

MCAS 2.0 PARENT INFORMATION

Citywide Parent Council Meeting

December 12, 2016

Broad Meadows Middle School

Erin Perkins, Director of Special Education

Madeline Roy, Director of System Curriculum

Keith Segalla, Director of Technology Planning and Training



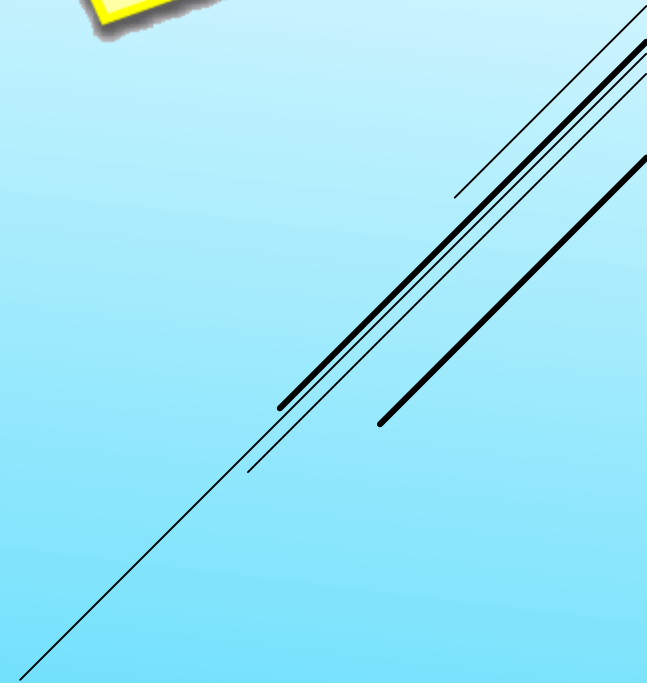
- ▶ **Overview of the New Test Design**
- ▶ **New Question Types for ELA and Math**
- ▶ **Examples of Accessibility and Accommodations**
- ▶ **District and School Planning and Preparation**
- ▶ **Resources for Parents**




OUR PRESENTATION FOCAL POINTS



Overview of the New Test Design



WHAT DOES “NEXT-GENERATION” MEAN?

- ▶ **Computer-based**
 - ▶ **New types of test questions that more deeply assess students' level of knowledge and ability**
 - ▶ **Will provide clear signals to students, parents, and educators about readiness for the next grade and college/career**
 - ▶ **Next-generation ELA and Mathematics tests will be a combination of**
 - Legacy MCAS items
 - Newly developed MCAS items
 - PARCC items
- 

TRANSITION TO NEXT-GENERATION TESTS FOR ELA AND MATHEMATICS



* Paper-based testing will be available for **students with disabilities** who require a paper-and-pencil test as well as for new **ELL students** unfamiliar with computers.

NUMBER OF SESSIONS

ELA

- ▶ **Grades 3–5:**
 - 3 sessions
- ▶ **Grades 6–8:**
 - 2 sessions

Mathematics

- ▶ **Gr. 3–6:**
 - 2 non-calculator sessions
- ▶ **Gr. 7–8:**
 - 1 non-calculator session
 - 1 calculator session

See the test schedule

(www.doe.mass.edu/mcas/1617schedule.pdf) for details.

ELA SPRING 2017 MCAS

What's the Same?

- ▶ Reading passage sets
 - Text types still include Literary and Informational texts
- ▶ All test questions are still based on passages.

What's different this year?

- ▶ Computer-based for Gr 4 & 8
- ▶ New types of test questions
- ▶ Writing at all grades embedded within the ELA test
 - Not a separate task like Composition

MATHEMATICS SPRING 2017 MCAS

What's the Same?

- ▶ Two Sessions
 - **Grades 3–6:** Both Sessions are non-calculator
 - **Grades 7–8:** Session 1: non-calculator; Session 2: calculator
- ▶ Item-types: Multiple-Choice, Short-Answer, and Open-Response (OR)
- ▶ Number of open-response items per grade

What's different this year

- ★ Computer-based for Gr 4 & 8
- ★ New item types
- ★ Calculator restrictions
- ★ Increased number of total points in grade 3
- ★ Updated reference sheets (grades 5–8)

NEW FOR ALL STUDENTS

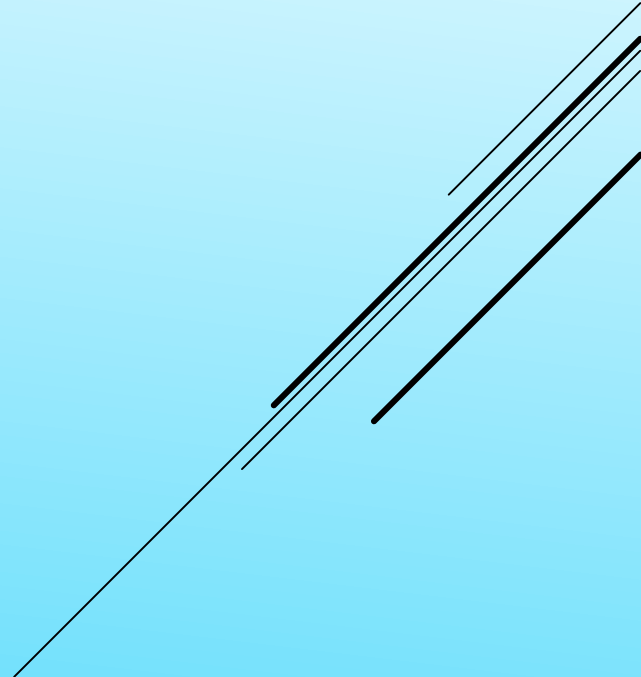
Blank Scratch Paper

Untimed test sessions



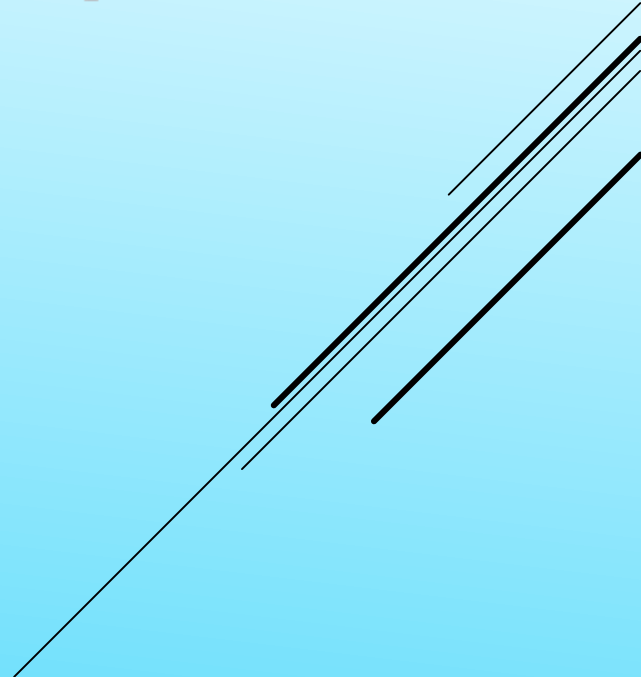
Available to
ALL Students

Assistance from a test administrator
regarding the use of the computer-
based testing platform



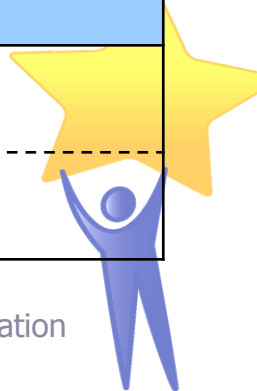


New Question Types for ELA



ELA Item Types

Question Type	Total Points	Domain Assessed	Grade Levels
Multiple Choice <i>Students select the correct answer(s) from among several answer options.</i>	1 or 2	Reading Comprehension	Grades 3–8
Technology Enhanced <i>Students taking the computer-based test answer questions using technology such as drag-and-drop or hot spot.</i>	2	Reading Comprehension	Grades 3–8
Short Response <i>Students construct a short written response, approximately the length of a paragraph.</i>	3	Reading Comprehension	Grades 3 and 4
Narrative Essay* <i>Students write an essay in response to text they have read (expected response length is two pages for grade 3; four pages for grades 4–8).</i>	12–15	Writing	Grades 3–8
Text-Based Essays <i>Students write an essay in response to text(s) they have read (expected response length is one page for grades 3–5; two pages for grades 6–8).</i>	7	Reading Comprehension and Writing	Grades 3–5
	8		Grades 6–8



Today you will read a passage from the story titled *Magic Elizabeth*. As you read and answer the questions, pay close attention to the characters to help prepare you to write a narrative story.

Read the passage from *Magic Elizabeth*. Then answer the questions.

from *Magic Elizabeth*

by Norma Kassirer

- 1 It all began one rainy night at the end of a summer.
- 2 "As if we didn't have enough troubles!" groaned Mrs. Chipley. "There it goes and rains on us!"
- 3 Sally, clinging to Mrs. Chipley's plump hand, was almost running to keep up with her. The bright feather on Mrs. Chipley's black hat, which had started out so proudly erect, had gradually wilted, and now drooped sadly down the back of that lady's stout neck. Sally's red suitcase, its handle firmly gripped by Mrs. Chipley's other hand, bumped in a steady rhythm against her right leg. But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts.
- 4 The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once. High-piling storm clouds snuffed out the light of

Part A

Which option describes the **main** purpose of paragraph 8 in the passage?

- A. to give the reasons Mrs. Chipley and Sally are going to Aunt Sarah's house
- B. to reveal that Sally's Aunt Sarah will be in town only for a short time
- C. to show Sally's confusion about how to handle the situation
- D. to explain that Mrs. Chipley has a daughter who needs help

Part B

Which detail from paragraph 8 **best** supports the answer to Part A?

- A. "Going back again too, pretty soon, your ma tells me," said Mrs. Chipley."
- B. "Only came back here to sell the house."
- C. "But never you mind, honey,' she went on, without slackening her furious pace at all"
- D. "I'm sure I didn't know what else to do but call her, what with your mom and dad away on that business trip, and we don't want to spoil it for them"

**2-POINT
MULTIPLE-
CHOICE ITEM**

Read the passage and folktale about fear. Then answer the questions that follow.

Fear Factors

Conquering Fear

Read the article "Fear Factors" about the causes of fear.

Fear Factors

by Jeanna Bryner

1 What gives you the creeps? Does the sight of a mouse cause you to break into a sweat? Does the thought of the dentist's office send shivers up your spine?

2 Fears come in many varieties. At times, everyone feels afraid. In fact, about 6.3 million people in the United States have specific fears called phobias (FOE-bee-ahz). Scientists are still trying to figure out what causes phobias. One thing they do know: All fears cause a series of reactions inside your body.

3 Let's take a closer look at what's happening inside your body as your hair stands on end.

Fight or Flight

Believe it or not, fear can be good for you. Fear is your body's

This question is a text-based essay question. Your essay should:

- Present and develop a central idea.
- Provide evidence/details from the passage(s).
- Include correct grammar, spelling, and punctuation.

Based on the article **and** the folktale, write an essay to explain how fear can affect people. Be sure to use information from the article and the folktale to develop your essay.

In the box below, the total space provided is equal to about one page.

B

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abc ✓

1000

TEXT BASED ESSAY

Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story “A Once-in-a-Lifetime Experience.” Then answer the questions.

A Once-in-a-Lifetime Experience

by Sandra Beswetherick

- 1 It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.
- 2 “Great idea!” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”
- 3 Dad and I didn’t realize how true that would turn out to be.
- 4 The car blew a tire on the way to our campsite. Not an impressive start.
- 5 “A minor setback, that’s all,” Dad said as Derrick and I tumbled out of the car to help.
- 6 It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

How Dad Responds

Dad feels sad that the trip was not a success.

Dad gets everyone to work together to make it safely back to shore.

Dad talks about how much fun it is to catch fish.

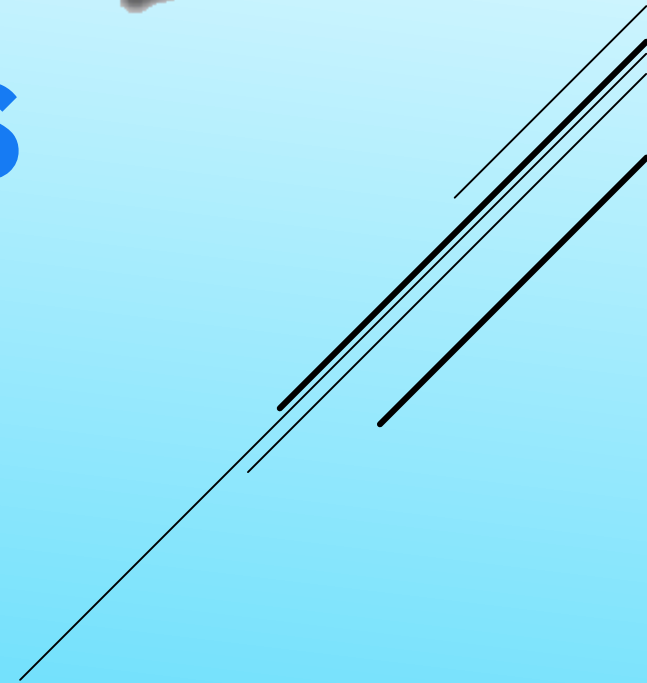
Dad starts to feel happier.

Events	How Dad Responds
Derrick asks if it is snowing.	Dad hurries the boys into the tent.
The boys make fish faces.	
Derrick asks if there should be water in the boat.	

TECHNOLOGY ENHANCED ITEM

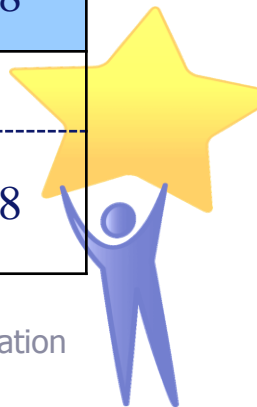


New Question Types for Mathematics



Math Item Types

Question Type	Total Points	Grade Levels
Multiple Choice Students select one correct answer from among several answer options.	1	Grades 3–8
Multiple Select Students select more than one correct answer from among several answer options.	1	Grades 3–8
Short Answer/Fill-in-the-Blank Students construct a short written response, typically only a word or a number.	1	Grades 3–8
Technology Enhanced Students answer questions using technology such as drag-and-drop or hot spot (on the computer-based test only).	1 or 2	Grades 3–5
	1, 2 or 4	Grades 6–8
Open Response Students write a response to a multi-part item that includes answers and explanations to all parts.	2 or 3	Grade 3
	3 or 4	Grades 4–8

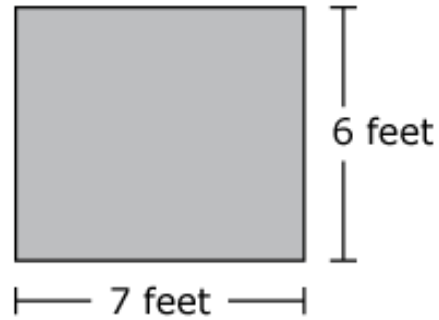


Multiple-Select Item

Which **two** conversions are correct?

- A. $7 \text{ mm} = 70 \text{ cm}$
- B. $7 \text{ cm} = 0.07 \text{ m}$
- C. $7,000 \text{ m} = 7 \text{ km}$
- D. $0.7 \text{ cm} = 70 \text{ mm}$
- E. $7 \text{ m} = 7,000 \text{ km}$

Ms. Shaw has a quilt that is in the shape of a rectangle. The quilt is 7 feet long and 6 feet wide, as shown.



Part A

What is the perimeter, in feet, of Ms. Shaw's quilt? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.



Massachusetts Department of Elementary and Secondary Education

▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]
=	<	>	≠
\$	°	?	

Grades 3-5 Equation Editor

Short Answer with a TEQ

Chad drove 168 miles in 3 hours.

Part A

How many miles per hour did Chad drive?

Enter your answer in the box.

miles per hour

Part B

Chad will drive 672 more miles. He continues to drive at the same rate.

How many hours will it take Chad to drive the 672 miles?

Enter your answer in the box.

hours

Part C

Chad stopped and filled the car with 11 gallons of gas. He had driven 308 miles using the previous 11 gallons of gas.

How many miles per gallon did Chad's car get?

Enter your answer in the box.

miles per gallon

Part D

Chad's car continues to get the same number of miles per gallon.

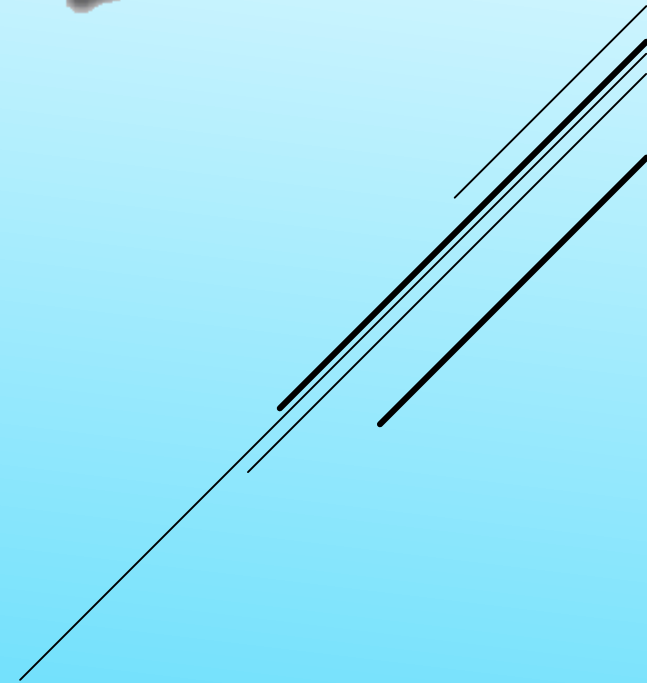
How many gallons of gas will Chad's car use to travel 672 miles?

Enter your answer in the box.

gallons

4-Point (Multi-Part) Item

Examples of Accessibility and Accommodations



Computer-Based	Paper-Based
Highlighter	
Change background/font color	Colored overlays
Screen magnification/Zoom Tool	Magnification device
Line reader tool	Tracking device/straight edge
Answer eliminator	Masking using blank card
Item flag/bookmark	Place marker
Human read-aloud (or sign) selected words on Math or STE, as requested by student	
Repeat/clarify test directions	
Test administrator redirects student's attention to test	

UNIVERSAL ACCESSIBILITY FEATURES AVAILABLE TO ALL STUDENTS

Test Presentation

Computer-Based	Paper-Based
Paper test, if unable to use computer	N/A
Screen reader for student who is blind	Braille test
Text-to-speech/Human read-aloud for Math, STE	Human read-aloud
Human signer for Math, STE, and <u>test questions</u> only for ELA	
Test administrator helps student track test items	

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (IEP AND 504)

Response Accommodations	
Computer-Based	Paper-Based
ELA graphic organizer or Math/STE reference sheet for grades 3-8	
Human scribe for Math/STE	
N/A	Answers recorded in test booklet
N/A	Typed responses
Monitor placement of test responses	

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (IEP AND 504)

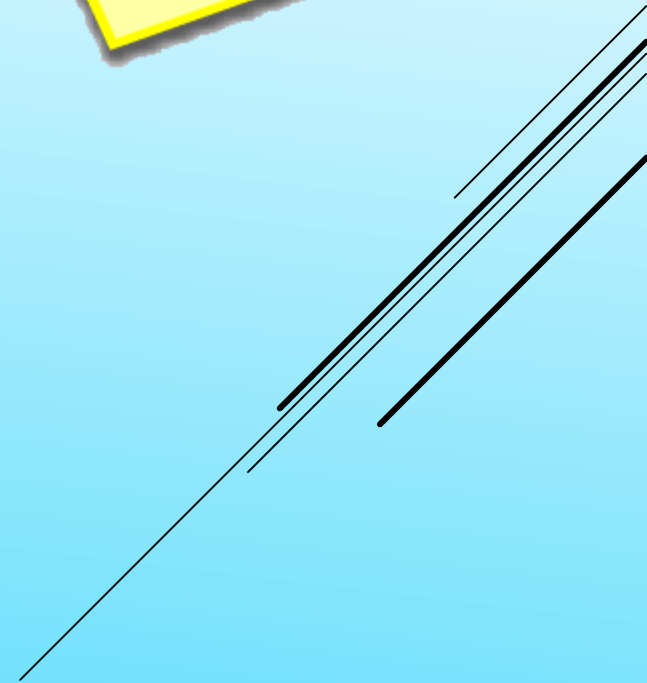
ELL Accommodations

- ▶ Approved Bilingual Word-to-Word Dictionary or Glossary
- ▶ **Text-to-speech/human reader** for Math and STE (in English)
- ▶ **Scribe** for Math and STE
- ▶ Grade 10 English/Spanish Mathematics Test or Retest if enrolled fewer than 3 years
- ▶ **Read aloud/repeat/clarify test directions** in student's native language, if native language speaker is available

ACCOMMODATIONS FOR ELLs



District and School Planning



Preparing for MCAS 2.0 Timeline

	Time Frame	Staff Responsible	Team(s) or Individual(s) Involved	Topic	Location	Completed
Planning	September	Madeline Roy, Erin Perkins, Bob Cavallo, Keith Segalla, Beth	Curriculum and Assessment Team and IT Department	MCAS 2.0 Conference call	IT conference table	X
	October 12, 2016	Madeline Roy, Erin Perkins, Bob Cavallo, Keith Segalla	Curriculum and Assessment Team and IT Department	Spring Online Testing inventory, specs, and draft schedule	IT conference table	X
	October 3, 2016	Dr. DeCristofaro, Madeline Roy, Erin Perkins, Keith Segalla and Bob	Superintendent's Leadership Team, IT Department	Review of spring online testing inventory, specs, and draft schedule	Superintendent's Conference Room	X
	October 10, 2016	Dr. DeCristofaro, Madeline Roy, Erin Perkins	Superintendent's Leadership Team	Draft MCAS 2.0 Survey for all teaching staff grades 3-8	Superintendent's Conference Room	X
	October 11, 2016	Madeline Roy, Bridget Vaughan	Curriculum and Assessment and Professional Development Teams	Nancy Boyles presentation on Preparing Our Students For Next Generation Assessments was presented to all ELA, Reading and Special Education Teachers grades 6-8.	Point Webster Auditorium	X
	October 28, 2016	Madeline Roy, Erin Perkins, Elementary Principals and Middle School	Curriculum and Assessment Team and Principal Team	Send out MCAS 2.0 survey to all teaching grades 3-8. Survey window open for 10/28 - 11/7	Coddington	X
	November 1, 2016	Dr. DeCristofaro, CAMT and Middle School Principals	Curriculum and Assessment Team and Middle School Principal Team	Review partial results of MCAS 2.0 survey, discuss SLT and administrative roles in preparing staff and students and development of site-based plans	Superintendent's Conference Room	X
	November 3, 2016	Dr. DeCristofaro, CAMT and Elementary Schools Principal	Curriculum and Assessment Team and Elementary School Principal Team	Review partial results of MCAS 2.0 survey, discuss SLT and administrative roles in preparing staff and students and development of site-based plans	Superintendent's Conference Room	X
	November 29, 2016	Erin Perkins, Madeline Roy	Curriculum and Assessment Team and Middle School Teachers and Middle School Principals	Using the survey results, district design team members will meet to plan for site based MCAS 2.0 preparation and support for teachers, students and parents	Coddington PD	X

- ▶ **Teachers will** expose students to more complex, multi-select items and text based essays (SIPs)
- ▶ **Staff will** participate in professional development with Dr. Boyles around Close Reading Strategies that help students strengthen their comprehension and analysis of complex text. (SIPs)
- ▶ **Utilize the** “Explain” and “Elaborate” features in the new Social Studies Techbook to familiarize students with computer-based responses and paired text
- ▶ **Redesign** the computer lab schedule in order to give Gr 8 students time to practice simulated test practice for CBT; all grade-level students will practice typed written responses of varying length for class assignments
- ▶ **Provide more** opportunities for students to use Google Classroom for assignments and partner work
- ▶ **Examine** DESE’s new Accessibility and Accommodations Guide in monthly grade-level and special education meetings
- ▶ **Communicate with parents** about MCAS 2.0 via ASPEN and Newsletters

Examples of Middle School Site-based Preparation and Planning for MCAS 2.0

- ✓ **Teachers will** meet in vertical teams to incorporate assessments, test sample questions and rubrics that align to next generation assessment question types.
- ✓ **Staff will** participate in professional development with Dr. Boyles, “Preparing Students for Next Generation Assessments”, as well as professional development focused on Close Reading Strategies that strengthen comprehension and analysis of complex text
- ✓ **Utilize** technology both inside the classroom and in the computer lab to introduce a new element each week so that students are exposed to technology enhanced items.
- ✓ **Rethink** the computer lab schedule to maximize time on Tuesdays and to provide grade 4 students with time to practice for the CBT
- ✓ **Provide more** opportunities for students to use programs such as Tenmarks, and Khan Academy
- ✓ **Examine** DESE’s new Accessibility and Accommodations Guide

Examples of Elementary Site-based Preparation and Planning for MCAS 2.0

Quincy Public Schools Technology and Planning
Educational Technology Capital Improvement Proposal

~ ELEMENTARY SCHOOL ~

School Name	* Academic Classroom Replacement Computers 8+ Years Old	Replacement Technology Labs 8+ Years Old	** New Technology Labs (Mobile) Chromebooks	Total Computers	*ENO Boards / Short-Throw Projectors
Atherton Hough	10			10	5
Bernazzani	8			8	5
Beechwood Knoll	11			11	5
Clifford Marshall	13		30	43	5
ECC	15			15	
Lincoln Hancock	14	25	30	69	5
Montclair	12		30	42	5
Merrymount	10			10	5
Parker	11	25		36	5
Snug Harbor	10	25	30	65	5
Squantum	12	25		37	5
Wollaston	13			13	5
GRAND TOTAL	139	4 Labs (100)	4 Labs (120)	359	55

~ MIDDLE SCHOOL ~

School Name	* QPS Staff Replacement Computers 8+ Years Old	Replacement Technology Labs	New Technology Labs (Mobile) Chromebooks	Total Computers	*ENO Boards / Short-Throw Projectors
Atlantic	14	25	30	69	5
Broad Meadows	17			17	5
Point Webster	17	25		42	5
Sterling			30	30	
GRAND TOTAL	48	2 Labs (50)	2 Lab (60)	158	15

Quincy Public Schools

MCAS 2.0

A Resource Guide for Parents

December 2016



Quincy Public Schools
Curriculum and Assessment Team

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 - Accommodations
 - Special Access Accommodations
 - Accommodations for ELLs

- III. Helping your child at home

- IV. Frequently Asked Questions

RESOURCE FOR PARENTS

THANK YOU

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Curriculum and Assessment Office

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QUESTIONS?

