

APPENDIX T

SAMPLE REPORTS – MCAS-ALT

Who must take MCAS?

All students in grades 3–8 and 10 who attend publicly funded school programs are required to participate in the MCAS statewide assessment. A relatively small number of students with disabilities take the MCAS-Alt if they are unable to take regular MCAS tests, even with accommodations.

The decision to participate in an alternate assessment is made each year in each subject by the student’s IEP team, which includes parents/guardians. Most students who take the alternate assessment receive individualized instruction that has been substantially modified from the instruction other students receive. Please be aware that participation in the MCAS-Alt may eventually delay, or otherwise affect, your child’s ability to earn a high school diploma.

Why include students with disabilities in the MCAS and MCAS-Alt?

It’s the law.

State and federal laws require the participation of all students in statewide assessments. The alternate assessment allows students with significant disabilities who cannot take regular MCAS tests to “show what they know” and to receive instruction at a level that is challenging and attainable.

MCAS helps to determine how much a student is learning.

An MCAS-Alt portfolio shows what the student has learned during the school year. Scores provide accurate and detailed feedback that can be used to identify challenging goals and instruction for the future.

Including all students in a school’s or district’s test results ensures that all students will be taught.

Counting the results of students who take the MCAS-Alt means that those students are more likely to be considered when resource decisions are made.

As learning improves, expectations are raised.

Evidence indicates that students learn more than expected when they are engaged in instruction based on the state’s learning standards, and when they participate in assessments based on those learning standards.

How are the MCAS-Alt results used?

MCAS-Alt results should be used by the school and the IEP team to:

- identify challenging academic goals and plan instruction for the student
- measure the student’s progress in achieving the academic standards in the Massachusetts curriculum frameworks
- allocate sufficient school resources for the student’s education
- establish whether the school and district are making progress in educating students with disabilities

Can students meet the state’s graduation requirement and earn a diploma if they participate in the MCAS-Alt?

A student must meet both state and local requirements in order to graduate. However, only a small number of students who participate in the MCAS-Alt have been able to meet the state’s graduation requirement.

In order to meet the state’s graduation requirement by taking the MCAS-Alt, a student must submit a “competency portfolio” in high school that

- demonstrates the student’s knowledge and skills at a grade 10 level of performance; and
- includes independently produced work samples that address the required high school learning standards.

These requirements are described in the *Educator’s Manual for MCAS-Alt*, which is available at www.doe.mass.edu/mcas/alt/resources.html. Important information for schools and parents about the MCAS-Alt is available at www.doe.mass.edu/mcas/alt/essa/.

For more information

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| Massachusetts Comprehensive Assessment System (MCAS) | www.doe.mass.edu/mcas |
| MCAS Alternate Assessment (MCAS-Alt) | www.doe.mass.edu/mcas/alt |
| MCAS participation requirements for students with disabilities | www.doe.mass.edu/mcas/accessibility |
| Graduation requirements and MCAS performance appeals | www.doe.mass.edu/mcas/graduation.html |
| If you have questions | Email: mcas@doe.mass.edu |

Spring 2018 MCAS Alternate Assessment (MCAS-Alt) Parent/Guardian Report



Name: CARON, MADISON A.

SASID: D101000056

School: Demonstration School 1

Grade: 10

District: Demonstration District B

Date of Birth: 05/19/2000

Enclosed are your child’s results from the 2018 MCAS Alternate Assessment (MCAS-Alt). All students were required to participate in either the MCAS or MCAS-Alt. Your child submitted an MCAS-Alt portfolio last spring, as indicated in his or her IEP or 504 plan. The MCAS-Alt portfolio is a record of your child’s accomplishments, including a collection of his or her academic work, that is submitted to the state. Your child’s school was required to invite you to review the portfolio before it was submitted and see your child’s progress.

Please meet with your child’s teacher(s) to discuss the meaning of these results, and to talk about your child’s goals for the coming school year. Your support is extremely important. The Department of Elementary and Secondary Education would like to acknowledge the hard work of your child’s teachers in creating the portfolio and contributing to this important and worthwhile effort.

Your Child's Overall Results

English Language Arts

Achievement Level

Progressing

Mathematics

Achievement Level

Progressing

Science and Technology/Engineering

Achievement Level

Progressing

Purposes of the MCAS-Alt

The MCAS-Alt is a portfolio assessment designed to measure the achievement of students with significant disabilities in selected areas of English Language Arts, Mathematics, and Science and Technology/Engineering. Your child is expected to demonstrate knowledge of the state’s learning standards at a level that is challenging and appropriate.

The purpose of the MCAS-Alt is to make sure schools are teaching the standards to all students, regardless of their disability and even when they cannot show what they know on a standard test.

What is the MCAS-Alt Portfolio?

Your child’s portfolio includes samples of his or her school work and a record of his or her progress in the subject(s) being assessed. Each portfolio includes the same subjects that are assessed on the standard MCAS tests for the student’s grade level. Students taking the MCAS-Alt often work on knowledge and skills at lower levels of difficulty than their peers, though this is not always the case.

Achievement Level Descriptors

A score of *Needs Improvement*, *Proficient*, or *Advanced* on the high school MCAS-Alt is required to meet the state's graduation requirement.

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|--------------------------|--|
| Advanced | A student at this level demonstrated a comprehensive understanding of challenging grade-level subject matter and provided sophisticated solutions to complex problems. |
| Proficient | A student at this level demonstrated a solid understanding of challenging grade-level subject matter and solved a wide variety of problems. |
| Needs Improvement | A student at this level demonstrated a partial understanding of grade-level subject matter and solved some simple problems. |
| Progressing | A student at this level demonstrated a partial understanding below grade-level expectations of selected learning standards and core knowledge topics contained in the Massachusetts curriculum framework for the subject. Students at this level are steadily learning new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate. |
| Emerging | A student at this level demonstrated a simple understanding below grade-level expectations of a limited number of learning standards and core knowledge topics contained in the Massachusetts curriculum framework for the subject. Students at this level require frequent prompting and assistance, and their performance is limited and inconsistent. |
| Awareness | A student at this level demonstrated very little understanding of learning standards and core knowledge topics contained in the Massachusetts curriculum framework for the subject. Students at this level require extensive prompting and assistance, and their performance is mostly inaccurate. |
| Incomplete | Insufficient evidence and information was included in the portfolio to allow an achievement level to be determined in the subject. |

Your Child's Achievement Level (✓)

| English Language Arts | Mathematics | Science and Technology/Engineering |
|-----------------------|-------------|------------------------------------|
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| ✓ | ✓ | ✓ |
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The section above shows your child's overall achievement level in each subject of the alternate assessment. The MCAS-Alt portfolio was scored in each area shown below. Scores for *Level of Complexity*, *Demonstration of Skills and Concepts (accuracy)*, and *Independence* were combined to give the overall achievement level.

MCAS-Alt Scoring Areas and Your Child's Scores

| ENGLISH LANGUAGE ARTS | | | | | | MATHEMATICS | | | | | | SCIENCE and TECHNOLOGY/ENGINEERING | | | | | | | | | | | | | | | | | | | | |
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| | Level of Complexity | | | | | Demonstration of Skills and Concepts | | | | Independence | | | | Self-Evaluation | | Generalized Performance | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | M | 1 | 2 | 3 | 4 | M | 1 | 2 | 3 | 4 | M | 1 | | | | | | | 2 | 1 | 2 | 1 | 2 | 3 | 4 | M | 1 |
| Language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Biology 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Biology 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Biology 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | | | | | | | | | | | | | | Biology 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Your child's portfolio was scored in the following Scoring Areas:

Level of Complexity — How your child addressed the learning standards in each subject (strand)

- 5 - Student addresses a broad range of curriculum framework learning standards (three or more) at grade-level expectations in this strand.
- 4 - Student addresses a narrow sample of curriculum framework learning standards (one or two) at grade-level expectations in this strand.
- 3 - Student addresses curriculum framework learning standards that have been modified below grade-level expectations in this strand.
- 2 - Student primarily addresses social, motor, and communication "access skills" during instruction based on curriculum framework learning standards in this strand.
- 1 - Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.

Demonstration of Skills and Concepts — The percentage of accurate (correct) responses

- 4 - Student's performance is accurate and is of consistently high quality in this strand (76-100% accurate).
- 3 - Student's performance is mostly accurate and demonstrates some understanding in this strand (51-75% accurate).
- 2 - Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26-50% accurate).
- 1 - Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0-25% accurate).
- M - Portfolio strand contains insufficient information to determine a score.

Independence — The amount of assistance your child received

- 4 - Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76-100% independent).
- 3 - Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51-75% independent).
- 2 - Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26-50% independent).
- 1 - Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0-25% independent).
- M - Portfolio strand contains insufficient information to determine a score.

Self-Evaluation — Your child's awareness of his or her performance

- 2 - Student self-corrects, monitors, sets goals, and reflects in this subject; multiple examples of self-evaluation were found in this strand.
- 1 - Student infrequently self-corrects, monitors, sets goals, and reflects in this subject; only one example of self-evaluation was found in this strand.
- M - Evidence of self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this strand.

Generalized Performance — The number of approaches used by your child to demonstrate knowledge and skills

- 2 - Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in this strand.
- 1 - Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in this strand.