



2010 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Performance

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Commissioner's Foreword

Dear Interested Parties:

I am pleased to present a statewide summary of the participation rates and performance results of students with significant disabilities who submitted portfolios for the 2010 MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt evaluates and reports on the annual performance of these students in meeting state standards and provides parents and teachers with vital information to assist in monitoring their children's progress. Nearly 9,300 students in grades 3–10 participated in the 2010 MCAS-Alt.

Students with significant disabilities are required by law to participate in statewide academic assessments and to be counted in the overall performance results reported for all students. The Commonwealth is required to report aggregate results publicly to hold schools, districts, and the state accountable for the performance of these and other students. Additionally, the federal No Child Left Behind (NCLB) law requires that students with significant disabilities be included in the determination of whether all students participated in MCAS assessments, and whether each school and district in Massachusetts is making adequate yearly progress (AYP) in improving the academic performance of their students.

Based on the large percentage of students earning a score of *Progressing* on their portfolios (about 86 percent), the overall MCAS-Alt results indicate that students with significant disabilities are being instructed appropriately and are achieving their academic goals with a high degree of accuracy and independence, and it appears they are being provided with challenging educational opportunities to address the Massachusetts curriculum frameworks.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Executive Summary

The participation and performance of students with disabilities in the 2010 MCAS-Alt administration are summarized below and in Table 1 on the following page (which also displays annual results beginning in 2006, the first year that MCAS-Alt was administered in ELA and Mathematics in grades 3–8 and 10).

- The number of students in grades 3–10 participating in alternate assessments increased by 6.3 percent from 8,738 in 2009 to 9,286 in 2010. This number represents 1.7 percent of the total tested population, up from 1.6 percent in 2009 and 1.3 percent in 2006, and 9.1 percent of students with disabilities in the grades tested by MCAS, up from 9.0 percent in 2009 and 7.7 percent in 2006. The increase in the number of students participating in alternate assessments may reflect a growing awareness of the alternate assessment as an appropriate assessment format for students with a range of significant disabilities.
- Overall, 85.7 percent of students with significant cognitive disabilities performed at the *Progressing* performance level, an increase of 3.7 percentage points from 2009 and 5.4 points from 2006. *Progressing* indicates that a student demonstrates a *partial understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area at *below-grade-level expectations*; is steadily learning new skills, concepts, and content; and demonstrates academic performance that is fundamentally accurate requiring minimal prompting and assistance to learn the skills documented in his or her alternate assessment portfolio.
- The percentage of students who attained a score of *Emerging*, the next highest performance level, was 6.6 percent, a decrease of 1.8 percentage points from 2009. *Emerging* indicates that a student demonstrates a *simple understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area at *below-grade-level expectations*; and demonstrates academic performance that is limited and inconsistent, requiring frequent prompting and assistance to learn the skills documented in his or her alternate assessment portfolio.
- The percentage of students who attained a score of *Awareness*, the lowest performance level, was 1.1 percent, a decrease of 0.1 percentage points from 2009. *Awareness* indicates that a student demonstrates *very little understanding* of learning standards in the Massachusetts curriculum frameworks in the content area; and demonstrates academic performance that is primarily inaccurate, requiring extensive prompting and assistance to learn the skills documented in his or her alternate assessment portfolio.
- Across all grades and content areas, the percentage of students whose portfolios were determined to be *Incomplete* declined to 6.6 percent, a decrease of 0.8 percentage points from 2009 and 4.0 points from 2006. The increase in the number of portfolios submitted with all required evidence suggests an increasing awareness of portfolio submission requirements by educators conducting the MCAS-Alt.

- In 2010, 8 students met the MCAS requirement in English Language Arts (ELA) for earning a Competency Determination (CD), 7 students met the MCAS requirement in Mathematics for earning a CD, and 12 students met the MCAS requirement in Science and Technology/Engineering for earning a CD, by achieving a score of *Needs Improvement* or higher on the high school MCAS-Alt. Use of the MCAS-Alt portfolio to meet the state’s graduation requirement remains an important component of the assessment system used to qualify graduates for a high school diploma, as evidenced by the approximately 55 “competency portfolios” (i.e., portfolios based on *grade-level achievement standards*) submitted in 2010 by students in grades 9–12. Additional information on portfolios submitted for the Competency Determination is found on page nine of this report.

Table 1. MCAS-Alt Performance Level Results: 2006–2010

Performance Level	Percentage of Students				
	2010	2009	2008	2007	2006
Incomplete	6.6	7.4	9.7	12.9	10.6
Awareness	1.1	1.2	1.3	1.2	1.8
Emerging	6.6	8.4	7.2	7.3	7.0
Progressing	85.7	82.0	81.7	78.4	80.3
Needs Improvement	0.2	0.3	0.2	0.3	0.3
Proficient	0.01	0.02	0.01	0.03	0.02
Advanced	0	0	0	0	0

^a Percentages may not equal 100 percent due to rounding

I. Introduction

The purpose of this report is to describe the statewide participation rates and performance results from the spring 2010 administration of the MCAS Alternate Assessment (MCAS-Alt) in English Language Arts, Mathematics, and Science and Technology/Engineering.

This report also presents information on the students who participated in MCAS-Alt, including the nature of their disabilities; the participation of students in MCAS-Alt relative to students taking standard MCAS tests; and the methods used to evaluate student portfolios and report student scores and performance levels.

Reports summarizing student participation in and performance on the 2001–2009 MCAS-Alt are available on the Department’s website at www.doe.mass.edu/mcas/alt/results.html.

II. Background

The MCAS-Alt has been administered annually since spring 2001 and is offered in every subject and grade for which a standard MCAS test is given. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking standard tests, with or without accommodations, or by taking alternate assessments. Decisions on how each student participates in MCAS are made by the student’s Individualized Education Program (IEP) or 504 team and must be documented in the student’s IEP or 504 plan.

Alternate assessments reflect the academic performance of students with the most significant disabilities who are unable to take MCAS tests even with accommodations, as determined by the student’s IEP or 504 team. These students submit a portfolio consisting of work samples and other evidence based on grade-level content that has been modified to reflect challenging and attainable academic goals for each student.

The purposes of the MCAS-Alt are to determine:

- the extent to which students are addressing challenging academic skills in their alternate assessment portfolios, based on the general academic curriculum described in the Massachusetts curriculum frameworks;
- how well each student has learned the academic skills, concepts, and content they were taught;
- whether teaching and learning improved as a result of the MCAS-Alt.

Participation Guidelines

A student with a *significant cognitive disability* should be considered for an alternate assessment by his or her IEP or 504 team when he or she:

- receives routine academic instruction based on learning standards in the curriculum frameworks for which the level of complexity of content and skills has been modified and is well below the expectations of a non-disabled student enrolled in the same grade;

AND

- receives intensive, individualized instruction across all settings in which a subject is taught, in order for the student to acquire, generalize, and demonstrate knowledge and skills;

AND

- is generally unable to demonstrate knowledge and skills on a standardized paper-and-pencil test such as MCAS in the subject being assessed, even when accommodations are provided.

In addition, students with other complex and significant (though not necessarily *cognitive*) disabilities may be considered for an alternate assessment if their disabilities would present *unique and significant challenges* to fully demonstrating their knowledge and skills on a standardized paper-and-pencil test such as MCAS, even if accommodations were used.

Portfolio Contents and Structure

“Evidence” is collected by the student’s teacher and related service providers throughout the year in the subject being assessed, and is organized in a portfolio that may include the following types of products and information:

- Work samples, video clips, and/or photographs documenting the student’s performance of tasks based on the standards being assessed.
- Data charts documenting the student’s performance over a period of time during activities based on the learning standards being assessed. Data must be collected on at least 8 different dates and must begin at a level of accuracy and/or independence below 80 percent, in order to show that the student was taught new skills, knowledge, and concepts. Accuracy is the number or percentage of correct student responses. Independence is the percentage of instances in which the student did not require assistance in attaining the correct answer.
- Supporting documentation, including descriptions provided by the teacher, reflection sheets allowing the student to evaluate his/her own performance, and other evidence that indicates how the student was instructed and/or how he or she demonstrated knowledge and skills in the subject being assessed.

Creation of portfolios is guided by information in the *Educator’s Manual for MCAS-Alt*, which is updated annually, distributed at Department-sponsored training events, and posted on the Department’s website at www.doe.mass.edu/mcas/alt/resources.html.

Scoring MCAS-Alt Portfolios

Once student portfolios are submitted to the Department in the spring, they are reviewed and scored by scorers sponsored and supervised by the Department. Prospective scorers receive extensive training and must qualify in order to become scorers. Scorers are monitored closely for their accuracy and consistency during the scoring process. The Rubric for Scoring Portfolio

Strands is used as the basis for scoring all student portfolios, and is shown in Appendix E of this report. It is important for educators to be aware of current portfolio requirements, since portfolios that lack the minimum required evidence and information are scored *Incomplete*. Detailed information on scoring portfolios is found in the *2010 Guidelines for Scoring Student Portfolios*, which is available at www.doe.mass.edu/mcas/alt/results.html.

III. Student Participation in 2010 MCAS-Alt

A total of 9,286 students, or 1.7 percent of the total assessed population, participated in the 2010 MCAS-Alt in grades 3–10, as shown in Table 2. A slightly higher relative proportion of students in grades 3–8 took MCAS-Alt compared with students in grade 10, and slightly more students were assessed in Mathematics than in English Language Arts (ELA). See Appendix B for the MCAS-Alt participation rates in each grade and subject.

Between 6.6 and 10.9 percent of students with disabilities in each grade participated in the 2010 MCAS-Alt in ELA, Mathematics, and Science and Technology/Engineering, as shown in Appendix C. The comparative rate of participation in each MCAS assessment format (i.e., routinely tested, tested with accommodations, or alternately assessed) is also shown in Appendix C.

Table 2. Rate of Participation in MCAS-Alt by Students with Disabilities in Grades 3–10

Year	Total Students Taking MCAS-Alt	Percentage of All Assessed Students Taking MCAS-Alt	Percentage of Students with Disabilities Taking MCAS-Alt
2004	5,139	1.0%	5.5%
2005	6,131	1.2%	6.4%
2006	7,006	1.3%	7.7%
2007	7,621	1.4%	8.4%
2008	8,199	1.5%	8.4%
2009	8,738	1.6%	9.0%
2010	9,286	1.7%	9.1%

Table 3 shows the number of students with disabilities who took the 2010 MCAS-Alt in each grade and subject.

Table 3. Participation in 2010 MCAS-Alt by Grade and Subject

Grade	English Language Arts	Mathematics	Science and Technology/Engineering
3	1,285	1,286	–
4	1,434	1,416	–
5	1,316	1,366	1,183
6	1,246	1,307	–
7	1,204	1,284	–
8	1,198	1,283	1,147
9	–	–	135
10	897	901	798

Table 4 shows the distribution of primary disabilities among MCAS-Alt participants. Slightly more than two-thirds of students who took MCAS-Alt had either an intellectual disability, autism, or multiple disabilities, with students in 10 other disability categories accounting for the remaining third.

Table 4. Nature of Primary Disability Among 2010 MCAS-Alt Participants in Grades 3–10^a

Primary Disability^b	Total Number of Students in Primary Disability Category	Number of MCAS-Alt Participants in Primary Disability Category (n)	Percentage of Total MCAS-Alt Participants in Primary Disability Category (n/9,286 x 100)^c	Percentage of Students in Primary Disability Category Who Took MCAS-Alt
Intellectual	7,040	3,072	33.1%	43.6%
Autism	5,616	2,149	23.1%	38.3%
Multiple Disabilities	2,869	1,031	11.1%	35.9%
Specific Learning Disabilities	44,471	785	8.5%	1.8%
Communication	17,393	637	6.9%	3.7%
Neurological	5,703	522	5.6%	9.2%
Emotional	9,983	280	3.0%	2.8%
Health	10,475	253	2.7%	2.4%
Developmental Delay	1,804	229	2.5%	12.7%
Sensory/Hard of Hearing or Deaf	766	130	1.4%	17.0%
Physical	829	84	0.9%	10.1%
Unidentified Disability	NA	72	0.8%	NA
Sensory/Vision Impairment or Blind	341	27	0.3%	7.9%
Sensory/Deaf-Blind	91	15	0.2%	16.5%
Total	107,381	9,286	100.0%	NA

^a The number of MCAS-Alt participants includes all students who took MCAS-Alt in at least one subject.

^b Primary disability data were reported by districts to the Department's Student Information Management System (SIMS) in March 2010.

^c Percentages of participants by primary disability may not equal 100 percent due to rounding.

IV. 2010 MCAS-Alt Student Results

Rather than reporting the scores of students with significant disabilities as *Warning/Failing* (i.e., the lowest performance level for students taking the standard MCAS tests in that grade), MCAS-Alt results are reported in one of three subcategories of *Warning/Failing* called *Progressing*, *Emerging*, and *Awareness*. The MCAS-Alt performance levels of *Progressing*, *Emerging*, and *Awareness* provide meaningful information to interpret the achievement of students whose performance is below grade-level expectations. See Appendix D for descriptions of the performance levels.

The vast majority of students with significant disabilities demonstrated their attainment of challenging academic goals at high levels of accuracy and independence (i.e., at the *Progressing* level), as shown in the MCAS-Alt results in Appendix A. The 2010 MCAS-Alt results are summarized below.

- The percentage of students who scored *Progressing* across all grades in which the respective subjects were assessed was:
 - 86.5 percent in ELA
 - 86.9 percent in Mathematics
 - 83.5 percent in Science and Technology/Engineering (grades 5 and 8)
 - 72.2 percent in high school Science and Technology/Engineering
- The percentage of students who attained the next lowest performance level of *Emerging* across all grades in which the respective subjects were assessed was:
 - 6.1 percent in ELA
 - 6.0 percent in Mathematics
 - 7.8 percent in Science and Technology/Engineering (grades 5 and 8)
 - 12.5 percent in high school Science and Technology/Engineering
- The percentage of students who attained the lowest alternate assessment performance level of *Awareness* across all grades in which the respective subjects were assessed was:
 - 1.0 percent in ELA
 - 1.2 percent in Mathematics
 - 0.7 percent in Science and Technology/Engineering (grades 5 and 8)
 - 2.6 percent in high school Science and Technology/Engineering
- Overall, 6.6 percent of students who were assessed by MCAS-Alt scored *Incomplete*, reflecting portfolios that did not include the requisite evidence to generate an overall performance level in the subject being assessed.

Appendix B displays the number and percentage of students in each grade and subject who took alternate assessments based on either *alternate achievement standards* (i.e., working well **below** grade-level expectations) or *grade-level achievement standards* (i.e., working **at or close to** grade-level expectations).

V. Competency Determination Portfolios

While the majority of students who participate in MCAS-Alt achieve learning standards that are below the level of complexity of their grade-level peers, each year a small number of students who participate in the high school MCAS-Alt meet the state’s minimum passing standard for high school graduation and earn a Competency Determination (CD). Students who participate in the MCAS-Alt are eligible to earn a CD if they demonstrate in their portfolio a level of knowledge and skills comparable to that of a student who has passed the standard grade 10 MCAS tests in English Language Arts, Mathematics, and, beginning with the class of 2010, a high school test in Science and Technology/Engineering. Portfolios are evaluated by panels of content area experts to ensure that they meet the appropriate standard of performance in that subject. Specific requirements for submission of portfolios for the CD are described in the *Educator’s Manual for MCAS-Alt*.

Alternate assessments guide educators to provide opportunities for students to learn the standards required to meet the state’s graduation requirement. It is not anticipated, however, that the majority of students with significant cognitive disabilities working well below grade-level expectations will earn a CD. Students may elect, but are not required, to resubmit their portfolios either in English Language Arts, Mathematics, and/or Science and Technology/Engineering each year beyond grade 10 until they have achieved a performance level of *Needs Improvement*, or have exited publicly funded education. Table 5 shows the number of students who have earned a performance level of *Needs Improvement* or higher on their MCAS-Alt portfolios since 2001.

Table 5. Number of Students Who Participated in MCAS-Alt and Met the Competency Determination Requirement in Each Subject

Subject	Year										Total (2001–2010)
	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	
English Language Arts	8	8	4	10	5	13	3	11	8	8	78
Mathematics	7	10	14	10	12	10	6	15	1	3	88
Science and Technology/Engineering	12	14	3	0							29

VI. MCAS-Alt and AYP Determinations

The participation and performance of students who participate in alternate assessments are included in determinations of school and district adequate yearly progress (AYP) results, using the indices shown in Tables 6 and 7. The No Child Left Behind (NCLB) law requires that all students, including students with disabilities, reach proficiency in English Language Arts and Mathematics by 2014.

The Department calculates a Composite Performance Index (CPI) for each school and district based on the performance of students on both MCAS ELA and Mathematics assessments. Points are awarded to each school and district based on the results of students who took standard MCAS tests (as shown in Table 6) and those who took the MCAS-Alt (as shown in Table 7).

Table 6. Performance Index for Students Taking Standard MCAS Tests		Table 7. Performance Index for Students with Significant Cognitive Disabilities Taking MCAS-Alt	
Scaled Score and Performance Level	CPI Points Awarded	Performance Level	CPI Points Awarded
200–208 Failing/Warning—Low	0	Portfolio not submitted	0
210–218 Failing/Warning—High	25	Incomplete	25
220–228 Needs Improvement—Low	50	Awareness	50
230–238 Needs Improvement—High	75	Emerging	75
240–280 Proficient and Advanced	100	Progressing	75 or 100 ^a

^a Students at the *Progressing* level are assigned 75 or 100 points depending on their nature of disability and level of need.

Between 2005 and 2009, the U.S. Department of Education granted states flexibility in their treatment of students with disabilities for accountability purposes. Specifically, the policy allowed Massachusetts to treat up to 3 percent of the total number of students assessed “as if proficient” by assigning 100 CPI points for scores at the *Progressing* level. This flexibility expired in 2010, however, and Massachusetts is now required to limit the total number of students taking the MCAS-Alt who receive 100 CPI points and are included in AYP determinations to 1 percent of the total number of students assessed. To meet this requirement, the following policy changes were implemented beginning with 2010 MCAS and AYP reporting.

1. The Department assigns 100 CPI points only to students scoring *Progressing* on the MCAS-Alt who have been identified through SIMS as having the following primary disability types: Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay and who have a “high level of need” for special education services. These are the students most likely to have significant cognitive disabilities, and their performance is appropriately measured by alternate achievement standards. If necessary, the Department further prioritizes among these students based on reported level of need

for special education services and/or the level of complexity scores on the MCAS-Alt, in order to maintain a statewide cap of one percent on the percentage of students treated “as if proficient.”

2. The Department assigns 75 CPI points to students scoring at the *Progressing* level on the MCAS-Alt if they were reported in SIMS as having the following primary disability types: Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological.
3. If further prioritizing is necessary to reach the 1 percent limit, the Department assigns 100 CPI points to any student scoring *Progressing* on the MCAS-Alt who was reported as having any of the primary disability types listed in #1 above and as having a moderate level of need for special education services.

VII. Resources and Professional Development for Educators

The Department sponsors approximately 16 regional and local workshops annually to train educators responsible for conducting MCAS-Alt. In addition, technical assistance is available throughout the school year from the Department's Student Assessment Services office and from members of the MCAS-Alt Teacher Network who are available to assist their colleagues across the state.

Notices of training opportunities are sent by fax and email newsletters and are posted at www.doe.mass.edu/mcas/alt/resources.html. Publications related to MCAS-Alt are available on the Department's website at www.doe.mass.edu/mcas/alt and are distributed at Department training sessions. Print copies may also be ordered.

Assistance for educators conducting MCAS-Alt is available by contacting the Department either by email at mcas@doe.mass.edu or by phone at 781-338-3625, or by contacting the MCAS Service Center at 800-737-5103.

Appendices

Appendix A. 2010 MCAS-Alt Performance Level Results by Grade and Subject

Table 8. 2010 MCAS-Alt Performance Level Results: Grade 3

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	88	6.9	54	4.2
Awareness	11	0.9	13	1.0
Emerging	77	6.0	77	6.0
Progressing	1,109	86.3	1,140	88.7
Needs Improvement	0	0	2	0.2
Proficient	0	0	0	0
Above Proficient	0	0	0	0
Total	1,285	100	1,286	100

^a Percentages may not equal 100 percent due to rounding.

Table 9. 2010 MCAS-Alt Performance Level Results: Grade 4

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	72	5.0	74	5.2
Awareness	8	0.6	16	1.1
Emerging	98	6.8	76	5.4
Progressing	1,256	87.6	1,248	88.1
Needs Improvement	0	0	2	0.1
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,434	100	1,416	100

^a Percentages may not equal 100 percent due to rounding.

Table 10. 2010 MCAS-Alt Performance Level Results: Grade 5

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	102	7.8	90	6.6	93	7.9
Awareness	11	0.8	16	1.2	6	0.5
Emerging	58	4.4	62	4.5	95	8.0
Progressing	1,143	86.9	1,196	87.6	989	83.6
Needs Improvement	2	0.2	2	0.2	0	0
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total	1,316	100	1,366	100	1,183	100

^a Percentages may not equal 100 percent due to rounding.

Table 11. 2010 MCAS-Alt Performance Level Results: Grade 6

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	56	4.5	47	3.6
Awareness	14	1.1	16	1.2
Emerging	48	3.9	54	4.1
Progressing	1,126	90.4	1,190	91.1
Needs Improvement	2	0.2	0	0
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,246	100	1,307	100

^a Percentages may not equal 100 percent due to rounding.

Table 12. 2010 MCAS-Alt Performance Level Results: Grade 7

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	49	4.1	76	5.9
Awareness	9	0.8	21	1.6
Emerging	90	7.5	61	4.8
Progressing	1,054	87.5	1,125	87.6
Needs Improvement	2	0.2	1	0.1
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,204	100	1,284	100

^a Percentages may not equal 100 percent due to rounding.

Table 13. 2010 MCAS-Alt Performance Level Results: Grade 8

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	78	6.5	63	4.9	94	8.2
Awareness	17	1.4	15	1.2	10	0.9
Emerging	52	4.3	55	4.3	87	7.6
Progressing	1,051	87.7	1,146	89.3	956	83.4
Needs Improvement	0	0	4	0.3	0	0
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total	1,198	100	1,283	100	1,147	100

^a Percentages may not equal 100 percent due to rounding.

Table 14. 2010 MCAS-Alt Performance Level Results: Grades 9 and 10

	Grade 10 English Language Arts		Grade 10 Mathematics		Grades 9 and 10 Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	105	11.7	101	11.2	118	12.6
Awareness	9	1.0	9	1.0	24	2.6
Emerging	102	11.4	152	16.9	116	12.4
Progressing	680	75.8	638	70.8	673	72.1
Needs Improvement	0	0	0	0	0	0
Proficient	1	0.1	1	0.1	2	0.2
Advanced	0	0	0	0	0	0
Total	897	100	901	100	933	100

^a Percentages may not equal 100 percent due to rounding.

Table 15. 2010 MCAS-Alt Performance Level Results: Grades 11 and 12^a

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^b	Number	Percent ^b	Number	Percent ^b
Incomplete	17	28.8	13	18.8	20	15.5
Awareness	3	5.1	2	2.9	3	2.3
Emerging	9	15.3	8	11.6	27	20.9
Progressing	23	39.0	40	58.0	69	53.5
Needs Improvement	6	10.2	2	2.9	3	2.3
Proficient	1	1.7	4	5.8	7	5.4
Advanced	0	0	0	0	0	0
Total	59	100	69	100	129	100

^a Includes results through August 2010. Participation was discretionary for students attempting to earn a Competency Determination. Students who passed the MCAS test in a subject *and* submitted a portfolio that passed were reported in the MCAS, rather than MCAS-Alt, results.

^b Percentages may not equal 100 percent due to rounding.

Appendix B. 2010 MCAS and MCAS-Alt Participation by Grade and Subject

Table 16. Participation in 2010 MCAS and MCAS-Alt: Grade 3

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	69,417	98.2	69,347	98.2
MCAS-Alt, based on grade-level achievement standards	17	0.02	12	0.02
MCAS-Alt, based on alternate achievement standards	1,268	1.8	1,274	1.8
Total students assessed	70,702	100	70,633	100

^a Percentages may not equal 100 percent due to rounding.

Table 17. Participation in 2010 MCAS and MCAS-Alt: Grade 4

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	69,561	98.0	69,591	98.0
MCAS-Alt, based on grade-level achievement standards	14	0.02	13	0.02
MCAS-Alt, based on alternate achievement standards	1,420	2.0	1,403	2.0
Total students assessed	70,995	100	71,007	100

^a Percentages may not equal 100 percent due to rounding.

Table 18. Participation in 2010 MCAS and MCAS-Alt: Grade 5

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	69,769	98.2	69,660	98.1	69,828	98.3
MCAS-Alt, based on grade-level achievement standards	14	0.02	27	0.04	17	0.02
MCAS-Alt, based on alternate achievement standards	1,302	1.8	1,339	1.9	1,166	1.6
Total students assessed	71,085	100	71,026	100	71,011	100

^a Percentages may not equal 100 percent due to rounding.

Table 19. Participation in 2010 MCAS and MCAS-Alt: Grade 6

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	71,008	98.3	70,950	98.2
MCAS-Alt, based on grade-level achievement standards	23	0.03	48	0.1
MCAS-Alt, based on alternate achievement standards	1,223	1.7	1,259	1.7
Total students assessed	72,254	100	72,257	100

^a Percentages may not equal 100 percent due to rounding.

Table 20. Participation in 2010 MCAS and MCAS-Alt: Grade 7

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	70,146	98.3	70,168	98.2
MCAS-Alt, based on grade-level achievement standards	14	0.02	18	0.03
MCAS-Alt, based on alternate achievement standards	1,190	1.7	1,266	1.8
Total students assessed	71,350	100	71,452	100

^a Percentages may not equal 100 percent due to rounding.

Table 21. Participation in 2010 MCAS and MCAS-Alt: Grade 8

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	71,039	98.3	70,897	98.2	70,879	98.4
MCAS-Alt, based on grade-level achievement standards	5	0.01	30	0.04	6	0.01
MCAS-Alt, based on alternate achievement standards	1,193	1.7	1,253	1.8	1,141	1.6
Total students assessed	72,237	100	72,180	100	72,026	100

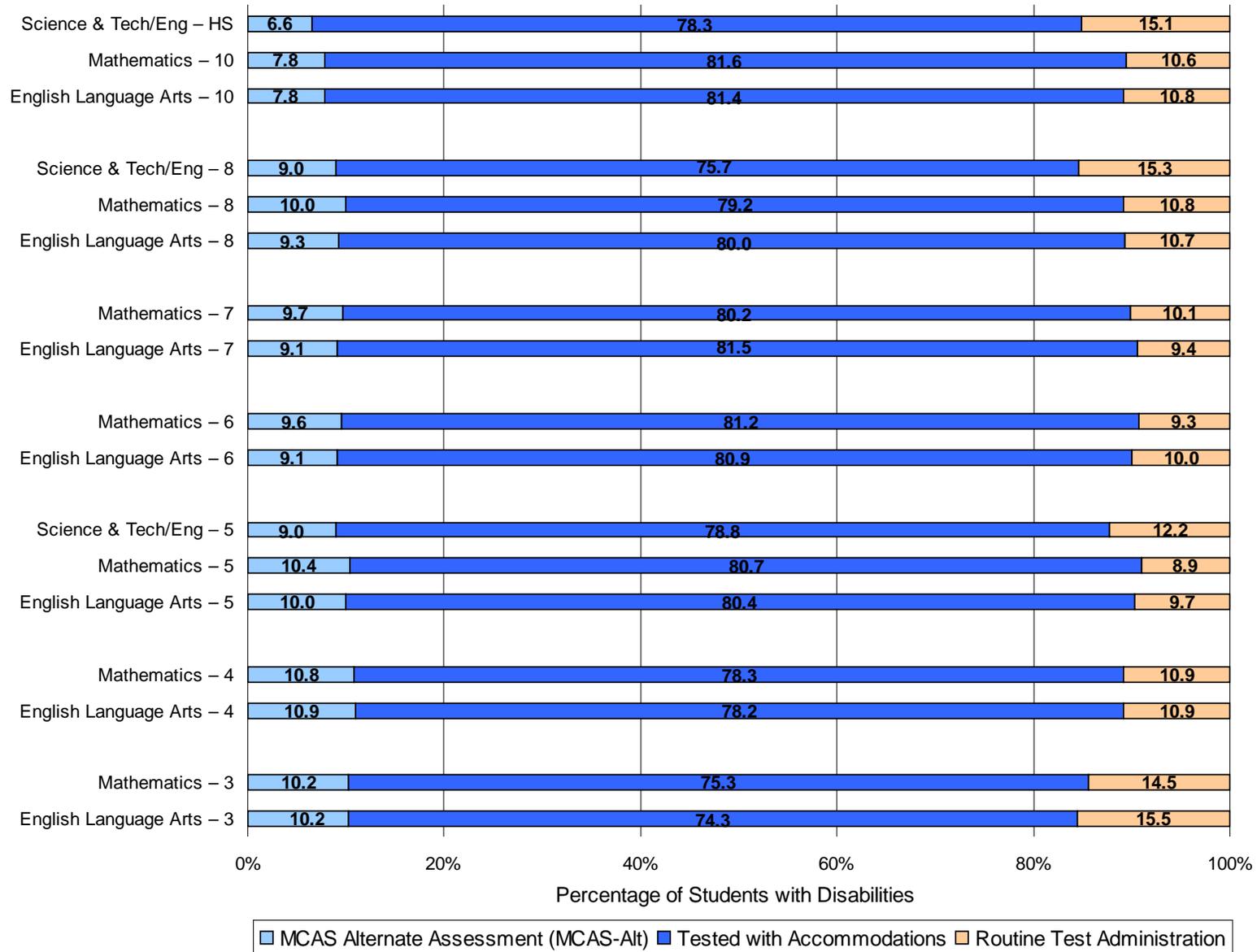
^a Percentages may not equal 100 percent due to rounding.

Table 22. Participation in 2010 MCAS and MCAS-Alt: Grades 9 and 10

	Grade 10 English Language Arts		Grade 10 Mathematics		Grades 9 and 10 Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	69,751	98.7	69,792	98.7	78,829	98.8
MCAS-Alt, based on grade-level achievement standards	12	0.02	10	0.01	11	0.01
MCAS-Alt, based on alternate achievement standards	885	1.3	891	1.3	922	1.2
Total students assessed	70,648	100	70,693	100	79,762	100

^a Percentages may not equal 100 percent due to rounding.

Appendix C. 2010 MCAS and MCAS-Alt: Rate and Method of Participation of Students with Disabilities



Appendix D. Performance Levels and Descriptors

The MCAS-Alt performance levels shown below are reported for each assessed subject based on scores obtained using the *Rubric for Scoring Portfolio Strands* (see Appendix E).

Performance Level	Descriptor
Incomplete	An assessment was not submitted, or insufficient evidence and information was included to allow a performance level to be determined in the content area.
Awareness	The student demonstrates very little understanding of learning standards in the Massachusetts curriculum frameworks in the content area (as indicated in the alternate assessment portfolio). The student requires extensive prompting and assistance, and performance is primarily inaccurate.
Emerging	The student demonstrates a simple understanding of a limited number of learning standards in the Massachusetts curriculum framework in the content area at below-grade-level expectations (as indicated in the alternate assessment portfolio). The student requires frequent prompting and assistance, and performance is limited and inconsistent.
Progressing	The student demonstrates a partial understanding of a limited number of learning standards in the Massachusetts curriculum framework in the content area, and addresses these below-grade-level expectations (as indicated in the alternate assessment portfolio). The student appears to be receiving challenging instruction and is steadily learning new skills, concepts, and content. The student requires minimal prompting and assistance, and the performance is fundamentally accurate.
In order to earn a Competency Determination, students must achieve a score of <i>Needs Improvement</i> or higher on the grade 10 English Language Arts and Mathematics tests and one of the four high school Science and Technology/Engineering tests.	
Needs Improvement	The student demonstrates a partial understanding of subject matter in the Massachusetts curriculum framework in the content area and solves some simple problems at grade-level expectations.
Proficient	The student demonstrates a solid understanding of challenging subject matter in the Massachusetts curriculum framework in this content area and solves a wide variety of problems at grade-level expectations.
Advanced	The student demonstrates a comprehensive and in-depth understanding of subject matter in the Massachusetts curriculum framework in this content area and provides sophisticated solutions to complex problems at grade-level expectations.

Appendix E. 2010 MCAS-Alt Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum framework learning standards in this strand.	Student addresses <i>curriculum framework</i> learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of <i>curriculum framework</i> learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of <i>curriculum framework</i> learning standards (3 or more) at grade-level expectations in this strand.
	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand (0-25% accurate).	Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26-50% accurate).	Student’s performance is mostly accurate and demonstrates some understanding in this strand (51-75% accurate).	Student’s performance is accurate and is of consistently high quality in this strand (76-100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0-25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26-50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51-75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76-100% independent).
Self-Evaluation	Evidence of self-correction, task-monitoring, goal-setting, and reflection was not found in the student’s portfolio in this content area.	Student infrequently self-corrects, monitors, sets goals, and reflects in this content area—evidence of self-evaluation was found in only one strand .	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area—evidence of self-evaluation was found in two strands .	Student frequently self-corrects, monitors, sets goals, and reflects in this content area—for a three strand portfolio , one example of self-evaluation was found in each strand; for a two strand portfolio , two or more examples were found in only one strand.	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area— two or more examples of self-evaluation were found in each strand .
Generalized Performance		Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in each strand in the content area.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in only one strand in the content area.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in two or more strands in the content area.	

