name/date on the data chart or student work
- N4** Insufficient Evidence
- Missing Entry Cover Sheet
 - Entry Cover Sheet incomplete
- CA** Missing/Incomplete LCI
- CB** Wrong performance dimension chosen
- CC** Standard not one the student's identified grade level

Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
CD	1	1	1
CE	1	1	1
CF	1	1	1

Insufficient Data

- CD**
 - No data chart
 - Not enough data on the data chart
- CE**
 - Not enough scoreable work evidence
- CF**
 - Not scored
 - Scores/dates do not match data
 - No alphanumeric code on work evidence
 - Targeted skill not listed on work evidence

Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
CG	1	1	1
CH	1	1	1
CI	1	1	1
CJ	Score	Score	1
CK	1	Score	Score
X	0	0	0

- CG** Strand used more than once
- CH** Standard not one of the possible standards
- CI** Student work is not aligned to the targeted skill, strand, OR the standard
- CJ** Missing Activity Description Sheet
- CK** Baseline over 50%
- X** Student did not test in this area

DC CAS-Alt Timelines 2014-2015



DATE	ACTIVITY
October 7, 2014	Portfolio Training Sessions
October 2014	Portfolios, Procedures Handbook, Entry Points received by schools
By October 17, 2014	<p>Complete Participation Criteria Form</p> <p>Complete Performance Dimension Decision Form</p> <p>Complete the Learner Characteristics Inventory</p> <p>Send Parent Acknowledgment</p> <p>Upload student information to SEDS</p>
By October 24, 2014	LEA representative submits 1 Student Registration Verification Form documenting all students
February/March 2015	<p>Return shipping materials and instructions received by schools</p> <p>Pre-submission Training</p> <p>Composition Assessment Training</p>
On March 6, 2015	Portfolio Data Collection Window Closes
On March 13, 2015	Last day to ship portfolios to Pearson (UPS)
April 2015	Portfolio Scoring

Access to Forms and Documents

- Copies of all necessary forms and documents needed for inclusion in a student portfolio can be located in the 2014-2015 Procedures Handbook, Appendices A and B
- Copies of all necessary forms that can be downloaded in Word or pdf formats are available at the following link:

<http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms>

For more information

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Questions?

