**Robert:** Good morning everyone. My name is Robert Pelychaty and my current role at the at the Department of Education is the manager of Inclusive assessment. And what does that mean Is that myself and several other colleagues here work together to make sure the required state assessments for all students are accessible as possible, specifically for students with disabilities, English learners. We really want to make sure that we focus on how we can make these assessments accessible for all of our students and trying to make sure that equity is built into the assessment as much as possible. If you're here today, it's because you registered to know more or to find out how to specifically administer the MCAS-Alt for Civics. Civics is a grade eight only assessment this year. It's required for all students in grade eight since it's required for all students in grade eight students with the most significant, significant cognitive disabilities, or also have the requirement to participate in some type of civics assessment. Remember, there's a civics project that's required for all students. All students have to participate in the civics project. Therefore, we want to ensure that our students, some would consider them our most vulnerable students are have the ability to participate in this particular civic assessment at their skills and abilities. You're gonna hear today from Deb Hand who's kind of like our training guru, so to speak. Deb has worked with the M-C-A-S-L for several years. We're responsible for developing several important parts of the MCAS-Alt assessment. Really received a lot of feedback and support from educators throughout the year. She's very knowledgeable and I really applaud Deb for all the work that she's done. And I thank her for being here today to help provide this information to you. We are very cognizant that students in grade have some other requirements, given that we really thought about that in terms of what would be required for grade eight this year. So be Patient DAB will provide some information on you and we hope you find it very approachable. I don't wanna take up too much of your time, I just wanna thank you for tuning in today. We're also joined by Kevin Roan. And Kevin Froton works at Cognia if many of you have known. He is our senior program manager there. And what does Kevin do? Kevin's really responsible for providing the nuts and bolts, the tools to help make this assessment be as accessible it can be for educators, meaning that he works on forms and graphs, making sure the ordering process runs as smoothly as possible. And Andrew, and answering a lot of your technology questions. So I thank you Kevin for all your help and support getting this information, this presentation off today. Think you've answered your help. And we're also joined by a couple of educator consultants who are kind of remained in the background and they'll answer questions. And thank you Patty Soprano and Diane for all your support with the program. Your knowledge is very helpful and I hope our educators that are attending today get their questions answered and I think in advance for supporting them. But without further ado, I'll let Deb begin the presentation. And thank you, Deb, for providing this information in advance.

**Deb:** Hello everyone. Good morning. And as Rob said, we're here to do civics. So you should be here if you're in teaching grade eight. If you came to the last one, if you came to the other civics training, this is the same exact thing. It's not part two. So if, if you came here thinking it was a second part, you have the next hour and a half to yourself. So let's get started and talk about the features of the civic assessment. There are core ideas which are basically topics, and there's three core ideas, A, B, and C. These topics, and I will just read them to you once, that A is foundation and development of the US political system and government, B institutions and structure of US government and Massachusetts state and local governments and C, rights and responsibilities, the US Constitution and news and media literacy. So those are the three topics that you will be covering. There are also practices and if you're, if you are returning teachers and, and you have done science, the practices may sound familiar, but in this case, in the civics case, it does help to give us a range of instructional approaches. But you don't have to worry about the practices for civics. They are embedded, and I will show you that in a few minutes. The curriculum, this allows you for civics to teach a cohesive unit rather than just those single skills in isolation. And because of the way that the civics is built, you're gonna find that there are multiple entry points or access skills within a single strand. So you can have many cross curriculum opportunities just like in science. And we've talked about that before if you're a returning teacher. And here's the overview. So it's got civics has for the alternate assessment has three core ideas. And you can see the practices here are embedded the numbers. And you may be familiar with them if you've worked with other students on the civics project, you're going to complete one MCAS-Alt skill survey. And just like any other strand, you need a completed skill survey and you're gonna do one for each of those core ideas. You are gonna check the boxes of any of the skills the student can perform or practice independently, at least some of the times independently. And Kevin at the end will show us how this works, where you get all this information and then you're just gonna select the entry points that best meet your student's need. And of course if you have a student that's working at access skill level, there'll be a box that says, my student cannot perform any skills. And the civics core idea. So here's an example of a skill survey for core idea B. You can see on the left, there are no grades because this is all grade eight at the top. It tells you what the core idea is and what practices are embedded in here. So it tells you the practices and what, what's going to be embedded within these skills. This is the skill survey. So it goes from less complex to more complex, but that very last box is the one that says, my student cannot perform any of these skills, but look carefully and see if there isn't something that your student can do. And this is just the skill survey for A, B, and C. And you will complete each of those. So you'll have just, you'll do it one time, you'll, you'll do core A or B or C and then it will be done. It'll print it out and put it behind the strand cover sheet. So these are the practices I'm talking about, but you don't have to worry about them. They're just numbered. They just came out of the frameworks numbered that way there's no specific order for them. So if you wanna take a look at those so you know what's going to be incorporated in the entry points, but they're not for you to memorize or worry about in any way, shape or form. And this is just a visual to kind of show that that they can go in any order and how you might use them with your students. So we have a civics grade eight resource guide that have the core ideas, which are those big ideas, the topics. Then we have the forms and graphs online and they have a minimal amount of entry points. So I think you'll be surprised when you see them. The entry points include multiple skills. This is gonna help you differentiate for the different students in your classroom, including access skill students. It's, it's an excellent way for you to incorporate if you have a, a mix in your class of students with access skill, but also entry points, this is really going to help you. So let me show you the strand cover sheet. You should be familiar with the strand cover sheet. If you've done science, it's very similar. It has a place where students name and their grade is always gonna be eight. And as you do our civic summary sheet, it will fill out this strand cover sheet and I'll show you one completed at the end. So each core idea, A, B, and C is going to have a civic summary sheet. On that civic summary sheet, you're going to have either an entry point or an access scale. It's not a measurable outcome, it's just an entry point or an access skill. It has a state provided rubric. And I'll show you that in a MO in a moment. It's going to, you're going to attach the evidence that demonstrates the entry point that you chose or the access skill. And at evidence will have the accuracy and independence that you'll also put on the summary sheet. And then a place for the self-evaluation that you can either say, see attached, student chose this work, that type of thing. The same kind of self-evaluation we've done through all the content. Or you can attach a separate sheet. So here is the civic summary sheet may look similar to some other things that we've done, like maybe the science in some ways. But what you have here is a student's name. The date, again, the grade's always gonna be grade eight. And in this case the civic summary sheet is for core idea A, remember we're gonna do core idea A, B, and C. So you'll have one summary sheet for each. So here again, you can see what the, what the topic is. Then you can see what practices are included. And then there's a place where the entry point or access skill will go. You can give us a detailed description of the activity and I think it's gonna be very important, especially if you're working with students on the lower side of this, to describe how the activity took place and how it related to the civics. And then there's the demonstration of skills and concepts, which is that rubric. And we're gonna pay more attention to that in a moment. You'll see underneath the rubric there's a place for accuracy and independence. That's will be for the evidence that you are attaching to this civic summary sheet. And then a place for self-evaluation. So it's all nicely laid out for you and you have plenty of room for your description there. So this is the rubric, and once you've completed the activity, you are going to take a look at this and each criteria in 1, 2, 3 or four is going to be up to you based on how that student demonstrated their understanding of the civics topic that you just did. So if your student is doing access scale or you're just providing all the information for them, that's a one. I think that most of our students will be here in the two and three where they're gonna demonstrate an understanding of that civics topic in an immediate personal environment. Or perhaps they could go on past their own environment and perhaps to the community. Now if you have students working at a level four, you may want to revisit the criteria for participation in doing an alternate assessment. But there may be some students out there that understand outta state and national or international level, the scores will only verify the teacher's score. They won't change it unless the evidence does not reflect the rubric. So if you have provided all the material for the student and it should be a one and you gave them a four, then it will be changed. So here's the entry points for the resource guide. And you can see that we couldn't do this with any of the other content areas. On the left side, it has the core idea, again the practices just so you're aware. And then the entry points. Now you wanna make sure that we have, I wanna show you these entry points, not make sure, oh, sorry. So this entry point says identify or create a list of rules that students follow in the classroom school community or community using information from observations, text images or other media. This gives you a wide range of ways in which to incorporate and include all of your students, right? Some students may be able to identify, some students may be able to help create a list of rules. It can be classroom related if that's where they are. It can be community related if that's where they are. You can use texts, you can use virtual field trips. So you get to determine using just that one. You can hit a lot of levels of students for your classroom. If you are using, if your student has is an access skill student, there's two steps, and this is brilliant. You are going to create your access skill by first choosing the root access skill to be used. So for example, you can see here there's activating device choosing, excuse me, exploring materials. So what is your student who's doing access skill, those early developmental skills, what are they working on? So you're gonna choose that first. In this case, grasp, release, and give materials. Then step two is you're then going to choose the content base of that core idea. So let's say that we use the same one that we just used to identify, create a list, but now we're gonna put these two together. Your access skill says grasp release or give materials in an activity related to identifying or creating a list of rules. So that same one that you're using with your entry point students is now available to you as an access skill. So I think that this is going to work out really well, especially if you have mixed students in your classroom, mixed levels of students in your classroom, it'll be very, very helpful. Just like our science, if you're used to doing science, as you complete your summary sheet, it will also fill in your strand cover sheet. So you can check to see, did I do A, B, and C? That's all you're going to need. Do I have three pieces of evidence? And in the middle you'll see what your entry points or access skill is. And then did I do self-evaluations for those? So if you have all those, you'll know that you completed your strand for civics. So just to summarize, one skill survey for each core idea. So remember a, b, C one, civic strand cover sheet, and then three civic summary sheet. And each one is gonna say either A, B, or C. And you need all three. Each of those summary sheets is going to have an entry point or an access skill. It's gonna document the entry point or access skill. You're gonna put the accuracy and independence from that evidence and then you're going to score the state provided rubric for that evidence. And now I'm gonna turn it over to Kevin and he's gonna walk you through what this looks like in forms and graphs.

**Kevin:** Thank you Deb. So good morning everybody. Welcome back. If you've joined us for the other sessions. So my usual disclaimer of, give me one moment, I'm just gonna change the screens, we'll get rid of the slides and we'll bring up the forms and graphs and I'll show you how to address what Deb just walked through. So one moment. Okay, so here we are at the, if you've been with us, the familiar login page for forms and graphs. So I'm just gonna log right in and it'll take me to my student list. If you've joined us for writing or the core competence, the parts A and B, our friend Alex, we've been working on, we can no longer keep going with Alex 'cause he's grade five. And remember, civics is at only grade eight. So I've just dropped in a, a sample student to show you at grade eight. So let's jump into this sample civics. And as Deb mentioned, still the requirement to be done first is that skill survey. So let's go into our skill survey list. We'll add a new one. There's only one grade, eight civics, no choice needs to be made. So just find the civics and it'll load. Begin with a date that you completed it. And then if you are a returning teacher or you came to the earlier science, you'll see, it kind of looks similar to the science. And if you're joining us this afternoon, you'll see the similarity then. But you'll see we've got a section for core idea, A scroll down and you'll see B and then C. So the idea is, is that you're just making at least one selection in each of these sections of what the, the student can do independently at least some of the time. And as Deb pointed out, if all of these are just too high, hiding down here at the bottom is that my student cannot perform any of those skills. So that's always an option if you can't find anything else to select. But now I've made a selection for A, B or C, B and A going back up. So now I can save. And let's go to our strand list. So you can either go to table of contents or then strands, but you can also hop right into the strand list. So I've completed my skill survey. Now I want to add my civic strand and I'll see civics when I click go if there's only one strand you need to do for civics. So again, no choice needed, it'll just populate it for you to, to do civics. And now we have the strand cover sheet. I think this helps sort of connect the dots too to what Deb was talking about. It. It shows there's really not a whole lot that you need to do, at least in the, the terms of generating the forms. It's pretty much the skill survey, the cover sheet, and then three summary sheets, one for A, one for B, and one for C. So it's filled out what it knows at this point. And we can see the descriptions of core idea A, B, and C. But let's dive into A and we'll see how that works. So you don't have to add in these summary sheets. The requirement is that you always do all three all of the time for any student in grade eight that you're doing this for. So we've pre-populated them for you. because you have, you don't have to choose, you don't wanna do two A and one C, you have to do one each of A, B, and C. So it's just set up for you to do it that way. And then this information will populate based on choices we made when we're in the summary sheet. So to, to get into the summary sheet, go to summary sheet for a, let's pretend this was today as well. We'll scroll down and I know the temptation is here to sometimes wanna check these boxes, but just remember you can't, you can click it will not check them. When you select your entry point or access skill, it will automatically check that for you. And to do that, another big red button, find entry access. And when I click this, you'll see we have two tabs. So it's grade eight only. So there's no going up and down the grades, you're either entry points or your access skills. They work a little differently in this case. So let's do entry points first and then we'll come into core idea B and I'll show you how to do an access skill. So for entry points, it's just about looking at the list and finding the content that makes sense. So let's go with the sample Debs working on of creating a list of rules that student follow. Same sort of idea. When I click, go grab it, check off entry point and then drop in that entry point for me. Nice big box for the description of what it is for the evidence or the, the activity that you're using to support the knowledge of the entry point that you selected. Just a big old text box just like everywhere else when you're describing the what and how and materials that that you are doing to address the entry point that you've selected. Then we scroll down a little bit more and we come across that rubric. Deb was talking about in this section of demonstration of skills and concepts and independence. So if you've done writing or you came to the previous writing sample, it works kind of similar. You just hover and when you click, it'll just lock it in. So I click two and so it's given me a two. You can change it as needed. It's just a hover and click for the score you wanna give it. And then kinda like everywhere else in MCA salt, it's just the, the accuracy and the independence for the evidence that you're submitting with this. And then a text box for kind of classic self-evaluation. You can describe choices. The student made feedback the student gave you. If you've got a separate sheet that you use for everything you do for self-evaluation, you can always write the C attached. And then that's it. That would be a complete A all. All you need to do is actually have the evidence to submit with this. And that's it. There's really not a whole lot going on these, these forms. It's pretty straightforward. So select a skill, determine the appropriate rubric conduct to create the evidence and then just mark the accuracy and independence and self eval if it took place. So let's pop back to the strand cover sheet and we can see what's happened. It's built out a for me. So I, I know that I've made some progress on core idea A. Let's take a look at B and I'll show you what it looks like if you're going to do an access skill. So we'll go to summary sheet for B. Here we see what comprises B. You can also look at the full resource guide if you like. That's here as well. You might not need to, everything that you kind of need is right hidden in the defined entry access. But if you're curious and you wanna look at it all at once, you can still just click view resource guide and it open a PDF of the civics resource guide for you. But let's go in here and choose an access skill. So access and, and it'll always start you in entry points. But all you need to do is come here and click access skills and you'll see it's breaking it up into that two-step process that Deb was mentioning. So we're core idea B and here are all sort of the root access skills. So we've got things like activating a device and exploring materials, locate objects partially hidden. So let's, let's go with grasp release or give materials. So when I click this, it'll lock that one in and then it'll open up to give me a representation of, it's the same content that we saw in the entry points. So here we've got that list of statements, we've got identifying roles and responsibilities. If you found, if you were a quick clicker and you didn't mean to do this, this route access skill right here underneath step one, you can do view list change skill and it'll just reset it for you. So you can go back and make a, a new selection, but make a selection for one, find the content that you are want to as assign with that access skill. So let's do proposing a revising a classroom or community rule and it'll stitch it together and put it in there and check off access skill for you. You can always go back and adjust that. That's the, it'll just reset it every time you go in there. But that's how you do the access skill. It's sort of a one-two punch to create the access skill of the root access and then the content that you can merge. So you can mix and match content and approach as you see fit for the student. From there, it's exactly the same. We've got the description of activity, but the one change is if you're truly doing access skills, you should not be coming outside of a one in this rubric score. So it will pre-select one for you and then deactivate two, three, and four. So it'll stop you from, from going higher than a one if you truly choose an access skill. If you did this by mistake and you were like, oh, I really meant to do kind of a lower entry point, you can always go back and choose an entry point and it'll unlock this rubric. But every time you lock in an access skill here, it will check off one for you, but the rest of it is the same. You give it accuracy, independence and then self eval. And then we can go back to our string cover sheet and we will find B is now in progress. Lather, rinse, repeat, do that. Same thing for C. And that's it. That's all you need to do. There's no three strands of Cs. It's create this one string cover sheet, select a skill for A, B, and C and attach the evidence. And that's it. That is the entire submission for civics. With the skill survey. You can stitch it all together like everywhere else with print options, print multiple, and no extra steps this time 'cause it has everything it needs. We've got the cover sheet, it'll grab that skill survey over a page or two and then we've got a B, we didn't touch C, so it's just gonna be blank, but whatever you did for C will be in there. You print that out, attach the evidence and put it in the binder that that you are done with civics for grade eight for this year. So A, B, C with a skill survey and evidence attached. And that is it. So now I will kick it back over to Deb who will wrap things up and we can take a look at any questions that you might have.

**Deb:** All right, thank you Kevin. So I'm going to, so Julie asks, like science, is there no graph for this strand? That is correct. There is no graph. That's why we did the, the science specifics and the writing separate because they're different from what we did in those core ideas. So no, none. Let's go back. One. The only thing left for training is this afternoon. So if you, you are grade eight. If you're here, we have the science and tech eng. If you couldn't come on Thursday. And also all of these, all of these will be recorded and on the YouTube link from the department site, how do you, Dean wants to know how to measure independence. So you're going to measure independence just like you did any other piece of evidence. So let's just continue with the list of rules. Say your student's going to identify the list of rules and you give them five rules or pictures, whatever you need to explain the rules in your classroom. And they, you know, can only identify three or they need prompting on two. So that's, that's how you do it. Two out of three, the question two out of five. So same as you would any other piece of evidence that you're providing. Access skill. So dean access skill is gonna lock in at one because the teacher's providing all the material. So just like if you've been to any of the other trainings, the, like for the writing rubric, if it's access skills, it's gonna automatically lock it in at that demonstration of skills and concepts at a one, because the teacher's providing all the materials. I also highly recommend you go to the in-person review sessions in January. The dates will come out, they'll be posted at the MA MCAS-Alt website as well as being sent out. And if you can bring your portfolio that's in progress, then you have people there that can help you to direct, maybe give you some other resources for the civics. Diane wants to know, can you use a word bank for rule? So they don't identify what is a rule? Yes. So if they're gonna identify, you can give them, you can, I would put some things that aren't rules along with rules and then they have to identify what a rule is. Correct. Okay. Yes. Excellent idea.

**Rob:** Well, it looks like all the questions have dissipated in terms of we're not getting any more, but I do want to have another thank you to Deb, Kevin, Dianne, and to Patty for all the support you provided this morning. I really appreciate it. I hope the educators appreciate it. Again, Kevin, thank you for bringing the information here. If you have a question, I have a student who could email mcas@mass.gov or the phone number here is 338-3625. We wish you all a successful school year, especially, you know, we know that everyone right now is kind of just getting their schedules arranged, making sure that hopefully you're kind of in a good routine now and you have some time to start working on this as assessment, collecting information, especially if you're doing science, it's always a good idea to start early. But beyond the lookout, in the next month or so, we're gonna provide A-M-C-A-S ALT update and we'll have dates for the review session in January. So be beyond the lookout. We're gonna send that information to your schools regarding review dates. So when you are working on your particular portfolios collecting information, that will be a time in January you could come in and get your questions answered. Have some time to work on that. But I thank you again for your time this morning if you find the information helpful and the best of luck to you and your students' school year.