

Alternate Assessment  
for Students with Disabilities

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*MCAS Alternate Assessment (MCAS-Alt):  
Summary of  
2003 State Results*

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Massachusetts Department of Education  
January 2004

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# Massachusetts Department of Education

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This document was prepared by the Massachusetts Department of Education  
Dr. David P. Driscoll, Commissioner of Education

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## *Commissioner's Foreword*

Dear Interested Parties:

I am pleased to present you with a summary of the performance of students with disabilities who participated in the most recent administration of the MCAS Alternate Assessment (MCAS-Alt). This report clearly indicates that students in Massachusetts with the most significant disabilities are, on the whole, being provided with challenging educational opportunities based on the *Massachusetts Curriculum Frameworks*, and are making progress in their academic achievements. This report also identifies challenges inherent in educating these students and in measuring their progress and performance.

The MCAS-Alt provides a different way for students with significant disabilities to participate in statewide assessments when their IEP Teams determine they are unable to take standard MCAS tests in a particular subject. How each student participates in MCAS is the decision of his or her IEP Team. When the Team determines a student cannot participate in testing, either by taking standard MCAS tests with or without accommodations, he or she must participate in an MCAS Alternate Assessment.

It is important and necessary that all students with significant disabilities participate in MCAS and that their results be reported publicly. When the results of these students are visible in school, district, and state reports, and when these students contribute meaningfully to *Adequate Yearly Progress*, there is a greater tendency to provide students with disabilities the resources and instruction that holds them to higher standards and expectations. The MCAS-Alt monitors the annual performance of these students on state standards in a way that is both meaningful and appropriate, and provides parents and teachers with vital information on improving their education.

Sincerely,

David P. Driscoll  
Commissioner of Education

# Acknowledgments

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## *MCAS Alternate Assessment* **State Summary of 2003 Results**

### **Background**

The MCAS Alternate Assessment (MCAS-Alt) was administered statewide for the first time in 2001. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking the test with or without accommodations, or through an alternate assessment. Alternate assessments are intended for a very small number of students who are unable to take MCAS tests, even with accommodations, due to the nature and complexity of their disability(ies). Decisions as to *how*, not whether, a student participates in MCAS are made by a student’s IEP Team and must be documented in the student’s IEP.

The MCAS-Alt consists of an annual collection of work samples, instructional data, and other products organized in a portfolio for the content area for which the student was scheduled for statewide assessment. Educators select specific pieces of “evidence” for the portfolio that relate to the student’s progress and performance in learning the skills and knowledge described in the learning standards in the Massachusetts *Curriculum Frameworks*. Creation of portfolios is guided by information in the Department publication titled the *Educator’s Manual for MCAS-Alt*, which is updated annually. Information on MCAS-Alt is also available on the Department’s web page at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

### **Participation in MCAS by Students with Disabilities**

The number of students with disabilities who participate in MCAS has increased in each of the last three years (see Table 1 below). Participation in alternate assessments has remained steady at about 1% of all students assessed in grades 3-10. The rate of participation by students with disabilities, and the percentage using each assessment format (i.e., routinely-administered tests, tests given with accommodations, or alternate assessments) is shown in Table 7.

**Table 1**  
**MCAS Participation in Grades 3-8 and 10 (2001-2003)**

	All Students Tested by MCAS	Students with Disabilities Tested by MCAS (IEP and 504)	Students who took MCAS-Alt	Percent of All Students who took MCAS-Alt	Percent of Students with Disabilities who took MCAS-Alt
<b>2001</b>	521,748	77,172 (14.8%)	4,975	0.95	6.5
<b>2002</b>	526,614	78,675 (14.9%)	5,286	1.0	6.7
<b>2003</b>	531,632	88,614 (16.6%) <sup>1</sup>	5,118	0.96	5.8

<sup>1</sup> The increase in the number of tested students with disabilities in 2003 is attributable to several factors, including:

- ◆ an increase in the overall identification of students with disabilities since 2002.
- ◆ an increase in the number of LEP students with disabilities taking the tests, due to new state and federal testing requirements, who are reported as students with disabilities.
- ◆ an increase in the number of students with disabilities identified on MCAS *Student Answer Booklets* since adding a “bubble” in Spring 2003 to identify students on 504 plans.
- ◆ continuing efforts by schools and districts to ensure that *all* students participate in MCAS.
- ◆ improvements in data collection methods, and linkage of MCAS data to the Student Information Management System (SIMS), both of which were utilized to determine and verify the number of students who participated in MCAS.

Overall, Massachusetts students with disabilities have participated in MCAS in each of the last three years at rates exceeding 96%. The proportion of students receiving at least one test accommodation has increased during this period, indicating that IEP Teams are spending more time making decisions that consider the testing needs of students with disabilities. Since implementation of the MCAS-Alt in 2001, a small but significant number of the most difficult-to-assess students use this method to participate in statewide assessments.

### **Submission and Scoring of Student Portfolios**

Each May, student portfolios are sent to the Department of Education to be scored during an annual three-week summer Scoring Institute. Certified Massachusetts educators and licensed related-service providers with alternate assessment experience are recruited and trained by the Department for this purpose. Scorers must “qualify” before they can begin scoring, and are monitored carefully throughout the scoring process for their ability to score portfolios accurately and consistently. About 25% of portfolios in grades 3-8 are double-scored, with the remainder scored by a single qualified scorer. Grade 10 portfolios are scored by at least two scorers, and then referred to a “competency panel” when the portfolio evidence is deemed at or close to grade-level complexity. This ensures absolute agreement among scorers in order for a student to earn a competency determination.

Beginning in 2001, MCAS-Alt results were provided to parents, schools, and districts. On the *Parent/Guardian Report*, numerical scores are given in the following five criteria, using the *Rubric for Scoring Portfolio Strands* shown in Table 6 of the Appendix:

*" I scored portfolios last summer and couldn't believe how much I learned! I saw how hundreds of other teachers adapted the learning standards and put their students' portfolios together. It was some of the most valuable professional development I've ever received!"*

*- A Massachusetts Special Educator*

- ♦ *Level of Complexity* (i.e., alignment with state learning standards, and level of difficulty of tasks and activities addressed by the student in the content area)
- ♦ *Demonstration of Skills and Concepts* (i.e., accuracy of the student's performance)
- ♦ *Independence* (i.e., assistance given to the student in the form of cues and prompts)
- ♦ *Self-Evaluation* (i.e., decision-making, self-correction, and reflection by the student)
- ♦ *Generalized Performance* (i.e., use of different contexts and instructional approaches)

An overall *performance level* is also provided in each content area submitted in the portfolio. The following *performance levels* are reported in each content area on *Parent/Guardian Reports*, and *School and District Rosters*:

- ♦ *Incomplete*: A required assessment was not submitted in the portfolio; or, two or more of the three required strands in a content area did not contain sufficient information to determine a score in *Demonstration of Skills and Concepts* and *Independence*, and therefore scored “M” in those areas.
- ♦ *Awareness*: The student demonstrates *very little understanding* of learning standards in the Massachusetts *Curriculum Frameworks* in the content area.
- ♦ *Emerging*: The student demonstrates a *simple understanding of a limited number* of learning standards in the Massachusetts *Curriculum Frameworks* in the content area, and addresses these *below grade-level expectations*.
- ♦ *Progressing*: The student demonstrates a *partial understanding of a limited number* of learning standards in the Massachusetts *Curriculum Frameworks* in the content area, and addresses these *below grade-level expectations*.

- ♦ *Needs Improvement*: The student demonstrates a *partial understanding* of subject matter in the Massachusetts *Curriculum Frameworks at grade-level expectations* in the content area and solves some simple problems. (This performance level is considered the minimum *passing* score on the MCAS)
- ♦ *Proficient*: The student demonstrates a *solid understanding* of challenging subject matter in the Massachusetts *Curriculum Frameworks at grade-level expectations* in this content area, and solves a wide variety of problems.
- ♦ *Advanced*: The student demonstrates a *comprehensive and in-depth understanding* of subject matter in the Massachusetts *Curriculum Frameworks at grade-level expectations* in this content area, and provides sophisticated solutions to complex problems.

### MCAS-Alt Performance Data (2001-2003)

Results from three years' administration of the MCAS-Alt suggest that teachers are becoming more adept at aligning the *Massachusetts Curriculum Framework* learning standards for students with significant disabilities; and increasingly familiar with the management of student portfolios. Please refer to Tables 2 and 3 for statewide MCAS-Alt performance data.

The following trends are apparent after three years of MCAS-Alt administration:

- ♦ The number of portfolios that scored *Incomplete* decreased significantly between 2002 (44%) and 2003 (19.3%). This suggests that extensive efforts by the Department in the last three years to train and support teachers have resulted in more thorough documentation of student performance in the portfolio.
- ♦ The number of portfolios that scored *Progressing* increased dramatically from 2002 (34.3%) to 2003 (61.5%). This suggests that more than three-fifths of students with significant disabilities are not only provided access to the general curriculum, but are also able to demonstrate relatively high levels of accuracy and independence in meeting challenging outcomes based on state learning standards.
- ♦ A relatively small percentage of portfolios in the *Awareness* (3.3%) and *Emerging* (14.8%) performance levels (i.e., those below *Progressing*) indicate a less accurate and independent performance than at *Progressing*. This suggests a relative minority still have difficulty in providing challenging standards-based instruction for their students.
- ♦ In each year since 2001, the number of portfolios submitted for "competency" has increased, due to students resubmitting portfolios in grades 11 and 12. The number of students that scored *Needs Improvement* or higher in either the grade 10 ELA or Math, or in both subjects, increased to 26 in 2003. This relatively low number is understandable, given that the vast majority of students participating in MCAS-Alt are working well below grade 10 performance standards.

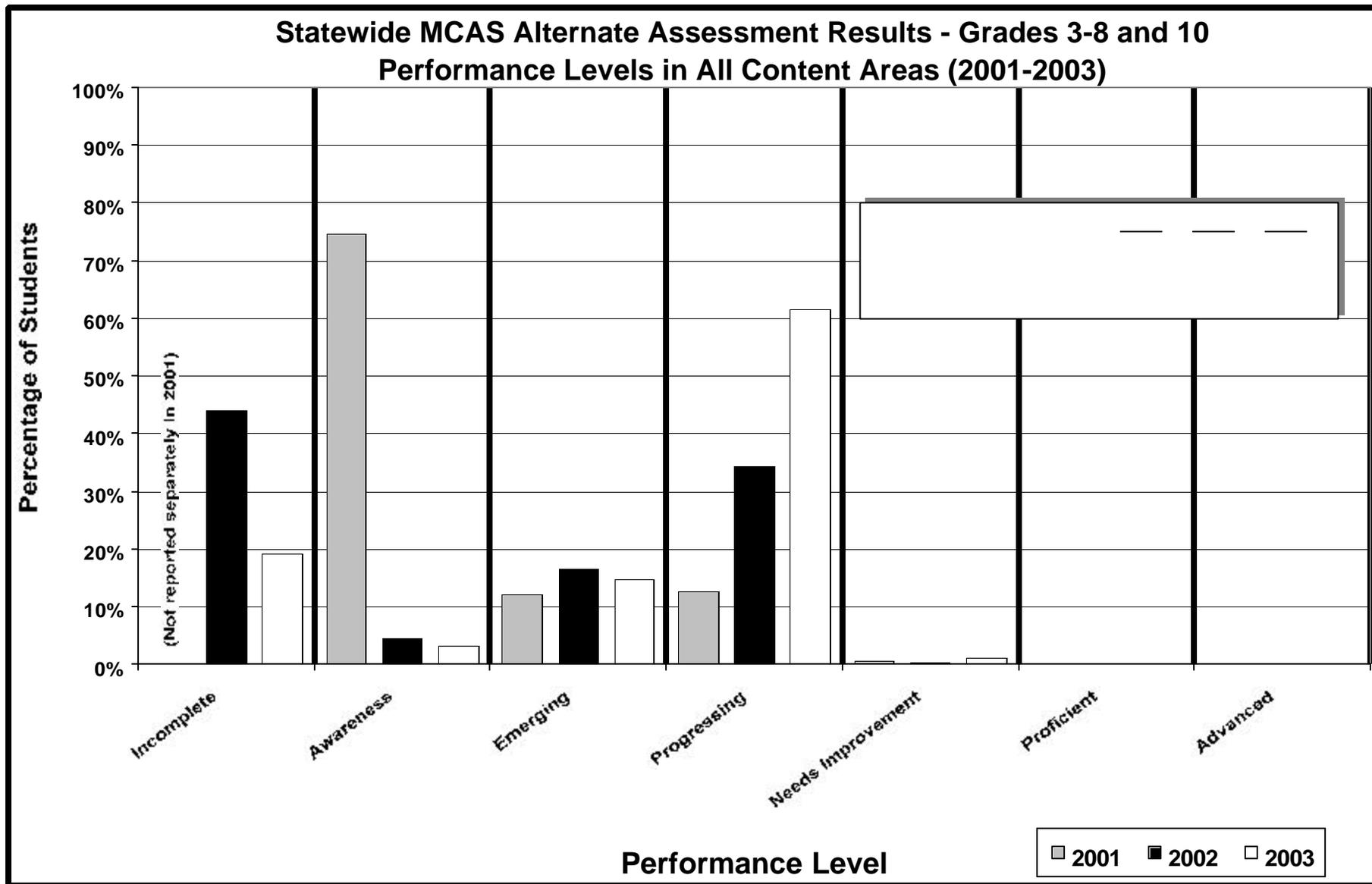
"This is my 3rd year putting together MCAS-Alt portfolios and I now find it much easier than before.

I no longer take time away from my teaching to do the portfolio, but just put work aside as it is produced and file it away.

I am spending less time looking for the perfect piece of evidence, and more time adapting the curriculum for individual students in my classroom."

- A Massachusetts Special Educator

Table 2



**Table 3**  
**2003 MCAS Alternate Assessments:**  
**Number of Students in Each Performance Level**  
**in the Content Area and Grade Assessed**

<b>Grade 3</b>			
Performance Level	ELA	MATH	SCI
Incomplete	66		
Awareness	34		
Emerging	52		
Progressing	540		
Needs Improvement	6		
Proficient	0		
Advanced	0		
<b>Total</b>	<b>698</b>		

<b>Grade 4</b>			
Performance Level	ELA	MATH	SCI
Incomplete	176	139	
Awareness	13	18	
Emerging	132	119	
Progressing	442	489	
Needs Improvement	10	8	
Proficient	0	0	
Advanced	0	0	
<b>Total</b>	<b>773</b>	<b>773</b>	

<b>Grade 5</b>			
Performance Level	ELA	MATH	SCI
Incomplete			140
Awareness			31
Emerging			91
Progressing			494
Needs Improvement			10
Proficient			0
Advanced			0
<b>Total</b>			<b>766</b>

<b>Grade 6</b>			
Performance Level	ELA	MATH	SCI
Incomplete		99	
Awareness		27	
Emerging		138	
Progressing		530	
Needs Improvement		5	
Proficient		0	
Advanced		0	
<b>Total</b>		<b>799</b>	

<b>Grade 7</b>			
Performance Level	ELA	MATH	SCI
Incomplete	137		
Awareness	26		
Emerging	118		
Progressing	446		
Needs Improvement	9		
Proficient	0		
Advanced	0		
<b>Total</b>	<b>736</b>		

<b>Grade 8</b>			
Performance Level	ELA	MATH	SCI
Incomplete		111	139
Awareness		21	17
Emerging		110	104
Progressing		411	390
Needs Improvement		1	4
Proficient		0	0
Advanced		0	0
<b>Total</b>		<b>654</b>	<b>654</b>

<b>Grade 10</b>			
Performance Level	ELA	MATH	SCI
Incomplete	162	175	
Awareness	22	29	
Emerging	110	80	
Progressing	313	323	
Needs Improvement	3	2	
Proficient	0	1	
Advanced	0	0	
<b>Total</b>	<b>610</b>	<b>610</b>	

<b>Grade 11-12 (Resubmission)</b>			
Performance Level	ELA	MATH	SCI
Incomplete	32	18	
Awareness	0	1	
Emerging	7	10	
Progressing	35	41	
Needs Improvement	8	12	
Proficient	0	0	
Advanced	0	0	
<b>Total</b>	<b>82</b>	<b>82</b>	

## Reporting Results

In each year since 2001, results of students who take alternate assessments have been included in Reports of State, District, and School MCAS Results, for several reasons:

- ♦ to promote higher standards and expectations for students with disabilities at the school in which they receive instruction
- ♦ to increase teachers' knowledge of the Massachusetts *Curriculum Framework* learning standards
- ♦ to encourage use of a variety of assessment strategies
- ♦ to encourage decisions at an administrative level that consider the needs of *all* students in the school or district, particularly regarding opportunities to learn, and allocation of resources
- ♦ to meet legal requirements for including these students in statewide assessments and reporting

*"Incorporating the Frameworks into my classroom instruction (for students with significant disabilities) has actually made teaching easier. It opened my eyes to new possibilities, and gave me more direction and purpose."*

- A Massachusetts Special Educator

For students receiving instruction in out-of-district placements, results are counted in district-level reporting only; all other students are counted in school *and* district reports. For the purpose of including MCAS-Alt results with those of tested students, students receiving scores of *Incomplete, Awareness, Emerging, or Progressing* are counted in the lowest performance level (*Warning/Failing at Grade 10*). These students are also counted for the purpose of making determinations of *Adequate Yearly Progress*, as described below.

### Adequate Yearly Progress (AYP) for Students Taking MCAS-Alt

A central goal of the federal elementary and secondary education law, *No Child Left Behind (NCLB)*, is for all students to reach proficiency by the year 2014. Schools and districts are expected to meet specific annual performance goals and to demonstrate *Adequate Yearly Progress (AYP)* for all student subgroups, including students with disabilities. Beginning in 2003, the Massachusetts accountability system will incorporate several indicators in its determination of whether a school or district is making AYP in English language arts and mathematics. Generally, AYP determinations are based on meeting targeted goals in each of the following areas:

- ♦ MCAS participation rates
- ♦ MCAS performance (scores from standard MCAS tests and MCAS-Alt)
- ♦ Changes in MCAS performance results compared to prior years
- ♦ Attendance rates for elementary and middle schools, and for districts
- ♦ Graduation rates (competency determination attainment rates until 2006) for secondary schools

### The "1% Rule"

The federal government recently released final regulations related to inclusion of students with *significant cognitive disabilities* in the calculation of school and district AYP determinations. This new rule allows the state to accommodate students with *significant cognitive disabilities* in their AYP calculations by setting different performance expectations for up to 1% of the student population. The achievement of students with *significant cognitive disabilities* must continue to reflect challenging academic goals that are aligned with the same goals as for "typical" students. Massachusetts accomplishes this by aligning the MCAS-Alt with state learning standards.

### The MCAS-Alt Index

In calculating AYP, MCAS performance is reflected in a *Composite Performance Index (CPI)*, in which each school and district is awarded points based on each student's MCAS results. Massachusetts has developed an alternate "index" for the awarding of points for students taking MCAS-Alt that parallels the index for students taking standard MCAS tests. Tables 4 and 5 show comparable point awards for students taking the standard MCAS tests and the MCAS-Alt for the purposes of calculating AYP in relation to performance. The MCAS-Alt index will allow schools to receive recognition for the progress and achievements of students with *significant cognitive disabilities*, even if these students do not reach "proficiency" as defined for a typical student.

Up to a maximum of 1% of all students in a district who are assessed by MCAS will be counted using the *MCAS-Alt Index*, as long as they have *significant cognitive disabilities* and are addressing challenging academic outcomes based on the state's learning standards. The US Department of Education has placed a 1% cap on the number of students **in each district (though not in individual schools)** that can be counted for AYP using the MCAS-Alt Index. The 1% cap does not restrict the number of students who can take the MCAS-Alt, however, as determined by their IEP Teams.

The federal "1% rule" allowing states to include students with *significant cognitive disabilities* in making local AYP determinations, and to recognize the progress and performance of these students, represents a significant policy shift for Massachusetts. Previously, students taking the MCAS-Alt and performing at the levels reflected in Table 5 had been counted only as *Warning/Failing* in the state's accountability system. This flexibility in calculating AYP will ensure that schools are appropriately acknowledged for their efforts on behalf of students with *significant cognitive disabilities*, as well as continuing to ensure high standards and high expectations for all students.

*Special Education Advisory 2004-2*, posted to [http://www.doe.mass.edu/sped/advisories/04\\_2.html#](http://www.doe.mass.edu/sped/advisories/04_2.html#), provides additional information on including students with disabilities in AYP calculations.

**Table 4: MCAS Proficiency Index**

<b>For students taking standard MCAS tests (and MCAS-Alt for students who do <u>not</u> have significant cognitive disabilities)</b>	
<b>MCAS SCALED SCORE (or MCAS-Alt equivalent)</b>	<b>POINTS AWARDED</b>
200 – 208 <i>Failing/Warning – Low (Awareness)</i>	0
<i>Failing/Warning – High (Emerging/Progressing)</i>	25
220 – 228 <i>Needs Improvement – Low</i>	50
230 – 238 <i>Needs Improvement – High</i>	75
240 – 280 <i>Proficient/Advanced</i>	100

**Table 5: MCAS-Alt Index**

<b>For students with significant cognitive disabilities taking MCAS-Alt (up to 1% of all assessed students in a district)</b>	
<b>MCAS-ALT SCORE</b>	<b>POINTS AWARDED</b>
Portfolio not submitted	0
<i>Incomplete</i>	25
<i>Awareness</i>	50
<i>Emerging</i>	75
<i>Progressing</i>	100

## State Graduation Requirement

Beginning with the class of 2003, all publicly-funded Massachusetts students must meet the state's graduation requirement to earn a "competency determination" by scoring *Needs Improvement* or higher on the grade 10 English language arts and mathematics MCAS assessments. Students are eligible to receive a high school diploma when they earn a "competency determination," and meet all local graduation requirements. Students have multiple opportunities to retake these tests, or to resubmit their MCAS-Alt portfolios. Students with disabilities remain eligible to receive special education services until they either pass the grade 10 assessments (and meet local graduation requirements), turn 22 years of age, or voluntarily withdraw from school.

## The "Competency Portfolio"

In order to earn a "competency determination," students taking the MCAS-Alt must address learning standards at a level of performance comparable to a student who passes the grade 10 standard MCAS test in that subject, and submit this documentation in their portfolio. Students *may* resubmit their portfolio beyond grade 10, though they are not required to do so, when the IEP Team determines that, by doing so, the student is likely to meet the *Needs Improvement* performance level on the grade 10 assessment. Specific requirements for the "competency portfolio" are described in the *2004 Educators Manual for MCAS-Alt* available on the Department's web page at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

Each year since 2001, a small number of students in grades 10 and beyond have "passed" one or both assessments on the MCAS-Alt. **In 2003, twenty-six students in grades 10-12 scored *Needs Improvement* or *Proficient* on the MCAS-Alt in English language arts and/or mathematics** (see Table 3). This number represents a dramatic increase over the previous two years, when eleven students in 2001 and twelve in 2002, "passed" one or the other (or both) subjects in grades 10-12. This growth reflects an both an increase in the number of students who are resubmitting portfolios in grades 11 and 12, and the emerging skill of teachers in assembling portfolios for "competency."

It is also important to note that the vast majority of students taking alternate assessments (about 90%) have significant cognitive disabilities, and therefore do not address learning standards at or near grade-level expectations. Therefore, these students are not likely to earn scores of *Needs Improvement*, *Proficient*, or *Advanced* on the MCAS-Alt.

## Teacher Survey

Although improvements in MCAS-Alt performance are evident in the data collected over three years, several challenges were identified in a survey of 1600 teachers conducted in June 2003 by Measured Progress, the state's contractor. 1,436 teachers (90% of those canvassed) responded to questions regarding the number of portfolios they submitted; years of teaching experience; years conducting MCAS-Alt; training and assistance they received in compiling student portfolios; and the perceived benefits (if any) of administering the MCAS-Alt to their students. The following is a brief summary of findings from this survey.

- ♦ 90% submitted portfolios for six or fewer students in 2003; 75% submitted four or fewer
- ♦ 36% submitted portfolios for the first time in 2003
- ♦ 80% received at least some training prior to conducting the MCAS-Alt, 61% at a Department-sponsored event
- ♦ 61% reported benefits derived from the MCAS-Alt that include improvements in student learning, improvements in their own teaching, sharing portfolios at IEP Team meetings, and using portfolios for classroom and/or diagnostic assessments, and for progress reporting
- ♦ 85% reported receiving at least some assistance from another adult in compiling portfolios: 38% from a related service provider; 12% from a general educator; 10% from parents; 35% from the student whose portfolio was being created

- ♦ More than 33% of teachers were provided classroom coverage or flexible scheduling in order to compile portfolios; more than 25% were given time to meet with colleagues to discuss the MCAS-Alt.
- ♦ While 19% of all content areas were scored *Incomplete*, these were submitted by 34% of teachers, suggesting the need to focus training on specific teachers and schools.

Information from this survey will be used by Department to identify the need for assistance, training, and continued support for Massachusetts teachers responsible for these assessments

### **Resources and Materials**

Since November 1998, the Department has maintained a contract with Measured Progress, a private, not-for-profit firm based in Dover, New Hampshire, that specializes in assisting states to develop and implement statewide alternate assessments. A new, five-year contract was awarded to Measured Progress in September 2003 to continue working with the Massachusetts Department of Education in 2004-2008. Measured Progress can be reached by telephone at (603) 749-9102.

The Department makes available materials, resources, and training to assist teachers, parents, and administrators in understanding the purpose and requirements of the MCAS-Alt. The Department also maintains a network of trainers who are available to assist colleagues who are learning to conduct the MCAS-Alt.

The *Educators Manual for MCAS-Alt* is updated annually and is distributed to all teachers who conduct alternate assessments. The *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Significant Disabilities* (2001) is also available to assist teachers in aligning their instruction with state standards. Other materials, including sample student portfolios, and notice of Department-sponsored training opportunities, are available on the Department's alternate assessment web page at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt). Please contact the Department at (781) 338-3625 to obtain additional information and assistance.

**Table 6**  
**2003 RUBRIC for Scoring MCAS-Alt Portfolio Strands**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Level of Complexity</b>	Portfolio strand reflects little or no apparent basis on the Massachusetts <i>Curriculum Frameworks</i> learning standards in this subject.	Portfolio strand documents instruction in primarily social, motor, and communication “access skills” within the context of activities based on the Massachusetts <i>Curriculum Frameworks</i> learning standards in this subject.	Portfolio strand documents instruction that addresses Massachusetts <i>Curriculum Frameworks</i> learning standards in this subject at modified levels of difficulty and complexity (i.e., through “entry points”).	Portfolio strand documents instruction that addresses a narrow sample of Massachusetts <i>Curriculum Frameworks</i> learning standards (i.e., one or two) in this subject at grade-level expectations.	Portfolio strand documents instruction that addresses a broad sample of Massachusetts <i>Curriculum Frameworks</i> learning standards (i.e., three or more) in this subject at grade-level expectations.

	<b>M</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Demonstration of Skills and Concepts</b>	Portfolio strand contains insufficient information to determine a score for Demonstration of Skills and Concepts.	Portfolio strand indicates that student’s performance is primarily inaccurate (0–25% accurate) with minimal understanding of learning standards in this subject.	Portfolio strand indicates that student’s performance is limited and inconsistent with regard to accuracy (26–50% accurate) and understanding in this subject.	Portfolio strand indicates that student’s performance is mostly accurate (51–75% accurate), and demonstrates some understanding in this subject.	Portfolio strand indicates that student’s performance is accurate (76–100% accurate), and demonstrates a high-level of understanding in this subject.
<b>Independence</b>	Portfolio strand contains insufficient information to determine a score for Independence.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this subject (0–24% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this subject (25–49% independent).	Student requires some verbal, visual, or physical assistance to demonstrate skills and concepts in this subject (50–74% independent).	Student requires infrequent assistance to demonstrate skills and concepts in this subject (75–100% independent), and initiates responses under appropriate conditions.
<b>Self-Evaluation</b>	Evidence of self-evaluation does not exist in the student’s portfolio in this subject.	Student infrequently self-corrects, monitors, sets goals, and reflects on performance in this subject (i.e., evidence of self-evaluation exists in only one portfolio strand).	Student occasionally self-corrects, monitors, sets goals, and reflects on performance in this subject (i.e., evidence of self-evaluation exists in two portfolio strands).	Student frequently self-corrects, monitors, sets goals, and reflects on performance in this subject (i.e., evidence of self-evaluation exists in three portfolio strands).	Student self-corrects, monitors, sets goals, and reflects on performance all or most of the time in this subject (i.e., multiple examples of self-evaluation exist in all three portfolio strands).
<b>Generalized Performance</b>		Student demonstrates knowledge and skills in one context (i.e., using one instructional approach) in each portfolio strand in this subject.	Student demonstrates knowledge and skills in two contexts (i.e., using two instructional approaches) in each portfolio strand in this subject.	Student demonstrates knowledge and skills in three contexts (i.e., using three instructional approaches) in each portfolio strand in this subject.	Student demonstrates knowledge and skills in four or more contexts (i.e., using four or more instructional approaches) in each portfolio strand in this subject.

**Table 7**  
**2003 MCAS**  
**Rate and Method of Participation by Students with Disabilities**

