



# **DC Comprehensive Assessment System – Alternate (DC CAS-Alt)**

## **2014 - 2015 Science Portfolio**

# **Portfolio Review February 25, 2015**

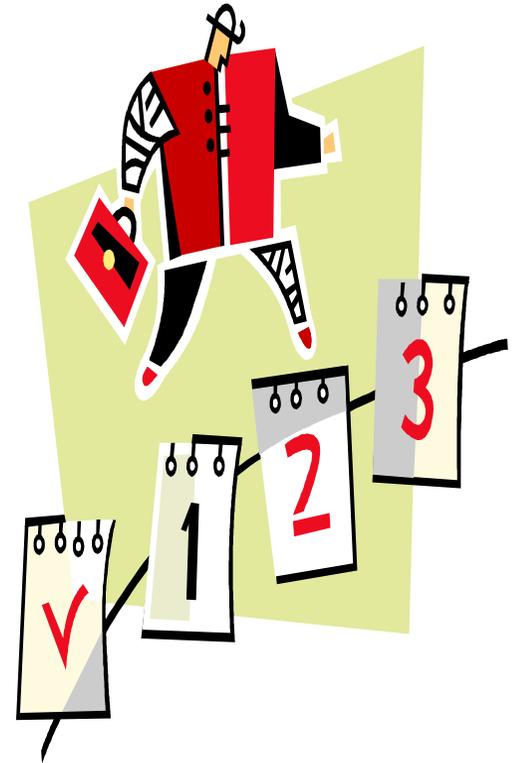
# Training Objectives



1. To review the steps in student portfolio development
2. To review required portfolio components

# 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

# Required Science Strands

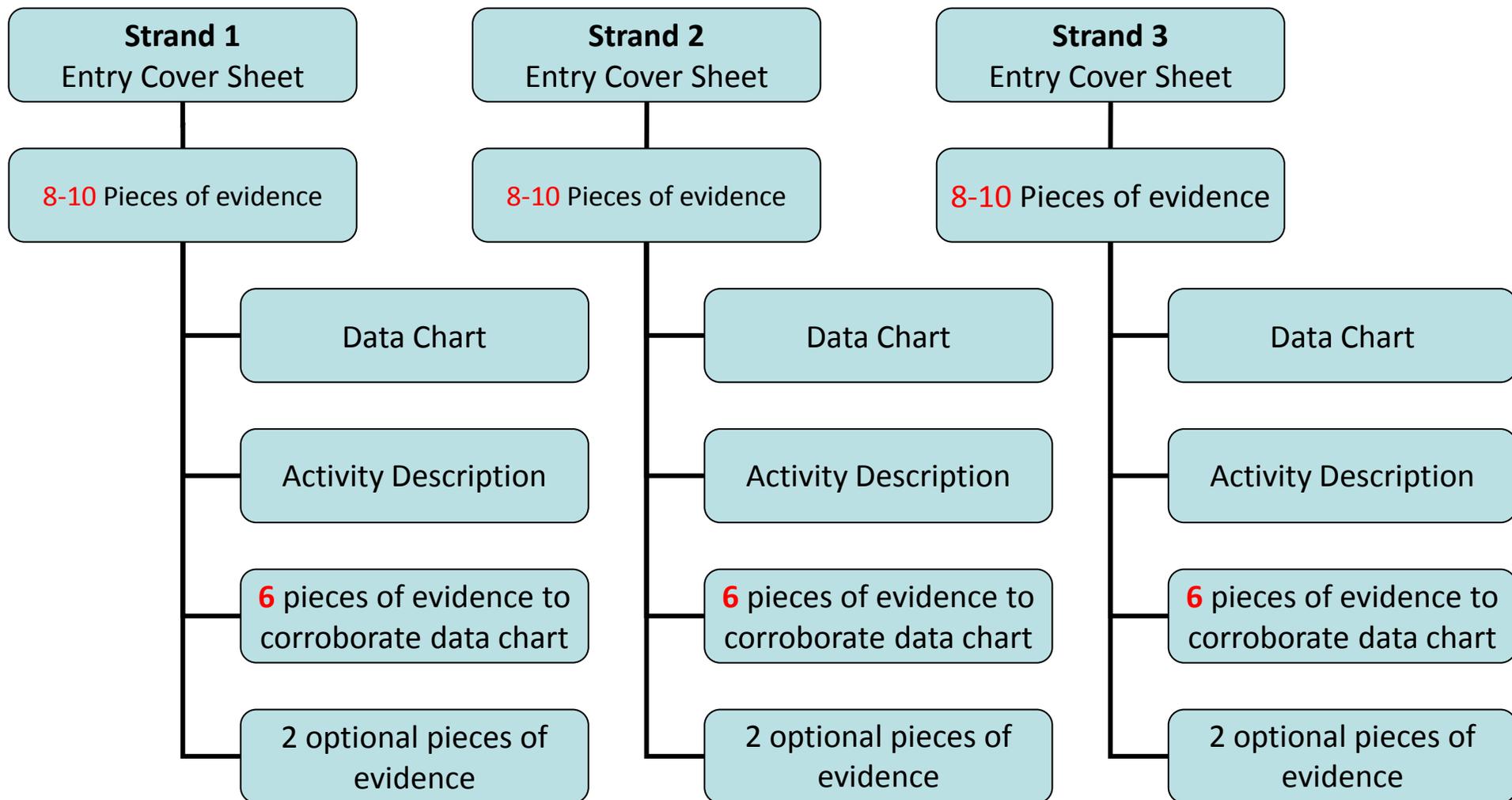
<u>5<sup>th</sup> Grade</u>	<u>8<sup>th</sup> Grade</u>	<u>Biology</u>
<ul style="list-style-type: none"><li>✓ Science and Technology</li><li>✓ Earth and Space Science</li><li>✓ Life Science</li></ul>	<ul style="list-style-type: none"><li>✓ Matter and Reactions</li><li>✓ Energy and Waves</li><li>✓ Forces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

Pick one grade-level learning standard per required strand.

Present instruction and collect data for each strand separately.

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

# Science Entries: Grades 5, 8, Biology



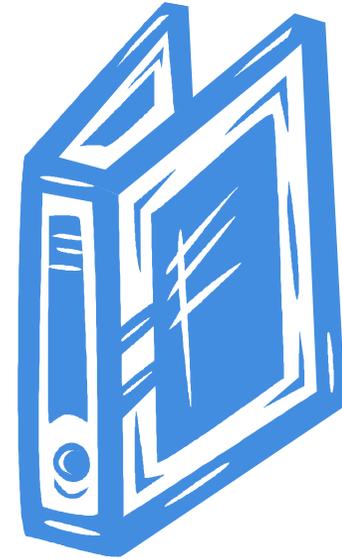
# DC CAS-Alt Required Components

- **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**
  - **For grades 5, 8, and Biology only**

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**

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- Binders were sent to the schools in late September
  - 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. 10-12; Appendix B**

# 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. 12; Appendices A and B**

# Section 2: Science Portfolio

## **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, p. 13; Appendix B**

# Sections 2-4: Standards-Based Entries

## Required Components (continued)

### Activity Description - REQUIRED

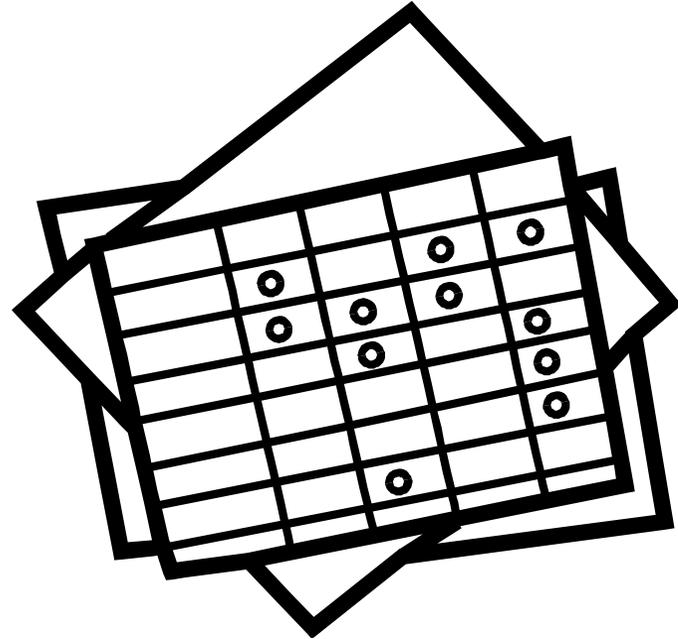
- Explains the activity related to the targeted skill.
- Lists the supports the student uses to enable independent responses.
- Entry will receive a score of 1 for Supports if the Activity Description is missing.

### Corroborating Evidence - REQUIRED

- Entry must contain at least **6** and no more than 8 pieces of accompanying work evidence, *not including the baseline data*.
- Activities must be aligned to the standard stated on the Entry Cover Sheet.
- 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.

# Data Collection

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



## Protocol:

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

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

# Data Collection Procedures

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

# 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

# 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>

# DC CAS-Alt 2015 Timeline



DATE	ACTIVITY
Week of February 23, 2015	Return shipping materials and instructions received by schools
February 25, 2015	Pre-submission Training and Portfolio Review & Composition Assessment Training
<b>On March 6, 2015</b>	<b>Portfolio Data Collection Window Closes</b>
On March 13, 2015	Last day to ship portfolios to Pearson (UPS)
March/April 2015	Portfolio Scoring

# For more information

## Local Contacts:

**Your DC CAS-Alt Building Coordinator**

**Your LEA DC CAS-Alt Coordinator**

## OSSE Contact:

**Imani Stutely**

**Assessment Specialist**

[imani.stutely@dc.gov](mailto:imani.stutely@dc.gov)

**202-316-9789**

## Pearson Contact:

**Bruce Murphy**

**Senior Project Manager**

**Washington DC CAS-Alt**

[bruce.murphy@pearson.com](mailto:bruce.murphy@pearson.com)

**1-319-339-6594**

**Toll Free:1-800-228-0752 Ext. 216594**

# Questions?

