**Deb:** Alright well, people are getting in. Just want to welcome you back. This is part B of Core Concepts and again, this is a repeat of last week. So hopefully you're here because you haven't done the MCA all before or it's been many years. So welcome back. This is what we're going to look at today. This afternoon we're going to talk about the data charts and the brief descriptions, what that evidence should look like and that popular question about calculating accuracy and independence and self-evaluation. And that's for all content areas, not just for the ELA language and reading and math that we're concentrating on in this part. And then we will talk about some important reminders. So here we go. We're going to start with brief descriptions and then we will get to data charts. So brief descriptions you'll find on a data chart and what these are, are a way for you to tell us what's happening in your classroom. Since we are only asking for two pieces of evidence, we want to know on those other dates what is happening in your class. And so in order to understand what you're doing, we're asking you to tell us what the skill was that's assessed. And we talked about it a lot in that first half about how that skill must be the same skill that's in the measurable outcome. And then how did the student demonstrate that skill? What were the instructional methods or approach? What kind of material were used? So we want to know what and how in those brief descriptions. And although we don't talk about scoring here, I will tell you that generalized performance is an area that is scored. And all that is measuring how you differentiate the instruction. If you don't differentiate the instruction such as you do working with a student and you are doing ABA, and so it's the same approach every time, that is perfectly fine. The scores are either one or two. So when you tell us that, how you are telling us how you're differentiating it, so don't get hung up on it, just know that it's part of the scoring process. When we talk about brief descriptions, and I said it earlier in that first half, I talked about being aware of the verbs. You don't have to keep saying the same name of that verb. If you are using identify, you can use a synonymous verb in that brief description you can. You can see here we have lot of different names for sort or match, describe and compare. Those are pretty common commonly used in the entry points. So I ask you to be aware because when you do that skill, if you choose a entry point that has the word describe at the beginning, then the scores will expect that that skill will include how they described. However, if you choose describe, but your student is only identifying, those are not the same. So you want to be careful when choosing your verbs. So here's an example of a brief description. I'm going to give you the measurable outcome first and then we will talk about that brief description. The student will represent data from a survey graphically with 80% accuracy and a hundred percent independence. So as you can see the actual skill is to represent data from a survey graphically, you teach this activity, you're assessing this activity. The brief description that you tell us is that the student displayed data from a class survey on a bar graph by coloring in the correct categories. So you can see here that what's in red is what the skill is. How did they, what did they do? They display data from a class survey on a bar graph. How did they do it? By coloring in the correct categories. And you can see that this activity is aligned and documents that measurable outcome. Remember that you're going to include only the skill that's listed in that measurable outcome in the brief description. So that's all I'm going to add. I'm not going to include extraneous information that's unnecessary because then the scores won't know what you're taking the accuracy and independence on. So be very clear, very succinct in your brief descriptions. Give us what the skill is and how the student did it. When you're doing brief descriptions for the reading strand, you want to have a title of the text in each of those data points. Sometimes just the title alone is unclear or you get a, you download something from the internet and it doesn't really have a title. In those cases you can make a copy for us and give us a small sample. But you're going to base your strand on either literature or informational text, not both. So you can see here it, I highlighted in each of those brief descriptions. I a title okay ins, instead of copying an entire book or a whole lot of information that we don't need, all you need is a small sample of the text. So just some ideas for you. You can do a screenshot of the text, you can scan it to the flash drive and put it in the binder. And I do know that most copy machines now have a scan function. You can just print it out, include it in the in the binder, and just make sure that the dates agree with the dates on your data chart so that we know that they correspond to those dates. But you don't have to, if it has a title, you don't need to give us a copy of that text. So now we're going to get to the data charts. Your choice of the data charts can be a line graph, a bar graph or field data chart. And I'll show you some examples in a moment. There's going to have the student's name the learning standard. Remember all that information that we had on the strand cover sheet. The data points are going to have at least eight different dates in which school was in session. So eight dates you're going to do between now and when it's turned in in March. And then you're going to have the percent accuracy and independence of those responses on each of those dates. And we will talk about accuracy and independence, I promise. And then as I just said, those brief descriptions underneath each one are going to have what the student was asked to do and then how they did it. So this one is Alex Keaton and you can see that it is under math number and operations in base 10. So we have the student's name, the measurable outcome. Remember we looked at this on the strand cover sheet that he was going to round whole numbers to the nearest 100 using place value. And then the criteria that that the teacher set up was 80% accuracy and a hundred percent independence. Remember, that stays the same, not going to change. And it's always a good reminder when you are looking at your data chart, look at the measurable outcome now and again. So you remember, if your brief descriptions are documenting the measurable outcome, there's the percent accuracy and independence for each of those data points. Eight different dates. Now we always say if you can do a couple extra just in case something goes wrong. So in this case there are eight, which is the minimum, and then the brief descriptions are underneath. And those brief descriptions would explain what the student did and how they did it. One thing I we used to talk about with teachers is if you had two different color highlighters and you went through your brief descriptions, could you highlight what the student did in one color and then how they did it in a different color. So each one would have two different colors on it. Here's a line graph, same information that was on the bar graph, just a different format. And it doesn't matter to the state what one you use, sometimes it's just a matter of what you are comfortable with. Maybe if you're going to share with parents, it's easier to use either the bar graph, some people like that better, but that's your choice. And then the last one we have a little bit different. This is called a field data chart. And later in the end of this Kevin will show you what this looks like and how to set it up. But this one works really well for students who do not produce a lot of work or any work if you're using access skills. This is a response by response data collection. So you see the dates are up on top and oops, sorry, the dates are on the top here. There's also a key for the data collection. So a plus is accurate, A minus is in incorrect, an I independent NFP or prompt. So once you have that established, you can do day-by-day and dose different trials up to 10 trials on a day. So it's totally up to you which data chart you want to use and what works best for the population that you're working with. One thing we don't, we don't want to do is to have that first data point be 80% accurate and 80 per above, 80% independent. So 80 and above in both accuracy and independence on that first data point, that will not be scored. That data chart will not be scored because what that says is that the student already mastered this. Now if it's just a blip, like maybe lucky guesses, don't use it. You start where they are, try it another day. But if that first one is 80% in both accurate accuracy and independence, it won't be scored. Now on the other side of the coin, we have zero. If you have data points that are zero, they won't be counted as part of those eight dates because nothing happened. If the student didn't do anything, maybe it was a refusal, it was a tough day, just don't use it. Don't put it on there. Okay, so now we're going to give you the opportunity to see if what I just said makes sense. We're going to talk about these brief descriptions after we look at the measurable outcome. And you're going to determine after we read the question, Kevin, I'll put the poll up there and you'll decide is it acceptable or not acceptable? So let's start. So put your thinking caps on. I know it's after lunch, but the more you participate, I think you'll start to understand this better. So the measurable outcome says that Larry will answer comprehension questions about an informational text with 80% accuracy and a hundred percent independence. The brief description that was given says Larry answered four questions about the main idea. So go ahead and answer that question. I'm a little tuned while you're waiting, right? I'm going to go with 80% that participated. That's my, that's my mastery. So let's take a look at this. 84% said it was not acceptable and 16% said it was acceptable. So let's see. He was going to answer comprehension questions about informational text. Hmm, but it just says that Larry answered four questions about the main idea. If we were in person, I would ask you why it was not acceptable, which it is not acceptable because there aren't any titles. Remember we need the titles. Hi, good job. See what the next one says. Pasquel will connect money to decimals by rounding to the nearest dime with 80% accuracy and a hundred percent independence. The brief description says that Pasqual sorted nickels, dimes, pennies and quarters. Acceptable or not acceptable, least you're consistent. We're at 80%. So I'm going to share the results. We have 83% say it's not acceptable and 17% said it's acceptable. So he was supposed to connect money to decimals by rounding to the nearest dime, but the activity that they did was sort Nichol’s dimes pennies in quarters. So it's not acceptable because there was, there weren't any decimals. There wasn't any rounding to the nearest dime. So if you said acceptable, I want to make sure that you understand why it's not acceptable. Next one, Sophia will demonstrate the meaning of a newly created compound word with 80% accuracy and a hundred percent independence. And the brief description says, Sophia put puzzle pieces together to create compound words butter plus fly. Acceptable or not. Okay, 80 per, oh, a little more than 80%. Good job. So this was, this one is a tough one. I'll share this with you in a moment. So it's 57% said not acceptable, but 43% said acceptable. This always, this always trips people up because she's putting together compound words. But look again, because this is all about vocabulary acquisition. So Sophia is going to demonstrate the meaning of a newly created compound word. So sometimes the puzzle pieces just fit together. So just because she put butter plus fly together doesn't mean she understood the meaning of it. So we want to demonstrate the meaning. So it was not acceptable. One more. You guys are doing great. Really great. So the measurable outcome says that Yi will solve one or two step equations involving multiplication and or division with 80% accuracy and a hundred percent independence. The brief description says that Yi accurately completed eight out of 10 problems on IXL during morning group with Ms. Sue. And no prompting was necessary. It was a good day, acceptable or not. Okay, good job. 82. So we have 85% said it was not acceptable and 15% said that it was. So let's take a look. What was she supposed to do? The measurable outcome, the skill that we were looking at was solving equations with either multiplication or division. So when we look at the brief description, she completed eight out of 10 problems. But on what? We don't know what it was could have been adding, we don't know. There's no, there's no explanation. And IXL, some of you may know that IXL is a computer program, but not everybody does. So be careful using those acronyms. And it's kind of limited the number of characters that you have in that space. So the fact that she worked with Ms. Sue, it's everybody loves Ms. Sue, but it's not really important. And the prompting that's going to come out on the independence, right? We don't even need to add that. And I'm glad it was a good day, but again, unnecessary information. So this was not acceptable, and I hope for those of you that thought it was, you understand now the difference. So even though you as a teacher may know that eight of the 10 problems were equations using multiplication, you have to explain that in the brief descriptions because we're not in your classroom. So let's talk about the primary evidence now. So we've done the data chart, we've looked at the brief descriptions that are on there. So now we're going to talk about the work sample description. So there's a label and Kevin will show this at the end you know, it's in the forms and graphs program. And it's going to have a place for you to put the student's name, the date, which I think Kevin will click for me. Thank you. So the dates for ELA and math are from July 1st, 2024 through to submission date in 3 28 25 for science. Even though we're not talking about science, remember I said it's the only one that goes over two years, but that doesn't really help you if you're new. So that would go from July 1st, 2023 through 3/28, 2025. However, if you are working with a student in grade seven, you could start now to collective. You want to make sure that the dates for the classroom work is the same as when your school was in session. So no holidays or weekends or school vacations, snow days, that kind of thing. Okay? And we will go back, thank you. And then we have the accuracy and independence. So all of that information, there's Alex, that's all the information we need. It's always a good idea to use these work sample description labels so you don't forget to add any of that important information. And then we have a place for you to give us the brief description and there's a lot more space on this work sample description form that you can explain what and how. And sometimes it's helpful to go into a little more detail on here. But we are going to see the actual work that the student did. So here's the evidence that's produced by Alex and you can see that it was about rounding. So that's the first piece of primary evidence. And then we will have a second piece of primary evidence. So that same information is on there. You can see here, and I'll talk about it in a few minutes about the self-evaluation. You can attach it, you can put it here. There's a lot of different ways to do that. But this is the work sample description. And there are two. And again, if you have time, sometimes your students come in late in the year and you won't have time to do extra. But if you have time to put in an extra piece of evidence, that's fine. And so there's the student's actual evidence and you can see while the information is on there. So those, that's primary evidence. What about photographs? What about if you're doing things that are temporary? You can do photographs because obviously you do things on whiteboards, you may do things, maybe you create a craft of some form that that is still assessing the skill and you're not going to send that in. You can take a picture. So in this case, the entry point is to compare the traits of main characters and the brief descriptions. Talk about Jamal orally identifying character traits and the teacher wrote them in the appropriate responses in the oversized Venn diagram, all the information is here. The student's name, the date that it was produced, accuracy and independence. Now this teacher even went in and did the, the prompting levels, what was independent and what was accurate. That's always helpful. It's always good as a reminder for you too. because sometimes you don't have time to calculate everything at the moment. So you just have to do know when it was prompted. So this photo, it clearly shows this end product. Sometimes you might want to show a sequence of steps that lead to the final product and you're going to make sure that the accuracy and independence is reflective of the evidence. So let's take a look at another, and obviously this was a whiteboard and that can't go in too temporary or large. And so this case, this student will match an action word to its corresponding picture. Do you think this photo clearly shows an image of the final product? It's a little tricky to see. Can't see what this other photo is. And I'm not sure, I know it's very small, but in the corner at the bottom it says that the accuracy is 86% and the independence is 53%. That's not what the photograph is showing. So if you want to use a photo but it doesn't show, it's only showing the context, then we're just going to call that supporting documentation. It is not primary evidence. Sometimes supporting documentation is very helpful, helps us understand how things are done. But it isn't going to be considered primary evidence. So no, it does not show final product here. Sometimes a teacher documented work sample would be better. And I'm sure you're wondering what is a teacher documented work sample. This is one of those work samples teacher documented work sample that is kind of the cream of the crop. There is no definitive way that you have to do a teacher documented work sample. You just have to give us specific information. This teacher created their own form and you can copy that form if it, if you like it. But you can see that the measurable outcome is there. And this is for a student who isn't going to produce work. They're going to turn on technology to demonstrate ratio and proportional relationships. And they're going to press an excess switch to turn the page about ratio and proportional relationships. And they're going to do that within 15 cent seconds of a directive. So the, that's a measurable outcome. So we know what the student is doing, they're going to hit that switch within 15 seconds. So that's going to turn the page. So the brief description tells us that during a work session, the student turned on the technology to turn the page for a teacher made book on the computer within 15 seconds. This book is about racial and proportional relationships. So we're in that context of standard based activity and she is going to push the button, it's going to turn the page and it says for the farm animals or the pictures. And they're using the phrase for every, so for every cow there are four legs. Remember the student is not doing ratio and proportional relationships. We're just documenting how this student is participating and turning on that technology during a content-based activity. So we have the trial number, this teacher even did page numbers and then did she turn it on? Did she activate it? And what was the latency? How many seconds did they use in order for her to do it? So they have the accuracy and independence and that's summarized at the bottom. You can see that that all the information that I would that you need in the for scoring is here. How you put that together is up to you. And we do have access skill YouTube that you can look at. And it has some great examples of other ways in which you can document a student's work who isn't going to produce a written product. So you can document a series of trials, it's all going to be on the same day. It's going to include more information than what's just on that field data chart. And it's going to describe the material and the context. Again, everything I just showed you in that example, you can use it to create your own or you can copy something like that. It's very helpful and you're going to make sure that you're indicating the student's response. because that's what we want to know. You're assessing that student's response, accuracy and independence for each of those items using their specific mode of communication. And just like every other piece of evidence it has to have the name, date, accuracy and independence. All that information must be on there. So now I'm going to stop talking. Heaven's going to come on and tell you some other ways that's acceptable for evidence.

**Kevin:** Thank you Deb. Welcome back everyone. So I'll talk briefly about digital evidence and then we will switch gears again and I'll open forms and graphs and I'll show you how to create some of those data charts. Deb was just relaying and some of the other forms that that go on to, to complete a strand. But for digital evidence. And what I mean by that is it everything does get eventually put in the binder to be submitted. So you're not submitting anything online through that forms and graph site. It does all go in the binder, but that doesn't mean that you necessarily have to print everything out. So if you've got a series of pictures or what we, a lot of people also do that we get a decent amount of is you can send a PowerPoint if you've got a series of slides that you've collected of the progression of activity or things are in a word doc, you can give us those files directly. Any of the Microsoft office, you don't have to print them all out. So you can put them on a flash drive and include them in with the student binder. You can also do videos, a little disclaimer on videos that they, they as, as you saw with that sample picture that Deb had that didn't show the final product. Sometimes videos are great supporting evidence, but you can't really see what that final product was. It might show a great representation of the student working on a worksheet, but what we really need is that worksheet, not the process of them creating it. So use videos with a grain of salt as that they're great supporting but they don't always show that final product very well. It's kind of tough depending on, on what you're doing. But if you do them, you don't want to give us a whole lesson on a video. It has to be a short little clip of two to three minutes is what you do for the videos. The key of any of it though is because these are submitted in a binder, you have to make sure that it's one flash drive for each student. You don't want to put all five of your students on one flash drive and throw it in the box of when UPS picks them up because when they're scored, they're scored individually. We don't score them all from your same school at the same time and open the box. They get logged in and spiraled and things go in different boxes. So when we are at the time of scoring, we need that evidence in that actual binder. So don't share them across your students. If you're going to do digital evidence, it has to be one flash drive for each student tucked right into the binder. And it's helpful if you're putting files on there of pictures or anything to rename the files. Just call it ELA language and or math or something other than the generic 6, 7, 8, 9 jpg, which isn't always helpful to, to know what matches what. It's helpful if you kind of name the file what it is that it's being attached to it, it will help, you know, you put the right one in there and then when it's scored, they know where to go looking to open the right file. So after I get into forms and graphs, we will pop back and do a, a little bit of questions and then Deb will take over. But let me switch gears right now and we will, we will go back to forms and graphs and I'll show you those data charts and other forms. So one moment. Okay, so here we are, we're back on our login page, kind of where we left it from this morning. I'll take a step back. I just want to remind you of a few things and point out some additional resources for you. I'll show you where you can get at this once you're logged in. But right from this login screen, you can click this View Educator Materials and it will open a new tab and the training session, the flyer to let you register is here. So if you want some of those other sessions, you can come here and, and get the kind of redirect to register for that. As we have the trainings up, the recordings of the trainings up and posted, this will populate with links to there that you can get to the YouTube so you don't have to go searching, we will we will give you links right here and then a link to that DESE page, which again will take you to the resource guides, the manuals. And then down here at the bottom is where it lives, that initial link forms and graphs. And again, that started right from the educator's materials right there. And as I mentioned before, I, this falls in the category of maybe still a little bit over your, your head as you're coming to grips with the kind of core content of what makes up MCAS-Alt. But just remember these resources are here. So we have some handouts for ELA reading of an informational text supplemental list of what are some examples of what would be considered an informational text and then is it literary or is it informational? We have a handout on that. And then glossary of math, math terms and some science guides. If you're have students that are doing that, we will, we will touch on those in the science section that we do later this week. But all these are, are tools kind of in addition of secondary resources for you to, to help sort of frame the conversation as you start to put this together. Just remember that they're, they're here and check 'em out as you're, you're doing the related content areas. But let's go back to our login page and we're just going to sign into the account I have going, here's our friend Alex, we will continue to build out that, that math sample member this morning we created the strand cover sheet and the skill survey for number and operations in base 10. So let's hop back into Alex and I told you could get to that materials from here as well. And it lives in every single table of contents page. If you click this educator training materials, ta-da, it's same, same page. All that material is here as well. So just both places you can be logged in or not logged in. You can get to all these materials as well. And some of them are duplicated. We've got the checking for completeness. You'll find we, we post some things in various spots, but they're all there for you to start to get a, a handle on some kind of secondary knowledge of putting this together. But let's get back to, to what you came for of how to do the, the strand in this case, that number in operations space 10. So we already did our skill survey. We're going to hop into our strand list and it should be hanging out here waiting for us. And there it is, our math number and operations base 10. Let's go to cover sheet and we will scroll down. We did the, the top half of this form this morning. We've got our learning standard in there. Remember we did an entry point. Here's our entry point that we selected with the popular big red button. Find entry points, line six. Maybe you use, maybe you don't, it's certainly not a requirement. And what the intent of this line six is, is this is any accommodations and modification the student routinely had when you were collecting the evidence for this strand. So this isn't every accommodation that's in their IEP, you don't have to list it every single time. Think of it as if somebody was the outside looking in. This is your chance to tell them a little something about the evidence that might not be obvious looking at the actual work. So was this scribed? Did the student use a device to create the sample? That is not evident just looking at the work itself did, were they using an AAC system? It's just a big text box and you can, you can type and again, most of you probably don't need to use that, but it is there just to sort of help describe what it is that you're going to be attaching both by way of student work on the data chart or the actual physical evidence that you're submitting. So that's the intent behind question number six. But the, the real work is down below where you're have an opportunity to create the data charts and the work description labels that get attached to the actual evidence. I'm going to go back to Alex's sample that we're looking at and he did a bar chat. So I'll show you how to do a bar chart. Just know that the line graph and the bar graph are exactly the same. They get created exactly the same. It's just that final product. Either you get bars or you get lines. So I'll show you the bar, but no line is the same. Just you get a different product in the end field. Data chart is a little bit different and I'll show you a quick sample of that just in case you want to use it. It's, it's the least used of the data charts. But remember you just want to do one of them. You're not combining a bar graph, a end of field data chart or a bar and a line. You have to choose one of these to act as the data chart requirement. Remember it's a data chart and at least two pieces of evidence with on that data chart showing at least eight different dates of work. So let's, let's jump right in. So to create the thing it is you want to work on, you just click on the name. So let's do a bar graph and we get this little grid that'll start building out at the bottom. And let's drop in some work description labels while we're at it. So this sort of represents the bare minimum. We've got the workings of a bar graph and then two work description labels to attach to our two pieces of evidence to jump into create work. And I'll come back to this, my description in just a second. I'll show you when we get into the work description labels, what this is intended for. But just trust me for now. It has a purpose and we will come back to it. But let's start to look at the bar graph. So we will click go to evidence page and everything we have right now. So we've got the student's name, it's brought over everything that we've selected. I'd just like to point out, notice on the measurable outcome before it was a text box and I could change it from that strand cover sheet. Now it's just a label, it's just text I I'm trying to click in here to change it and it by design it will not let you change it. So you don't want to create a data chart and have one measurable outcome and then do a piece of evidence and choose a different measurable outcome for that. It has to be unified across everything. You do this for this strand. So the same measurable outcome for everything that's on the data chart and your at least two pieces of evidence all have to address the same measurable outcome. So it will not let you change it on any of the individual sheets. It has to link back to whatever you have on that strand cover sheet. But to start to put in the data for the graph to generate the graph, it's basically data entry. So we've got 10 slots here, remember the minimum is at least eight. So we give you up to 10 just in case you, you want to do a little bit more. But eight is the minimum. So to start putting in the data, you click edit on the line that you want to activate and it will turn it on for you to start entering date. So we're looking at Alex's sample, that first one is on 10/4 and he was 0% accurate and in this case a 100 percent independent. And remember the rule, this first data point, so whatever your first date on your data chart has to be below 80 on at least one of these. So zero is below 80. So I know even though this one's above, that's okay as long as accuracy or independence is below 80%, it's an acceptable place to start. You just can't have them both be above 80. If these are a hundred, a hundred, that's not a valid data point, but 0% accurate and a hundred percent independence is good. And then do some copy and pasting and then we get a text box. It does give you a general character count of what will fit. And you don't have a whole lot of room to write in here, but it should get you close. You don't want to be overly elaborate, you don't have to tell a story per se in here with full complete paragraphs. You want to get right to what did the student do and how did they do it. You don't even have to put the student's name in here, it's just assumed that that is in this case for Alex, because this is Alex's data chart. So sentence fragments are fine, you don't even need to do complete sentences as long as anybody can look at that and say, I can clearly see what the student did and how they did it and it matches the measurable outcome that you selected, then you are good to go. So you've got a decent amount of room but don't, you don't have to go nuts, you don't have to write a full paragraph describing what occurred that day. So we can save this if you're doing data entry, if you save it up and enter it all at once, you can actually just click edit of the next line and it will lock in that first one. So let's, I won't do all eight, but you'll get the points. Kind of a lather, rinse, repeat. In this case it's the same, but I'll do two just to show you so you get the idea. So that next on Alex's bar graph was on 10/7 and here he is actually a 100% independent or accurate and 50% independent. And then you've got his given a worksheet with four, three-digit numbers. And we will save this. And you might be looking this and thinking that's great, how do I get the actual data chart out of that? And there's a couple different ways. So when you're on this page, anywhere you see printer friendly is, that's something that's intended to be printed and attached as a complete strand when you send this in. So if I click this, I'm going to get a little popup that says, this looks better landscape so wide when you print it and not portrait tall, you have to change that on the actual printer that you're sending it to. That's not something we control here. So when I click, okay, so that's what generates the graph. I'm a little zoomed in here, but you, you can see it, we will do the graph. Here's my descriptions down here below and it carries over everything. So that's what you would, and once you do your, your minimum of at least eight different dates on that, that's what generates the, in this case bar graph. Line graph is a hundred percent the same. Just when I click that button, I get lines instead of bars, but everything else is identical. There is a better way to print that out. And I'll show you, show you that in just a second as we, we do some additional work in the strand, but that's the bar graph. So let's go back to our strand cover sheet and we do that again with our red navigation bar and go into our strand cover sheet. And that'll take us right back to where we started for the strand. Now let's take a quick look at these work sample description labels and then I'll show you a, a quick sample of a field data chart. So with this you can go to evidence page and this is where these my descriptions can be a little, little bit helpful. So when I click this first one and what you see here that my description, that little yellow box, you do not have to fill this out, this is just here for you. I'd like to refer to it as a little breadcrumb trail for yourself. You want to be more descriptive than this, but let's say this was reading and you were doing this about a story about a snowman. You could write, this is the snowman story and all this does is when I save this, when I go back to that strand cover sheet, whatever I type in that box shows up here. And it's helpful because these are all generically named work sample description label. So it's just there for you to know this is the that one and this next one is about something else. So you, if you need to go in and out of these, you know which one you're going into. You don't have to open and close them if you don't remember the order that you created them. So that's its only purpose. It's there just for you to give yourself a little description so you know what's what. But you don't have to use it if you don't want to. It's there just for that purpose. And then the work sample description is, is mostly just plug and chug. It's just asking for a few pieces of information. So the intent of this is it gets attached to the actual evidence. So let's look at Alex's, his first was on 10/17/24 was a 100% accurate and 73% independence. Self-evaluation. Stick with me for now. Deb will talk about this coming up. So you, this is just a text box. So as Deb tells you about different ways to do self-evaluation, this will make more sense. So you can describe how the student participated if they made a choice, if they wanted to include this as their work, if they thought this was really hard or really easy or they liked it or they hated it. Some people, as Deb will show you, there's, they have a standardized form that the student can fill out and circle what they liked and didn't like for self-evaluation. So you can just write CC attached, which trust me, this will make sense as Deb gets to it. We're kind of putting the card before the horse a little bit in this case, but just remember that it's just a text box for you to describe how self-evaluation took place, is all that that's trying to do. And then here we have a description of what, what the student was asked to do on that evidence and how they did it of what you're attaching. So this is a nice big text box. You can get really elaborate if you want to here, if, if it's not overly apparent of the evidence that you're attaching. So if you're doing a worksheet, you can set up the worksheet the student did what, how they did it and, and what they worksheet was showing. But this is just a big old text box of exactly as the label describes what the student was asked to do and how they did it. So you can just type right in here, there and, and that's really it. And then you can again print this independently and attach it to the evidence. And then that all combines together to form a, a complete strand with your data or cover page, skill survey and data chart and at least two pieces of evidence. So let's go back to the strand cover sheet and I will show you that field data chart in just a second. But I've alluded to a better way to print this that's a little, little easier for you. So from the strand cover sheet, remember you have to be from the strand cover sheet in order to, to get this option. Notice it doesn't say printer now it says print options. And what it will get when I do this is I can print just this string cover sheet if something happened to it or I just want to print it by itself and I want to replace it. You can just do this one solo, but print multiple, what it will do is it will stitch all this stuff together for you. So it will grab the cover sheet and look back and grab the skill survey. So if I do print multiple, a new tab will open up and we will come back to this in just a second. So here's our cover sheet. Make this a little smaller, it looks back and grabs the proper skill survey. And then here's that first description label that we slightly built out. And then we didn't do anything to the second. So it's just going to be blank. But Annie, up to five that you've created for work sample description labels, you can, it will automatically put 'em in with page breaks. You print these out and it will break the pages appropriately when you print them out. So you might be asking where's that data chart that we were working on? Because these are, as I mentioned, you have to change from landscape to portrait, it needs to generate it on its own little tab in order to fit it in with these that are basically portrait. So you click here and you'll get a new tab with just the, the data chart that you had or whatever version, field bar line, whatever one you created, it will generate it for you here. So in, in two clicks you can print it all and you don't have to keep opening and closing and printing one at a time. But let's take a little step back. And in real world you wouldn't do this, but I want to show you the field data chart. You would never have a field data chart and a bar graph. But for sake of just showing you how the field data chart works, let's pretend that we didn't do the bar graph. And in this case we want to do a field data chart. And before I do that, actually let's delete our bar graph. And I, I mentioned this morning that there are some hard deletes in here. This is one of them, and it can be a big one if you're not paying attention. If you delete this bar graph, it is gone for good, it deletes it from the database to make way for whatever the new data chart that you're going to put in there as the default will be. So it will warn you, it will say, are you sure you want to delete this? And if you click okay, it is gone for good, there is no restoring it, it is, you can, you can call tech support and they'll say, I, I understand. I'm sorry I can't bring it back. It is deleted from the database. So I'm going to delete it because I want to delete it because I'm going to do a field data chart... and it is gone. So let's take a, a quick look at a, the components of how you work with a field data chart. That is a little bit different, it's a lot more data entry. So let's go into that field data chart. The top looks kind of the same, but as you scroll down, you see, whoops, things look a little different down below. So I'm not just doing a single accuracy in independence in a brief description, it has all these trials. So what this is doing, we still have, I'll scroll all the way down. You'll see it goes all the way down to the 10 dates. Again, still the minimum is you do this for at least eight dates, but it's just a lot more data entry. So the theory behind this is, is on this day we did a series of trials on one activity that you can still describe here. But each column is a trial. So accurate was a student accurate, which is a plus. This key is here to describe what it is so accurate is plus did they do it independently? Were they I for independent or did they need to be prompted in order for the first trial? And then it's just a matter of filling out the various, so in this case, we had at least four trials. You can leave the rest just blank or the default of n and it won't include them in the calculation. So task 1, 2, 3, and four in this case with our description. And this time when I save this page and print, it will stitch it all together for me. it will put it in to a field data chart with our trials underneath that date. it will do the math for you of, of what you had for accurate and, and independent or prompted. And then we get our description here. So you don't have to tabulate all that in in this overall accuracy and independence down here. It will do it column by column in each of these rows for you. But that's the intent is a series of trials within at least eight different days is what makes up that field data chart. So by far, the most commonly used are the bar in line, but if you, particularly in access skills, sometimes they'll, they'll lean more towards a, a field data chart just based on the series of trials that they're doing on a dedicated access skill. It might come into play, but that's, that's how you do it. So let's go back to our strand cover sheet. And that's, that's it. So any math strand, this is the formula that you'll have a, a skill survey and then a cover sheet and then at least two works description labels with evidence attached on each. And then a data chart showing at least eight different dates documenting the skill with accuracy and independence on each. So I will now give it back to Deb and, and I I also want to say it is you have the luxury of time doing this training at this point in the year is very different than somebody starting a new say in February. Feel free to play with this site as you get in there, go to that student list and just add a new student and make one up. Dude, name it fake student if you want to and just play. You can always delete it out. Nothing. Nobody's going to come in here and look and say, why do you have a fake student? This isn't how you submit the final work. It all has to turn into a binder. So there's nothing wrong with just going in here and tinkering around and just getting, getting the lay of the land to understand how all this works. Feel free. I, I advocate learn by doing, just by creating an account and, and, and playing around with it. But now I will shut this down and bring back the PowerPoint and Deb will take a few questions and then we will move on to a better understanding of how to document accuracy and independence. So back to you Deb.

**Deb:** All right, I'm going to move on to calculating accuracy and independence. So I think one of the things that's pretty easy for most of us, I mean with a calculator of course, but I'm just kidding the, the accuracy, it's either right or wrong, but the independence is always a little bit tricky. Like how do I calculate, how do I know how independent they were? So there is really a formula. And so you can see here, this is Michael's and he's doing idioms and there are eight sentences. And of those sentences you'll see in the box there, there are seven correct responses. And so the seven correct responses calculates to 88% and then they had six of the eight were independent. So we're looking for independent. So six of eight independent responses is equivalent to 75%. The trick to this is having a little help or a good way of showing that prompting or not prompting. So we want to make sure we understand that first accommodations to me are just leveling the playing field, right? If they use a reader or whether it's a human reader or a text reader, if they have a scribe because their handwriting's so poor or they can't physically write, that's just leveling the playing field for them. Using a calculator, queuing them. If you cue them for say, pick up your pencil or show me you're ready, that is not a prompt and you need to explain this to everybody who's working with this student. You need to be very clear the difference between a prompt and an accommodation and a in a prompt, you are getting the student closer to the answer. Okay? Okay. Accommodation is just leveling the playing field and allowing them to have access to the content. So for example, if you are working, if the student's working on a computer program and they choose the wrong answer and it eliminates that answer so you have fewer choices, that's a prompt. If you guide them by saying you need to go back and write more on question two or you need to look at answer five, you are getting them closer to the answer because obviously it wasn't the answer that you expected or wanted. Okay? Anytime you do hand over hand assistance, that's always considered a non-independent response. So make sure you know the difference, make sure you explain it to whether it's a volunteer or paraprofessional, whoever's working with your student that you're clear on that. And it doesn't matter with MCAS-Alt what kind of prompt it is, whether it's a verbal, visual, physical, or gestural. Those are still prompts if you care. That's, that's different. But not in MCAS-Alt world, we don't care whether it's GEs gestural or physical. Okay? Just whether it's a prompt. And once you figure out what works, then you need a system because your classroom gets busy, right? People are always moving around, they're in and out. Perhaps you're doing a worksheet and you have a paraprofessional working with them. How do you know when they prompt? Because at the end of the day, they're not going to remember how many they prompted. So one of our consultants started using a green pen and she would just put a green check to the ones that that was were prompted that the student needed help with at the end of the day. Then you can go back. The accuracy is easy to figure out which one's right or wrong, but when you see the green dot, it's like, oh yeah, okay, they were prompted. That way you can calculate the accuracy and the independence and not have to try to remember at the end of your busy day. So here's an example. This student is going to answer questions about a book read in the classroom. So you think about what's the skill that you're asking the student to do and how will they perform the skill. In this case, the student's going to orally answer. You know that every time they answer the question, you are going to give them how many times you're going to give them an opportunity to answer the question. And that's going to be a chance for you to see how many are accurate responses and how many are independent. Now, if you're leading the classroom, you might not be able to do that. You might have somebody else helping you with that because maybe you have three students that you're asking those questions. Okay? So you have to have a good setup so you know who is, who is helping whom, and then you can keep track of the independence. One thing I'd like to point out is you want to make sure that you're giving students that opportunity to perform this skill multiple times throughout the day, right? It doesn't have to be just one time. Maybe it's multiple times throughout the day that you're going to collect, like you're seeing, independence. But anytime you give them that opportunity, you can collect accuracy and independence on it And self-evaluation. This is for all content area, not just the ELA reading language and math. It's for all of it. So we want to make sure that the student has a choice to it. It has a choice to look at their work, reflect on their work. How did they do? You can ask them those questions. You can set it up for that. You can have the students select the work for their binder so that they, you know, we've already talked about at the beginning, having them draw a picture or talk about who they were. It's invested in this learning. So you pick a few pieces of work that you would want to put in the binder and then you let them make that choice. And that's a, that's an eval. Self-evaluation. They can choose the materials, they can choose who they work with, they can help to set goals, they can graph their goals. Perhaps you have a checklist that they can check off or a scoring rubric depending on the level of your student. So there's various ways. One way that is not self-evaluation is when you put a sticker on it or write, awesome. We want this to be from the student. Here's some examples of that self-evaluation, and I ask you to, if you're going to do these self-evaluations, do them right after you do the work. Don't wait until March and give them 15 of these to fill out because they don't remember what they did. The point is to reflect on the work as they're doing it. You can definitely use the same self-evaluation. In this case, the teacher wrote, you know, the activity today was called. Now maybe your student can't fill out what it was called and you fill that out. Perhaps they can't circle, you can circle the answers if they tell you, but this is a nice way it can be used for all content areas. Here's some other examples. There's some Mayor Johnson pictures and they make them at where they have the choice of what did you work on today? Whether it was reading, math, science, I guess that would now be changed to civics, but it could be something like that. They looked at their work, did they do their best work. Sometimes they say things like, it was boring, but at least they're thinking about their work. In this one, the teacher printed labels like those Avery labels and on the, she just had self evaluation with the little smiley faces, and that was just automatically put on any worksheet that the student did. And then they would talk about it after the work was done and the student colored it in. Some students use bingo, dabbers. These are all ones examples that teachers came up with. And again, you don't have to recreate the wheel. If you see something you like, you can, you can copy it. That's what we teachers do best. Here's a fun one. Obviously the student liked the Big Bang theory. So this, the teacher created a self-evaluation on their favorite TV show. And here's another one that's a checklist format. These are all great ideas, and again, you can do what works best for you and for your student. Sometimes it's just a matter of the student, especially if our, our access skills or low entry students, maybe just saying all done before they clear off the, the tray is a way to say they're self-Evaluating. I am done. So putting things in a, in a bucket and being all done. So think about ways in which you can self-evaluate with your student and here are the important reminders and you need to put this in your plan book post it note Friday, March 28th, 2025. Your assessment must be picked up from school by UPS. Talk to your administrator and find out when they need to review it because your administrator will sign off that everything was authentic. So they need to take a look at it and then they need to put it all together and box it up by that Friday. So talk to them about when they need it so you're not apprised. We have review sessions. I did talk about it briefly in the beginning. Somebody had asked a question in January and then February, March they'll come before, long. Before that you'll know the dates and the locations, but there'll be three in-person dates. I highly recommend this. It's a great time to network with others. You get feedback from the training specialists. You can discuss the evidence that you have and get your questions answered and share ideas. And really just take time to organize the work that you're doing on these assessments. It's really a, a wonderful opportunity, so please ask your administrator now for that time. So give him a heads up. We also have, there are also two virtual dates and those are an hour of a zoom time. So you get one hour with training specialists and usually there's a couple of people in with you. Sometimes you're the only person and you get that one-on-one time for an hour to ask your questions. It's really helpful. So those be on the lookout. Those will come soon. I would say in the next month you should see it. So final questions, final thoughts. Remember access skills. There are videos that you can review that have more information about that. There are samples on the department's website and if you have questions for the department, any kind of policy questions or questions that pertain to, I have a student who remember to do mcas@mass.gov and so we've already done the writing for October 9th, but we have one tomorrow. So if you haven't signed up, it's not too late. Tomorrow at one o'clock, I'll be here. Kevin's putting the link in there for you. Science, we have Wednesday at one o'clock and civics Wednesday at nine 30. So if you're in grade eight and you need to do civics and science, you can do them on Wednesday the 23rd. If you just need to do writing or your grades five and eight, you can come to the science. I do want to thank all of you for showing up and coming back this afternoon and sticking with us. Remember, the educator manual is your best friend, has all the information you need if you can't get ahold of someone, so here's information for you, the mcas@mass.gov, there's the phone number and there's the website. So thank you. Thank you to our interpreters today. Thank you to all of you coming, and we will stay here until two 30 to answer any questions in the background.