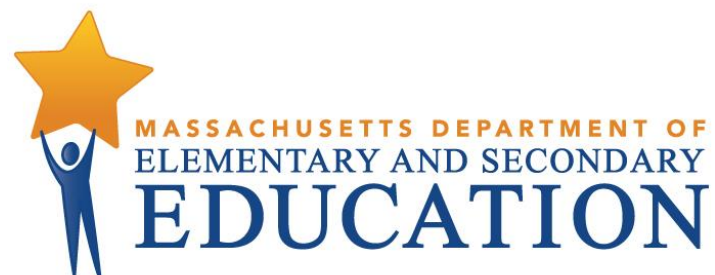


APPENDIX R
GUIDELINES FOR SCORING
2021 MCAS-ALT



Guidelines for Scoring 2021 MCAS-Alt

MCAS Alternate Assessment

Massachusetts Comprehensive Assessment System



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education

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Commissioner

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Purpose of the Scoring Guidelines

The purpose of the *Guidelines for Scoring 2021 MCAS-Alt* is to train scorers to evaluate the 2021 MCAS Alternate Assessment (MCAS-Alt). These guidelines provide important information so that scorers can give valid scores on statewide MCAS-Alt assessments and maintain consistency in applying the scoring rules during the scoring process. Massachusetts educators are also encouraged to use these guidelines to familiarize themselves with the process used to evaluate the MCAS-Alt assessments for their students.

MCAS-Alt is the state's alternate assessment for students with the most significant cognitive disabilities who cannot be assessed on standard MCAS tests, even with accommodations, due to the severity of their disabilities. It is important to assess the academic performance of all students in relation to the state's learning standards, and to include students with disabilities in MCAS reporting, so results provided to their schools can be used to improve instruction. The MCAS-Alt ensures that students with the most significant cognitive disabilities have an opportunity to show what they know academically and to receive instruction at a level that is challenging and attainable.

By participating in alternate assessments and including their scores in the results of their school and district, students have a greater chance of being considered when decisions are made to allocate staff and resources. Requirements for conducting the MCAS-Alt are provided in the *2021 Educator's Manual for MCAS-Alt*, available at www.doe.mass.edu/mcas/alt/resources.html.

Table of Contents

Introduction and Background	1
General Guidelines for Scorers	2
Content Areas Assessed by MCAS-Alt: Grades 3, 4, and 5	3
Content Areas Assessed by MCAS-Alt: Grades 6, 7, and 8	4
Content Areas Assessed by MCAS-Alt: High School	5
Required Assessment Contents	6
Summary of Scoring Process: Scorers	7
Summary of Scoring Process: Table Leaders	9
Scoring: <i>Complexity</i>	10
Scoring: <i>Completeness</i>	12
Scoring: <i>Demonstration of Skills and Concepts (DSC) and Independence (IND)</i>	20
Scoring: ELA–Writing	21
Scoring: Science and Technology/Engineering (STE) (Grades 5 and 8), and High School Biology and Introductory Physics	24
Scoring: <i>Self-Evaluation (S-E)</i>	25
Scoring: <i>Generalized Performance (GP)</i>	26
Scoring Rules in Special Cases	27
Maintaining Validity and Reliability	28
Appendix A: Comment Key	29
Appendix B: MCAS-Alt Glossary	30
Appendix C Skills Survey	31
Appendix D: Sample Data Charts	32
Appendix E: MCAS-Alt Scoring and Writing Rubric	35
Appendix F: STE Strand Cover Sheet and STE Summary Sheet	37
Appendix G: Teacher-Scribed Work Sample	39
Appendix H: Informational Text–Supplemental List and Literature and Informational Text Types	40

Introduction and Background

The MCAS Alternate Assessment (MCAS-Alt) has been administered annually in Massachusetts since 2001. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking standard MCAS tests with or without accommodations, or by taking the MCAS-Alt. Decisions regarding how each student will participate in MCAS must be made by the student’s IEP team and documented in the student’s IEP; or listed in the student’s 504 plan.

Contents and Structure of the MCAS-Alt

The MCAS-Alt consists of 1) the MCAS-Alt Skills Survey, which is a standardized, measurable, and scorable component that must be completed by teachers prior to selecting “entry points” for subsequent, deeper assessment in the required strand and subject; and 2) a collection of “primary evidence” consisting of data charts, work samples and descriptions based on the selected entry points or access skills in the specific areas identified for submission in the required subject. The collection of evidence is organized into “strands” according to the standards specified for assessment in each grade and content area. Each strand includes the following products and information:

- **MCAS-Alt Skills Survey** (see sample in Appendix D)
- **one data chart** showing the student’s performance on at least eight different dates, based on a skill listed in the state’s Resource Guide for students with disabilities in the learning standard and subject required for assessment
- at least **two pieces of evidence**, including work samples, video clips, and/or photographs, showing the student’s performance based on the skill listed on the data chart, with a brief description of how the student demonstrated the skill
- examples of **supporting documentation**, including materials and tools used by the student, reflection sheets, and other supporting documentation at the discretion of the teacher

Exceptions to the above assessment requirements are described on pages 21-23 for ELA-Writing (all grades) and on page 24 for Science and Technology/Engineering (grades 5 and 8 and “next-generation” high school Biology and Introductory Physics). * Due to the 2020 pandemic, STE for grade 10 is not required this school year only.

Detailed instructions for conducting the MCAS-Alt are available in the Department’s publication entitled the Educator’s Manual for MCAS-Alt, which is updated annually. The Educator’s Manual is posted on the Department’s website at www.doe.mass.edu/mcas/alt/resources.html and is made available at Department-sponsored training events.

Scoring the MCAS-Alt

After the skills surveys and portfolios evidence collections are submitted to the Department on May 20, 2021, they are reviewed and scored at a scoring institute sponsored by the Department and Cognia, the state’s alternate assessment contractor. The *Guidelines for Scoring 2021 MCAS-Alt* (this publication) provides detailed information on the process that will be used by scorers to review and rate each student’s alternate assessment. This guidelines publication is also available at www.doe.mass.edu/mcas/alt/results.html.

General Guidelines for Scorers

Carefully review the following scoring guidelines and review each step of the scoring process included in this booklet, including all scoring rules and onscreen displays in the AltScore program.

Scorers must:

- **Score objectively and impartially.**

Put aside opinions about the appropriateness of the student's placement, program, or services; opinions on why the student is participating in the alternate assessment; and personal feelings about statewide assessment in general.

- **Review all evidence in a strand before scoring the strand.**

- **Score only what is provided in each strand.**

Do not make inferences or assumptions about what the student or teacher may have intended or should have included. Use *actual evidence*, rather than the description of the evidence provided by the teacher, as the basis for determining the score.

- **Avoid biases in reviewing the assessment based on overall presentation, neatness, and/or organization of the contents.**

- **Score each rubric area separately for each strand.**

- **Respect student and teacher confidentiality.**

In accordance with the Family Educational Rights and Privacy Act (FERPA), do not discuss confidential student information with anyone. Do not use the names of teachers or students when discussing the contents of any assessment. Do not score any assessment if you are familiar with the student or teacher who submitted it.

- **Respect the contents of the assessments.**

Student assessments must be returned in the same condition in which they were submitted. Maintain the order of all contents in the three-ring binder. Remove notes, flags, and placeholders you may have used during scoring.

- **Keep food and drinks away from the binders.** Store uncovered, sticky, or greasy edibles underneath the scoring table at all times.

- **Score at a reasonable pace, without rushing.**

Read each question and answer it based on the evidence in front of you. Be methodical without taking too long. Each strand should take no more than about fifteen minutes to score. Ask for assistance only if you get stuck.

Content Areas Assessed by MCAS-Alt: Grades 3, 4, and 5

A student in this grade	Must be assessed in the following	
	Content areas	Strands/Domains
3	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Operations and Algebraic Thinking ○ Measurement and Data
4	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Operations and Algebraic Thinking ○ Number and Operations–Fractions
5	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Number and Operations in Base Ten ○ Number and Operations–Fractions
	<ul style="list-style-type: none"> • Science and Technology/Engineering (STE) * 	<ul style="list-style-type: none"> • Three different STE disciplines, one core idea for each discipline

The content areas assessed by the 2021 MCAS-Alt for all grades are shown below.

* STE assessments may include evidence collected during the current and one immediately preceding school year.

Content Areas Assessed by MCAS-Alt: Grades 6, 7, and 8

A student in this grade	Must be assessed in the following	
	Content areas	Content areas
6	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ The Number System ○ Statistics and Probability
7	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Ratios and Proportional Relationships ○ Geometry
8	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Expressions and Equations ○ Geometry
	<ul style="list-style-type: none"> • Science and Technology/Engineering * 	<ul style="list-style-type: none"> • Three different STE disciplines, one core idea for each discipline

* STE assessments may include evidence collected during the current and one immediately preceding school year.

Content Areas Assessed by MCAS-Alt: High School

A student in this grade	Must be assessed in the following	
	Content areas	Content areas
9 or 10	<ul style="list-style-type: none"> • Science and Technology/Engineering * 	Next-Generation STE: ¹ Choose one discipline: <ul style="list-style-type: none"> ○ Biology or ○ Introductory Physics Legacy STE: ² Choose three standards in any one discipline: <ul style="list-style-type: none"> ○ Chemistry or ○ Technology/Engineering
10	<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • One portfolio strand each in: <ul style="list-style-type: none"> ○ Reading (Literature or Informational Text) ○ Language (<i>Vocabulary Acquisition and Use</i>) ○ Writing (<i>Text Types and Purposes</i>)
	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • One portfolio strand each in any three of the following strands: <ul style="list-style-type: none"> ○ Number and Quantity/The Number System ○ Statistics and Probability ○ Algebra/Expressions and Equations ○ Geometry ○ Functions/Ratios and Proportional Relationships

* STE assessments may include evidence collected during the current and one immediately preceding school year. Review the STE assessment format on page 24.

¹ “Next generation” refers to standards in the 2016 Science and Technology/Engineering Curriculum Framework.

² “Legacy” refers to standards in the 2001/2006 Science and Technology/Engineering Curriculum Framework.

Required Assessment Contents

Assessment Overview

The MCAS-Alt consists of 1) a completed MCAS-Alt Skills Survey for each assessed strand; and 2) either two or three strands in each content area, depending on the subject and student's grade (see tables on pages 3–5) organized in a three-ring binder for each student. Guidelines for assembling the MCAS-Alt are provided in the 2021 Educator's Manual for MCAS-Alt, available at www.doe.mass.edu/mcas/alt/resources.

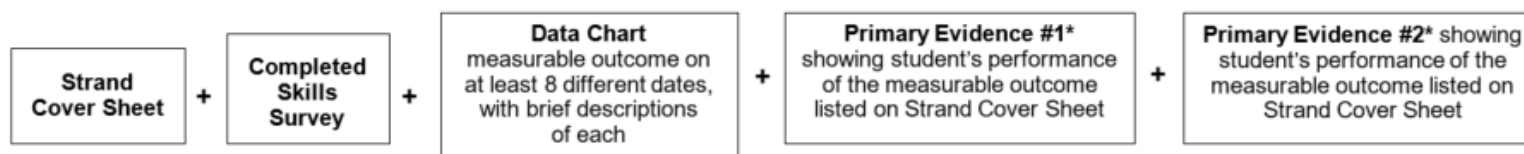
Required Forms

- Portfolio Cover Sheet
- Student's Weekly Schedule
- Student's Introduction
- Verification Form
- School Year Calendar

The overall score will not be affected if a required form is missing, but the scorer should provide comment 54 or 55 from the Comment Key (Appendix A), as appropriate.

Contents of Each Strand:

The “evidence” shown below must be included, at minimum, in each required strand (except ELA–Writing and next-generation STE). In addition, other supporting documentation may also be submitted at the teacher's discretion (see below). The measurable outcome being assessed must **remain the same** throughout each strand.



A complete strand includes the following components:

* Primary evidence may be a **work sample, video sample, photograph, or series of photos** clearly showing a final product. Video samples may be up to 3 minutes in duration. Evidence must be labeled with name, date, percent accuracy, percent independence, and must include a brief description of the activity (either on the evidence or on a Work Sample Description form).

Supporting Documentation (Optional):

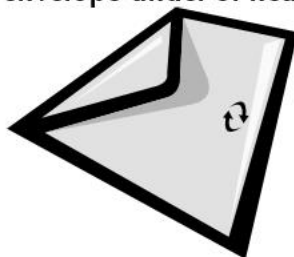
- Work Sample Description form(s)
- Tools, templates, organizers, reference sheets, computer screenshots, description, or sample screen of Augmentative and Alternative Communication (AAC) or another technology-based device used by the student
- Reflection sheets or other examples of self-evaluation

Summary of Scoring Process: Scorers

The Scorer:

1

- Receives a three-ring binder from the Table Leader
- Removes it from unsealed white envelope
- Stores the envelope under or near the binder



2

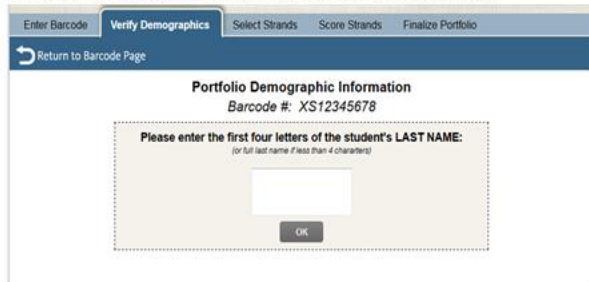
Enters the 10-digit barcode found on the white envelope (beneath the student name label) into the AltScore program



The barcode will always begin with 2364

3

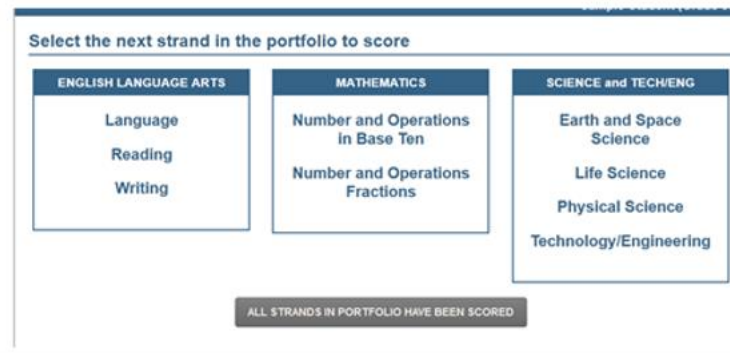
Confirms that demographic information in the AltScore program matches the Portfolio Cover Sheet of the assessment to be scored



The screenshot shows a web interface with a navigation bar containing 'Enter Barcode', 'Verify Demographics', 'Select Strands', 'Score Strands', and 'Finalize Portfolio'. Below the navigation bar is a 'Return to Barcode Page' button. The main content area is titled 'Portfolio Demographic Information' and displays 'Barcode #: XS12345678'. Below this is a text input field with the prompt 'Please enter the first four letters of the student's LAST NAME: (or full last name if less than 4 characters)'. An 'OK' button is located at the bottom of the input field.

4

Selects a strand to score



The screenshot shows a web interface with the heading 'Select the next strand in the portfolio to score'. Below the heading are three columns of options, each with a blue header and a white body. The first column is 'ENGLISH LANGUAGE ARTS' with options 'Language', 'Reading', and 'Writing'. The second column is 'MATHEMATICS' with options 'Number and Operations In Base Ten' and 'Number and Operations Fractions'. The third column is 'SCIENCE and TECH/ENG' with options 'Earth and Space Science', 'Life Science', 'Physical Science', and 'Technology/Engineering'. At the bottom of the interface is a grey button that says 'ALL STRANDS IN PORTFOLIO HAVE BEEN SCORED'.

Summary of Scoring Process: Scorers (Continued)

The Scorer:

5

- Scores each strand individually
- Answers each question in the AltScore program for each strand, in order to determine scores for:
 - Level of Complexity
 - Completeness
 - Demonstration of Skills and Concepts
 - Independence
 - Self-Evaluation
 - Generalized Performance

6

- Adds Strand Comments, as appropriate, for each strand
- Informs Table Leader of any scores of “M” or Level of Complexity (LOC)=1

(Note: A score of “M” means that strand evidence was either missing or insufficient to score. “M” comments will be generated automatically, as needed, according to scorers’ responses to the AltScore “Completeness” questions.)

7

- Scores the remaining strands in each content area until all have been scored
- Adds General Portfolio Comment(s), as appropriate, for each content area

General Portfolio Comments	
General Comments	
<input type="checkbox"/>	18 Instruction allowed student to demonstrate knowledge and creative approaches.
<input type="checkbox"/>	19 Review portfolio requirements in the <i>Educator's Manual for</i>
<input type="checkbox"/>	20 One or more required forms in the portfolio were missing.
<input type="checkbox"/>	21 Verification Form was not signed by parent/guardian, and attempts made by school to contact parent/guardian.
<input type="checkbox"/>	22 Evidence was not divided into strands. Scorer attempted to

8

Places binder back in white envelope and returns it to the Table Leader



Summary of Scoring Process: Table Leaders

The Table Leader:

1

- Distributes binders to scorers at their table
- Answers questions from scorers at their table
- Uses AltScore “Arbitration” screen to complete steps 2, 3, and 4

2

- Double-scores each scorer every fifth binder (or at least once each morning and each afternoon), and as needed, at the Table Leader’s discretion
- Determines whether a double or resolution score is needed
- Ensures that double scores are conducted by a scorer at another table.

3

- Tracks and maintains the flow of binders into and out of the double-score box.
- Follows procedure for “M” resolution and discrepancy resolution scores.

(Note: A score of “M” means that strand evidence was either missing or insufficient to score)

4

- Discusses any inaccurate scores with the scorer, based on resolution score
- Checks percent of inter-rater reliability (IRR) in AltScore for scorers based on their double-scored binders

5

- Returns binders to their original box when completely scored
- Confirms that all strands have been scored

6

- Returns completed boxes to the Quality Control room
- Retrieves a new box of binders from storage room

Scoring: Complexity

The following numbered questions appear in AltScore, the program that guides scorers through the scoring process. Many of the AltScore questions will be different for **ELA–Writing** and **Science and Technology/Engineering**.

1. DOES THE MEASURABLE OUTCOME CONTAIN AN ACCEPTABLE ENTRY POINT OR ACCESS SKILL FOUND IN RESOURCE GUIDE FOR THIS STRAND/DOMAIN?

Scorer must confirm that:

- The strand includes a measurable outcome (listed on line 5 on the Strand Cover Sheet).
- The entry point or access skill is in the Resource Guide. Line 4 of the Strand Cover Sheet lists the **page number** in the Resource Guide on which the entry point or access skill is listed (If page number is not listed, use **CTRL+F** and type in a key word to search.)
- The wording of the entry point or access skill has not been **excessively modified** in the measurable outcome (i.e., the original meaning and intent of the entry point or access skill has been maintained).
- If the measurable outcome is not based on an entry point or access skill found in the Resource Guide, scorer reports to table leader who will request **floor manager’s approval** prior to answering NO.

Examples of entry points that were modified in the measurable outcome:

1. Entry point (Mathematics-The Number System): Represent a real-life negative quantity using a vertical or horizontal number line.

Modification of the measurable outcome (Acceptable):

- Student will represent a real-life negative quantity using a number line with 80% accuracy and 100% independence (Note: “...vertical or horizontal” was deleted.)

2. Entry point (Mathematics–Number and Operations–Fractions):

- *Solve a multiplication word problem involving fractions using manipulatives*

Modification of the measurable outcome (Unacceptable):

- *Student will solve a multiplication word problem using manipulatives with 80% accuracy and 100% independence*

(NOTE: Measurable outcome from the *Number and Operations–Fractions* domain must include “fractions.”)

If the answer to question 1 is YES, scorer answers this follow-up question:

- **DOES THE MEASURABLE OUTCOME INCLUDE MULTIPLE SKILLS** (e.g., “addition and subtraction”)?

Scoring: Complexity (Continued)

2. IS THE SKILL ADDRESSED DURING A STANDARDS-BASED ACTIVITY?

Scorers must confirm that:

- The student has addressed the skill in the context of an academic (i.e., standard-based) activity.
- If Level of Complexity is Access Skills, the student has addressed the skill in the context of an academic (i.e., standard-based) activity. (See line 4, Strand Cover Sheet).

Examples:

Academic activities expose the student to the tools, concepts, and materials of the **content area** required for assessment, such as:

- Student will *turn her device on/off* to participate in a counting sequence activity within 10 seconds of a directive.
- Student will *visually track materials* representing informational text within a specified amount of time.
- Student will *orient or manipulate materials* used to create possible solution(s) to a simple design problem model.

Non-academic activities might include:

- Carrying a jug of water
- Engaging in personal hygiene (e.g., bathroom routines)
- Choosing a motivational reward

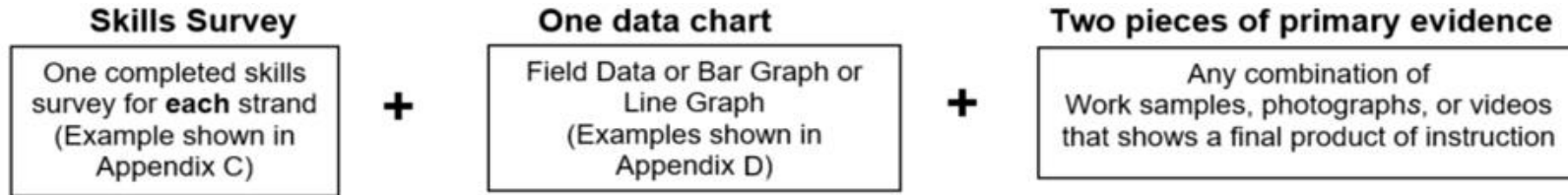
SCORING RUBRIC: Level of Complexity (LOC)				
1	2	3	4	5
Assessment reflects little or no basis in, or is unmatched to, <i>Curriculum Framework</i> learning standards required for assessment. (“NO” to Complexity questions 1 or 2)	Student addresses social, motor, and communication “ access skills ” during instruction based on <i>Curriculum Framework</i> learning standards in this strand.	Student addresses <i>Curriculum Framework</i> learning standards that have been modified below grade-level expectations (i.e., “ entry points ”) 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. (Assessment must be reviewed by Content Experts)	Student addresses a broad range of <i>Curriculum Framework</i> learning standards (3 or more) at grade-level expectations in this strand. (Assessment must be reviewed by Content Experts)

The scoring rubric below is the basis for the score in Level of Complexity. The AltScore program will score this area automatically, based on scorers’ responses to the AltScore “Complexity” questions.

Scoring: *Completeness*

1. DOES THE STRAND INCLUDE A COMPLETED SKILLS SURVEY, A DATA CHART, AND AT LEAST TWO PIECES OF PRIMARY EVIDENCE?

For all strands (*except* ELA–Writing and “next-generation” STE), scorers must confirm that the strand includes at least:



If the answer to question 1 is YES, then scorer will review primary evidence and determine which, if any, of the following are included:

Photographs and/or videos Teacher-scribed work sample (see p.18) None of these

(If photographs and/or videos, or teacher-scribed work samples are checked above, **Questions 11 and 12** will be activated in AltScore.)

If a completed skills survey, plus one data chart and two pieces of evidence are **not** included in the strand, scorer answers NO. Scorer will be directed to **Scoring: Self-Evaluation**

2. IS THE STUDENT’S NAME, % OF ACCURACY, AND % INDEPENDENCE LISTED ON THE DATA CHART?

Scorers must confirm that the following information is listed:

- Student’s correct name
- Percent (%) accuracy and percent (%) independence for at least 8 data points

3. IS THE FIRST DATA POINT ON THE DATA CHART BELOW 80 PERCENT FOR ACCURACY AND/OR INDEPENDENCE?

Scorer must confirm that:

- The earliest data point on the data chart is **below 80%** for *either* Accuracy *or* Independence, or both.

Scoring: Completeness (Data Chart)

4. DOES THE DATA CHART INCLUDE AT LEAST 8 DIFFERENT VALID DATES?

Scorer must confirm that:

- All dates for **English Language Arts (ELA)** and **Mathematics** occur in the current school year (i.e., between 7/1/20 and 5/20/21).
- All dates for **Science and Technology/Engineering (STE)** include the current and up to one previous school year (i.e., between 7/1/19 and 5/20/21).
- No data points are included that indicate 0% accuracy and 0% independence – these are not valid data points.

5. DO AT LEAST 8 BRIEF DESCRIPTIONS ADDRESS ONLY THE SKILL(S) IDENTIFIED IN THE MEASURABLE OUTCOME?

Scorer must confirm that:

- On at least 8 dates, the student was assessed on the same skill listed in the measurable outcome, as documented in the brief descriptions for each activity included at the bottom portion of the data chart.
- Scorer should not score any data point that assesses a skill that is different from the skill listed in the measurable outcome.

For example, in ELA–Literature, if the measurable outcome is:

Student will compare and contrast characters in a story with 80% accuracy and 100% independence.

- **An acceptable brief description might be:** *After reading Cinderella, student created a Venn diagram to compare and contrast character traits of Cinderella and her stepsisters.*
- **An unacceptable brief description might be:** *Student answered questions about Cinderella and her stepsisters after reading two chapters and recorded her answers on a worksheet. (“Answering questions” is **not** the same skill as “comparing and contrasting.”)*

If the answer to Question 5 is NO, question 6 will not appear.

Scoring: *Completeness (Data Chart) (Continued)*

6. DO AT LEAST 8 BRIEF DESCRIPTIONS ON THE DATA CHART LIST THE SKILL BEING ASSESSED (I.E., WHAT THE STUDENT WAS ASKED TO DO) AND EXPLAIN HOW THE STUDENT ADDRESSED THE SKILL (I.E., WHAT ACTIVITY, INSTRUCTIONAL APPROACH, AND/OR MATERIALS WERE USED)?

Scorer must confirm that:

A minimum of 8 brief descriptions were provided that indicate what the student did (skill) and how the student demonstrated the skill (e.g., activity, instructional approach, materials used).

It should be clear to the scorer how the activity was conducted. If not, the scorer should click NO.

- The skill listed in the measurable outcome **and** the method(s) or approach(es) used by the student to demonstrate the skill or respond to questions should BOTH be included in the brief description

For example, the following brief descriptions indicate **what** the student did and **how** they performed the activity:

In ELA–Reading, the measurable outcome is: Student will *answer simple comprehension questions about informational text*.

Acceptable brief descriptions:

- After reading *All about Penguins*, student **answered 5 questions** about penguins' habits (**SKILL** being assessed in the measurable outcome) on a **worksheet** (**HOW** the student demonstrated the skill).
- Student **orally answered 8 questions** about the possible reasons for extinction (**SKILL** being assessed in the measurable outcome), based on the class assignment to read *Gone but Not Forgotten* (**HOW** the activity was conducted).
- Student read *National Geographic for Kids* online and **answered 8 comprehension questions** (**SKILL** being assessed in the measurable outcome) on his **computer** (**HOW** the activity was conducted).

In ELA–Reading, the measurable outcome is: Student will *identify main idea* about literary text

Unacceptable brief description:

- Student identified the main idea in *Silly Penguins* (i.e., **HOW** was not addressed).

Scoring: *Completeness (Data Chart) (Continued)*

7. DO AT LEAST 8 BRIEF DESCRIPTIONS ADDRESS ALL OF THE SKILLS FOUND IN THE MEASURABLE OUTCOME, IN EACH BRIEF DESCRIPTION? (ONLY APPEARS IF SCORER ANSWERS YES TO MULTIPLE SKILLS)

Scorer must confirm that:

- If multiple skills are listed in the measurable outcome (e.g., addition and subtraction), then **all** the skills must be addressed on at least 8 different dates (e.g., were both addition *and* subtraction were included for at least 8 data points?)
- If multiple skills were **not** included, scorers will not see this question.

For example, in ELA-Reading, the measurable outcome is: Student will *identify the main idea and key details in an informational text* with 80% accuracy and 100% independence.

Acceptable Brief Description: Student read *Martin Luther King, Jr.*, and wrote the main idea from the first two paragraphs and listed the key details. (NOTE: The brief descriptions on the data chart must show that both skills were addressed on at least 8 dates.)

Unacceptable Brief Description: Student read *Martin Luther King, Jr.*, and found the main idea for each paragraph.

(Note: Student did not perform both skills listed in the measurable outcome, since the teacher said the student would *identify the main idea and key details*

Note to Scorers:

A scorer's response of "NO" to any of the preceding questions will result in a score of "M" in both Demonstration of Skills and Concepts (i.e., accuracy) and Independence, which will result in an overall score of *Incomplete* in the content area.

A score of "M" means that the required information in the strand was either missing or insufficient to provide a score.

"M" comments will be generated automatically, based on the scorer's "NO" response(s).

Scoring: *Completeness (Data Chart) (Continued)*

For ELA–Reading: Informational or Literary Text

R1. DO AT LEAST 8 BRIEF DESCRIPTIONS INCLUDE TEXT TITLES? IF NOT, ARE COPIES OF THE ACTUAL TEXT INCLUDED ELSEWHERE IN THE STRAND?

Scorers must confirm that:

- A at least 8 brief descriptions for ELA–Reading include the **title of the text** used in each activity or include a **photocopy** of the text if it was teacher-created or taken from a website. If the titles of texts are not listed on the data chart, look for a list elsewhere in the strand.

(In AltScore, refer to the list of web-based informational texts that require only the title of the article and that do not require a photocopy of the text.)

R2. DO ALL ACTIVITIES ON THE DATA CHART ASSESS EITHER INFORMATIONAL TEXT OR LITERARY TEXT?

After reviewing *Literature and Informational Text* hyperlink in AltScore (see Appendix H), scorers must confirm that:

- The activities listed on the data chart assessed **either informational or literary text**, but not both.

ELA–Reading: What Is “Text?”

For the ELA–Reading strand, “text” is considered to be at least one complete sentence (not phrases or isolated words). Isolated words or phrases may be assessed, but only if these have been extracted from the text listed in the brief description or from the photocopied text submitted in the strand.

The student may demonstrate **comprehension** of text either in writing (including scribed by the teacher), verbally, or through use of actions (e.g., pointing to one picture from an array that represents the text), symbols (e.g., selection of pictures, illustrations, or text), or technology (e.g., a computer or electronic communication system).

Scoring: Completeness (Primary Evidence)

8. IS THE STUDENT’S NAME, VALID DATE, % ACCURACY, AND % INDEPENDENCE LISTED ON AT LEAST TWO PIECES OF PRIMARY EVIDENCE, OR LISTED ON WORK SAMPLE DESCRIPTION LABELS?

Primary evidence includes any combination of work samples, videos, or photographs.

Scorers must confirm that:

- At least **two** pieces of evidence include the student’s correct name, valid date, and percent (%) accuracy, and percent (%) independence, listed either directly on the piece or on a Work Sample Description form attached (or adjacent) to the evidence.

9. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE DIRECTLY ADDRESS THE SKILL IDENTIFIED IN THE MEASURABLE OUTCOME?

Scorers must confirm that:

- At least two pieces of primary evidence address the skill listed in the measurable outcome.

10. DO AT LEAST TWO PIECES OF EVIDENCE ADDRESS ALL OF THE SKILLS FOUND IN THE MEASURABLE OUTCOME (E.G., “ADDITION AND SUBTRACTION”)?

Scorers must confirm that:

- If multiple skills are listed in the measurable outcome, then all skills listed are addressed in at least two pieces of primary evidence (work samples, videos, or photographs).

This question only appears if scorer indicated that the measurable outcome included multiple skills

(See bottom of page 10)

Scoring: Completeness (Primary Evidence) (Continued)

11. DO THE PHOTOGRAPH(S) OR VIDEO(S) SHOW A FINAL PRODUCT AND IS EACH ONE CLEARLY LABELED?

If photographs or videos are **not** included, then scorers will not see this question. After reviewing the photographs or videos, scorers must confirm that:

- A final product from the activity is clearly visible.
- The photo or video documents the skill listed in the measurable outcome.
- Products are clearly labeled with name, valid date, % accuracy, and % independence.
- Video samples are no more than 3 minutes in length (i.e., scorers should view only the first 3 minutes of the video)

12. DOES THE “TEACHER-SCRIBED WORK SAMPLE” INCLUDED AS PRIMARY EVIDENCE PROVIDE SUFFICIENT INFORMATION TO DETERMINE WHAT THE STUDENT DID FOR EACH TASK AND HOW THE STUDENT ADDRESSED THE MEASURABLE OUTCOME?

A “**teacher-scribed work sample**” is a piece of primary evidence produced by the teacher on behalf of a student who is unable to generate his or her own written work samples. In the teacher-scribed work sample, a teacher may document one or more student responses on a single date that address the same measurable outcome.

If teacher-scribed work samples are **not** included, then scorers will not see this question.

Scorers must confirm that:

- The teacher-scribed work sample provides documentation of a series of trials conducted on the same date.
- The student’s responses are recorded for each trial, task, or question, together with the % accuracy and % independence.
- The teacher-scribed work sample must include detailed information describing the context of each activity and how it was conducted.
- See a sample “teacher-scribed work sample” in Appendix G
- Click the hyperlink in the AltScore program for further information and an example,

Scoring: *Completeness (Primary Evidence)* (Continued)

For ELA—Reading

R3. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE INCLUDE TITLES OR PHOTOCOPIES OF TEXTS

Scorers must confirm that:

A minimum of two pieces of primary evidence, include the title of the text used during the activity or a photocopy of the text if it was teacher-created or taken from a website. See Appendix H for a list of web-based informational texts that require only the title of the website or program, rather than a photocopy of the text.

R4. DO AT LEAST TWO PIECES OF PRIMARY EVIDENCE DOCUMENT ACTIVITIES BASED SOLELY ON INFORMATIONAL OR LITERARY TEXT?

After reviewing the *Literature and Informational Text* handout, scorers must confirm that:

- Text titles (or copies of the text) are provided for at least two pieces of primary evidence that document the use of the same text type (i.e., either Literary **or** Informational text, but not both) listed in the measurable outcome.

Scoring: Demonstration of Skills & Concepts (DSC) and Independence (IND)

For all strands **except ELA–Writing** and **STE** (grades 5, 8, and High School Biology and Introductory Physics), the scorer must determine the dates of the **final 1/3 time frame** of the data points on the data chart (or a minimum of the last 3 dates on the data chart).

Scorer performs the following steps in AltScore:

1. Enters the **date, % accuracy and % independence for each acceptable piece of primary evidence.**
2. Enters the **date, % accuracy and % independence** in the final 1/3 time frame on the data chart. (or last 3 data points)
3. AltScore will automatically calculate an average of all the scores in the final 1/3-time frame (*including primary evidence, when applicable*) for DSC and IND, based on the scoring rubric shown below.
4. Scorer reviews the averages calculated by AltScore and confirms that the scores “appear to be correct,” based on the scoring rubrics shown below.

Demonstration of Skills and Concepts (Accuracy)				
M	1	2	3	4
The strand contains insufficient information to determine a score.	Primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Limited and inconsistent with regard to accuracy, and demonstrates limited understanding in this strand (26–50% accurate).	Mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Demonstrates consistent accuracy and understanding in this strand (76–100% accurate).
Independence				
M	1	2	3	4
The strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills in this strand (76–100% independent).

For ELA–Writing

W1. IS THERE A SKILLS SURVEY PLUS 3 DIFFERENT WRITING SAMPLES WITH CORRESPONDING PRE-SCORED WRITING RUBRICS?

Scorers must confirm that:

- A completed ELA–Writing Skills Survey is included.
 - A minimum of **three different final writing samples** were submitted together with **three completed Writing scoring rubrics** attached or adjacent to each sample. If any are missing, the scorer clicks NO and follows prompts.
 - If a student’s writing sample contains personal bathroom-related activities, do not count the writing sample as one of the three required samples. Check with your table leader if you are uncertain.
-

Writing samples may be submitted using the student’s primary mode of communication, including samples that are:

- handwritten or word-processed by the student
- dictated or signed to a scribe with the student’s own words written verbatim. Scribes may assume correct capitalization and punctuation
- symbol-based communication system or icons

Writing samples may be submitted in any combination of the following **text types**:

1. **Opinion / Argument:** stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence from a text, where possible;
2. **Informative / Explanatory text:** conveying or explaining facts, information, or ideas on a topic, including descriptions taken and/or adapted from a text;
3. **Narrative (including poetry):** telling a story based on real or imagined events from a text or from personal experience, including fiction, drama (script), a personal reflection, or an event sequence; using figurative language (e.g., similes, metaphors), imagery, sounds of words (e.g., rhyme), meter, and/or repetition to express emotion or tell a story.

Teachers are required to pre-score their students’ final writing samples (not the baseline sample) by completing a separate writing scoring rubric for each sample.

W2. ARE THE STUDENT'S NAME, DATE, AND % INDEPENDENCE INCLUDED ON EACH OF THE THREE FINAL WRITING SAMPLES (EITHER ON THE SAMPLE OR THE WORK SAMPLE DESCRIPTION)?

Scorers must confirm that:

- Each final writing sample includes the student's name, a valid date, and percent (%) independence, listed either on the piece or on a Writing Work Sample Description attached (or adjacent) to the evidence.

W3. IS A BASELINE SAMPLE SUBMITTED?

Scorers must confirm that:

- A **baseline writing sample** was submitted that consists of either a draft, outline, notes, completed graphic organizer, or partially completed writing sample. Completed writing scoring rubrics are **not** required for baseline samples because these will not be scored. Check the Work Sample Description to determine whether the sample was considered a "final" or "baseline" sample.
- If a baseline sample was NOT included, then scorer clicks NO. (NOTE: This will not affect the final score in this strand)

W4. Is the Level of Complexity on the writing scoring rubrics entry points or access skills?

- Scorers review the pre-scored writing rubric to determine if the Level of Complexity=2 or 3.
- Scores will see questions 5 and 5A for entry points. (Level of Complexity=3)
- Scorers will see only question 5B for access skills. (Level of Complexity=2)

W5. DOES THE WRITING SAMPLE INCLUDE ONLY...?

- single pictures or symbols,
- single word or list of single words,
- fill-in-the-blank, matching, true/false, circling correct responses, selecting multiple-choice response(s), **or**
- text provided by the teacher, with **no** evidence of original text expressed by the student.

If yes to W5, then scorer clicks YES and proceeds to question W5A.

If not, Scorer clicks NO and enters the writing rubric scores provided by the teacher.

W5A. IF THE WRITING SAMPLE DOES INCLUDE ONE OR MORE OF THE EXAMPLES LISTED IN W5, DOES THE PRE-SCORED WRITING RUBRIC CONTAIN SCORES OF 3 OR 4 IN *EXPRESSION OF IDEAS AND CONTENT, KNOWLEDGE OF CONVENTIONS, TEXT STRUCTURE, OR USE OF VOCABULARY*?

Scorer must confirm that:

- A writing sample includes one or more of the examples listed above in W5, **and** that
 - **scores of 3 or 4** are provided by the teacher for *Expression of Ideas and Content, Knowledge of Conventions, Text Structure, or Use of Vocabulary*.
 - If so, scorer clicks YES. **Scorer must change the scores of 3 or 4 in those areas to scores of 1 or 2** (according to the rubric area descriptions) and must enter the revised scores onscreen, rather than the score provided by the teacher.
 - **scores of 1 or 2** are provided by teacher for *Expression of Ideas and Content, Knowledge of Conventions, Text Structure, or Use of Vocabulary*.
 - If so, scorer clicks NO to this question and enters the writing rubric scores provided by the teacher.

NOTE: The scores on the writing scoring rubric will be used to determine the score for Demonstration of Skills and Concepts

W5B. DOES THE WRITING SAMPLE DOCUMENT THE STUDENT’S PARTICIPATION IN THE CREATION OF A WRITTEN PRODUCT (FOR LEVEL OF COMPLEXITY = 2 ONLY)?

Scorer confirms that a written product is provided for a student who is working on “access skills” with a description of the student’s participation.

For Science and Technology/Engineering (STE) in Grades 5, 8 and High School Biology and Introductory Physics

S1. IS THERE ONE COMPLETED SKILLS SURVEY FOR THE ENTIRE STE DISCIPLINE, AND AT LEAST 6 STE SUMMARY SHEETS LISTING THE STUDENT’S NAME, VALID DATES, % ACCURACY, AND % INDEPENDENCE?

Scorers must confirm that:

- One Science Skills Survey is included for the entire STE discipline.
- There are a minimum of **six** STE Summary Sheets per strand.
- Each summary sheet includes the student’s name, valid date, and percent (%) of accuracy and independence.
- If scorer answers NO, scorer will be redirected to **Scoring: Self-Evaluation**

S2. DO AT LEAST THREE STE SUMMARY SHEETS PER STRAND HAVE PRIMARY EVIDENCE ATTACHED?

Scorers must confirm that:

- Three of the STE summary sheets have primary evidence (e.g., work samples) attached.
- If scorer answers NO, scorer will be redirected to Scoring: Self-Evaluation

S3. ARE THREE DIFFERENT SCIENCE PRACTICES REFLECTED ON THE STE STRAND COVER SHEET?

Scorers must confirm that:

- Among the six summary sheets, three different science practice numbers are indicated. (See Sample STE Summary Sheet in Appendix F.)
- If scorer answers NO, scorer will be redirected to **Scoring: Self-Evaluation**

S4. DO ACTIVITIES ON SIX STE SUMMARY SHEETS ASSESS THE SAME CORE IDEA?

Scorers must confirm that:

- Each summary sheet reflects the meaning of the selected Core Idea.

NOTE TO SCORERS:

- If STE Summary Sheets were completed by hand rather than computer-generated, notify your table leader for review by a floor manager.
- Remember only one STE Skills Survey is required for the entire science and technology/engineering.

Scoring: Self-Evaluation (S-E)

Instructions to Scorers

The scorer should review the evidence in the strand for examples of self-evaluation. The following should be counted as one example of self-evaluation, if it is **performed by the student** (as indicated either by the evidence, in an attached note, or on a Work Sample Description label):

- Selecting student's own work for the assessment
- choosing materials/activities
- reflecting on performance
- goal setting
- graphing or monitoring own performance
- checking off or listing tasks as they are accomplished
- self-correcting errors in the work sample

The scorer will indicate in AltScore whether none, one, or multiple example(s) of self-evaluation were found in the strand.

Scoring Rules

1. If the same self-evaluation activity was used on multiple pieces of primary evidence, count each as an example of self-evaluation.
2. Do not count a stamp, sticker, or teacher's expression of praise as an example of self-evaluation.
3. If a teacher scribes a student's responses to a self-evaluation question, count that as an example.
4. Count any example that uses pictorial symbols, rather than words, to self-evaluate, as shown below.



The score for *Self-Evaluation* will be determined by AltScore based on the scoring rubric below:

	SCORING RUBRIC: Self-Evaluation	
M	1	2
Evidence of self-correction, monitoring, goal setting, and reflection was not found in this strand.	Student self-corrects monitors, sets goals, and reflects on only one piece of evidence in this strand.	Student self-corrects monitors, sets goals, and reflects on two or more pieces of evidence in this strand.

Scoring: *Generalized Performance (GP)*

Instructions to Scorers

The scorer should review all evidence and brief descriptions for examples of “generalized performance.” Generalized performance reflects the number of **instructional approaches** and **activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following variations:

- *Media and materials* (e.g., uses a variety of materials, such as print text, manipulatives, art materials, computers, etc.)
- *Activity formats* (e.g., classroom projects, research, experiments, worksheets, open/constructed responses)
- *Presentation formats* (e.g., oral, written, multimedia)
- *Methods of response* (e.g., handwritten, word-processed, oral, visual display or presentation)
- Application of skills and/or knowledge in a setting outside the school

The scorer should indicate in AltScore whether one or multiple example(s) of generalized performance were found in the strand.

Scoring Rules

- a) Activities in **community settings** (i.e., outside the school) always count as one example of GP when this is indicated in the evidence or in the brief description.
- b) **Use of age-inappropriate instructional materials** (e.g., dolls, nursery rhymes, etc.) by a student in grades 6–10 will result in a score of **GP=1**, regardless of other factors contributing to the GP score. In this case, add Comment G from the Comment Key. Check with your Table Leader if you are uncertain.

For ELA–Writing and “Next Gen” STE ONLY

The scorer does not need to indicate a score for Generalized Performance for strands in ELA–Writing and “Next Gen” STE. When the minimum requirements are met, a score of **GP=2** will be automatically generated for these strands.

The score for *Generalized Performance* will either be “1” or “2,” based on the rubric below:

SCORING RUBRIC FOR EACH STRAND: Generalized Performance (GP)

1	2
Student demonstrates knowledge and skills in this strand using a single context or one instructional approach.	Student demonstrates knowledge and skills in this strand using two or more contexts or instructional approaches.

Scoring Rules in Special Cases

1) Can pieces of primary evidence also be included as points on the data chart? If so, is the strand complete?

Yes. At the teacher’s discretion, the work samples, videos, and other primary evidence may be included as data points on a data chart, but it is *not* required. Regardless of whether primary evidence is also included as data points on the chart, scorers will count the evidence for determining completeness, provided the work reflects the skill listed in the measurable outcome. If a work sample is also included on the data chart, the percent accuracy and independence will only be counted once.

2) What if a required strand is not submitted?

When indicating the “strands to be scored” on the AltScore screens, scorers should not select a strand for scoring that was not submitted; nor should a scorer mark any scores for required strands that were not submitted. The scorer must indicate that the strand was not submitted by checking the box “strand required but not submitted” on the final AltScore screen.

3) What if a strand was submitted that was not required for a student in that grade?

If a strand was submitted that was **not** required, scorers should not score the strand.

4) Can primary evidence be submitted from previous school years?

Only **Science and Technology/Engineering (STE)** assessments in grades 5, 8, and high school may contain evidence accumulated over two consecutive school years, the current and one previous year (i.e., beginning July 1, 2019).

5) What is a “legacy” alternate assessment?

The term “legacy” refers to the high school STE disciplines of Chemistry and Technology/Engineering (based on 2001/2006 STE curriculum frameworks) for which three entry points (or access skills) are required in the selected discipline, with one data chart and two pieces of primary evidence for each entry point.

6) Can photographs (or a series of photographs) and video samples be submitted as primary evidence?

Products submitted in a strand will be counted and scored as primary evidence if the final product of instruction is clearly visible and photo(s) or video(s) clearly describe how the student demonstrated the measurable outcome. Each product must be labeled with all required information. Video samples must be intelligible (or transcribed in writing), sufficiently clear for a scorer to see the final product, and no longer than three (3) minutes in duration.

Maintaining Validity and Reliability

Training and Qualification of Scorers

Prior to the first day of actual scoring, prospective scorers receive intensive training supervised by Department staff. After training is completed, each prospective scorer, Table Leader, scoring specialist, and floor manager must pass a qualifying test before scoring student assessments.

Qualifying Test

In order to qualify, prospective scorers must individually score several pre-calibrated, simulated MCAS-Alt strands which cover a range of scenarios scorers are likely to encounter in the actual scoring of student assessments using the AltScore onscreen scoring program. Prospective scorers are permitted to refer to the following publications while taking the qualifying test:

- *2021 Guidelines for Scoring the MCAS-Alt* (this publication)
- *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (Fall 2021 edition) (digital version)
- *Training for MCAS-Alt Scorers* – PowerPoint presentation handout
- Sample strands used during scorer training

The passing scores for the qualifying test are as follows:

- Scorers must achieve a score of at least **85 percent** correct
- Table Leaders, Floor Managers, and MCAS-Alt scoring specialists must achieve a score of at least **90 percent** correct.

Prospective scorers, Table Leaders, scoring specialists, and floor managers who do *not* qualify on the first attempt are given an opportunity to review their tests and receive additional training, after which a second qualifying test is administered. Those who do not qualify on the second attempt will be excused from scoring. Table Leaders and scoring specialists who score 85–89 percent will be invited to participate as scorers, but not as Table Leaders or scoring specialists.

Maintaining the Accuracy and Consistency of Scores

Table Leaders and Department staff will track each scorer's inter-rater reliability (IRR) when scoring. For assessments in grades 3–10, this is accomplished by double-scoring at least one student's entire assessment (i.e., skills surveys and strands) each morning and afternoon for each scorer (or at least one entire assessment out of every five scored). All scoring discrepancies and scores of "M" for DSC and IND are resolved by a scoring specialist. Table Leaders and scoring specialists will be double-scored on at least two complete assessments each week, with discrepancies resolved by a floor manager. Each scorer's rate of agreement with an expert scorer (i.e., inter-rater reliability) must be maintained at a level of 80 percent or higher for all rubric areas in the double-scored assessments. When the rate of agreement falls below 80 percent, scorers are retrained and subsequently double-scored for the remainder of that day and may be released from scoring at the discretion of the Department if their rate of agreement falls below 80 percent two or more subsequent times.

Appendix A: Scorer Comment Key

2021 MCAS-Alt COMMENT KEY

STRAND COMMENTS	
A	Level of Complexity indicated on Strand Cover Sheet (access skills, entry points, or grade level) was changed to match the evidence submitted.
B	Brief descriptions or evidence contained additional skills not listed in the measurable outcome and could not be scored.
C	Data points or evidence with 0% accuracy and 0% independence are not valid and could not be scored.
D	Date(s) listed on primary evidence occurred on a non-school day.
E	Date(s) listed on data chart occurred on non-school day.
F	Some evidence was difficult or impossible to read or interpret and could not be scored.
G	Score for generalized performance was lowered because some activities did not use age-appropriate materials and/or activities.
H	Some photograph(s) could not be scored as primary evidence, because either the final product was not evident or the percent of accuracy and/or independence could not be verified.
I	The percent of independence was unclear or unmatched to the evidence submitted.
J	Strand showed evidence of open-ended, creative approaches that allowed student to demonstrate knowledge and skills.
K	Evidence of self-evaluation did not demonstrate choices or reflection by the student.
L	Audio/video sample could not be scored due to poor quality or inability to open one or more recorded segments.
M	Review the differences between Literature and Informational text for the ELA-Reading strand at www.mcas-alt.org/materials .
N	Two data charts are not acceptable as a core set of evidence.
O	At least 8 brief descriptions on the data chart did not clearly explain how the student addressed the measurable outcome.
P	This strand was reviewed by an expert scorer to confirm the score.
Q	Skills survey was submitted, but was not complete.
LEVEL OF COMPLEXITY = 1 COMMENTS	
X	Skill was not addressed in the context of a standards-based activity.
Y	Entry point was not aligned with the required strand/domain because it was either excessively modified or was not found in the Resource Guide.
Z	Standard and/or entry point was not selected from the ELA-Language strand.

STRAND COMMENTS — WRITING	
WH	Unclear whether the text in the sample was generated by the student or was the result of teacher's edits.
WI	One or more Writing rubric scores were changed to reflect the evidence submitted.
WJ	Use of the student's primary mode of communication may allow the student to better express his or her knowledge and ideas.
WK	The score for Demonstration of Skills and Concepts was changed because the pre-scored rubric did not reflect the use of single pictures, single words, multiple-choice responses, or text provided by the teacher.
WL	A baseline writing sample was required, but was not submitted.
WM	A completed Writing rubric was not submitted for each writing sample, as required.
WN	Supporting documentation in the strand described how the learning occurred and was helpful in determining the score.
WO	Unclear how the percent of independence was calculated on one or more writing samples.

STRAND COMMENTS — NEXT-GEN SCIENCE	
SJ	Consult with a science content specialist to ensure that evidence aligns with the core idea and/or science practice.
SK	Unclear how the percent of accuracy and/or independence were determined on one or more STE Summary Sheets.
SL	STE Summary Sheet description(s) lacked clarity and/or specificity.
SM	Activities on a STE Summary Sheet did not demonstrate a single science practice.
SN	Supporting documentation in the strand described how the learning occurred and was helpful in determining the score.
SO	Evidence demonstrated creative application of science practices.

GENERAL PORTFOLIO COMMENTS	
50	Portfolio showed evidence of a range of open-ended, creative approaches that allowed the student to demonstrate knowledge and skills.
51	Supporting documentation was helpful to the scorer in understanding instructional strategies and/or context.
52	Please review portfolio requirements in the Educator's Manual for MCAS-Alt and consider attending additional Department-sponsored training sessions.
53	Review guidelines for selecting a measurable outcome in the Educator's Manual for MCAS-Alt.
54	One or more required forms were missing in the portfolio, but this did not affect the overall score.
55	Verification Form was not signed by parent/guardian and no information was provided of attempts by school to contact parent/guardian.
56	Evidence was not included in the portfolio for three learning standards in a single discipline of high school Science and Technology/Engineering.
57	Consider showing evidence of varied instructional approaches used with the student (Generalized Performance).
58	Confidential information about the student should not be included in the portfolio.
59	Consider using the online Forms and Graphs program to compile portfolio materials.

Appendix B: MCAS-Alt Glossary

The following terms are used in describing and scoring the MCAS-Alt:

Access Skills: Student outcomes that address a social, motor, or communication skill during a standards-based (i.e., academic) activity in the required strand

Conceptual Category: The high school Mathematics standards are clustered in “conceptual categories:” Number and Quantity (N), Algebra (A), Functions (F), Modeling, Geometry, and Statistics and Probability (S) which together present a coherent view of high school mathematics.

Content Area: The subject in which an MCAS-Alt is submitted, including English Language Arts and Literacy (ELA), Mathematics, and Science and Technology/Engineering (STE)

Core set of evidence: The minimum amount of evidence required for a strand to receive a score. For most subjects, except ELA–Writing and next-generation STE, this includes

- **One data chart** showing a student’s progress over time in learning the measurable outcome
PLUS
- **Two additional pieces of primary evidence** showing student’s performance of the same measurable outcome shown on the data chart

Domain: A topic or cluster of related Mathematics standards in grades preK–8, according to the Massachusetts Curriculum Framework.

Entry Point: An academic outcome based on a learning standard that has been modified below grade-level expectations. Entry points are listed at progressively lower levels of complexity in the Fall 2020 *Resource Guide* to the Massachusetts Curriculum Frameworks for Students with Disabilities (the “Resource Guide”).

Learning Standard: Specific statement of what *all* students should know and be able to do by the end of each grade.

Measurable Outcome: A specific goal for a student taking the MCAS-Alt on which his or her data charts and/or primary evidence is based. Measurable outcomes are based on entry points and access skills listed in the Resource Guide that identify the specific skill to be assessed in the strand/domain required for the assessment of a student in that grade.

Primary evidence: A work sample, photograph, video sample, or teacher-scribed work sample that documents the student’s knowledge or demonstration of a skill.

Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities: The Resource Guides list the Massachusetts learning standards in each subject and grade and identifies student outcomes based on each standard at successively lower levels of complexity (i.e., from more-to-less complex).

Strand: A unit of scorable evidence in the alternate assessment; a cluster of related standards in the Massachusetts Curriculum Framework.

Supporting documentation: Products that show the context of an instructional activity but not the final product or the results of the activity; i.e., how did the instruction occur? For example, a blank graphic organizer, computer screenshot of a program or application used with the student, a reflection sheet, or work description.

Appendix C: Sample MCAS-Alt Skills Survey

Student's Name: **Sample Student**

Grade: **08**

Date of Survey: **10/2/20**

ELA - All Grades

Language (Vocabulary Acquisition and Use)

Based on exposure to vocabulary during academic activities, student can:		A 0% (unable)	B Up to 25% (rarely)	C Up to 50% (occasionally)	D Up to 75% (more often than not)	E Up to 100% (almost always)
1.	Communicate answers to simple questions about familiar objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	Identify familiar objects/actions by name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	Match given words or symbols to pictures that mean the same or similar thing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	Answer questions about the meaning of words found in stories, poems, or during other academic activities.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Identify words/symbols/pictures that are opposite in meaning.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Identify words/symbols/pictures that are similar in meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	Use phrases to express a need, request, idea, or response during an academic activity.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Describe key attributes of different objects (e.g., the flower is colorful).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Communicate using common temporal words (e.g., before, after, now, later, first, next).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Identify examples of figurative language (e.g., idiom, metaphor, simile, hyperbole, or personification) used in a text.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MCAS-Alt SKILLS SURVEY

Appendix D: Data Chart–Sample Field Data Chart

DATA METHOD 1: FIELD DATA CHART												
COMPLETE ALL INFORMATION BELOW.												
Student Name: Rosie Riverter							KEY		+		Accurate	
Content Area/Strand: English Language Arts - Language							Accurate (+ or -)		-		Incorrect	
Learning Standard: L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.									I		Independent	
Measurable Outcome: will attend visually, aurally, or tactilely to materials related to vocabulary acquisition within 15 seconds with 80% accuracy and 60% independence.							(I or P) Independence		P		Prompt Used	
At least eight (8) different dates are required.												
Date (mo/day/yr):	10/7/20	11/12/20	11/19/20	11/20/20	11/23/20	12/1/20	12/2/20	12/3/20	12/4/20	12/9/20		
Accuracy and Independence for each trial (see KEY):	+ / P	+ / P	+ / I	- / P	- / P	- / P	+ / P	- / P	+ / P	- / P		
	- / P	- / P	+ / I	- / P	+ / P	+ / P	+ / I	+ / P	+ / I	+ / P		
	+ / I	+ / P	+ / I	- / P	- / P	+ / I	+ / I	+ / I	- / P	+ / I		
	+ / I	- / P	+ / I	- / P	- / P	+ / I	- / P	+ / I	+ / I	+ / I		
	- / P	+ / I	+ / P	- / P	+ / P	+ / I		+ / P	+ / P	+ / I		
	- / P	- / P	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P		
	+ / I	+ / I	- / P	- / P	+ / P	- / P		+ / P	+ / I	- / P		
	- / P	+ / I	+ / I	- / P	- / P	- / P		+ / P	+ / I	+ / I		
		- / P	- / P	+ / I	+ / P			+ / I	+ / I	- / P		
		+ / P	+ / P	+ / I	- / P			+ / I	+ / P	+ / I		
% Accuracy: SUMMARY for this date	50	60	70	20	50	50	75	90	90	60		
% Independence: SUMMARY for this date	38	30	50	20	0	38	50	40	60	50		
Brief Description (What was student asked to do and how did he/she do it?)	During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 13 (Ames' Crossing) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 15 (Heading North) in Stuart Little. A story box of objects was used to represent vocabulary from the text.	During literacy group, was read a poem about snow. During the reading, a story box of objects was used to represent vocabulary from the poem.	During morning meeting, the class discussed the topics of attendance, the calendar (month and day of the week), and the weather. Tactile objects and images were used to represent the vocabulary	During literacy group, was read chapter 1 (Peter Breaks Through) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 2 (The Shadow) in Peter Pan. A story box of objects was used to represent vocabulary from the text.	During a literacy group, was read chapter 3 (Come Away, Come Away) in Peter Pan. A story box of objects was used to represent vocabulary from the text.		

Data was taken on whether the student attended within 15 seconds of being shown the object.

Appendix D: Data Chart–Sample Bar Graph

DATA METHOD 2: BAR GRAPH *(instructional data summarizing the student's performance on each date)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

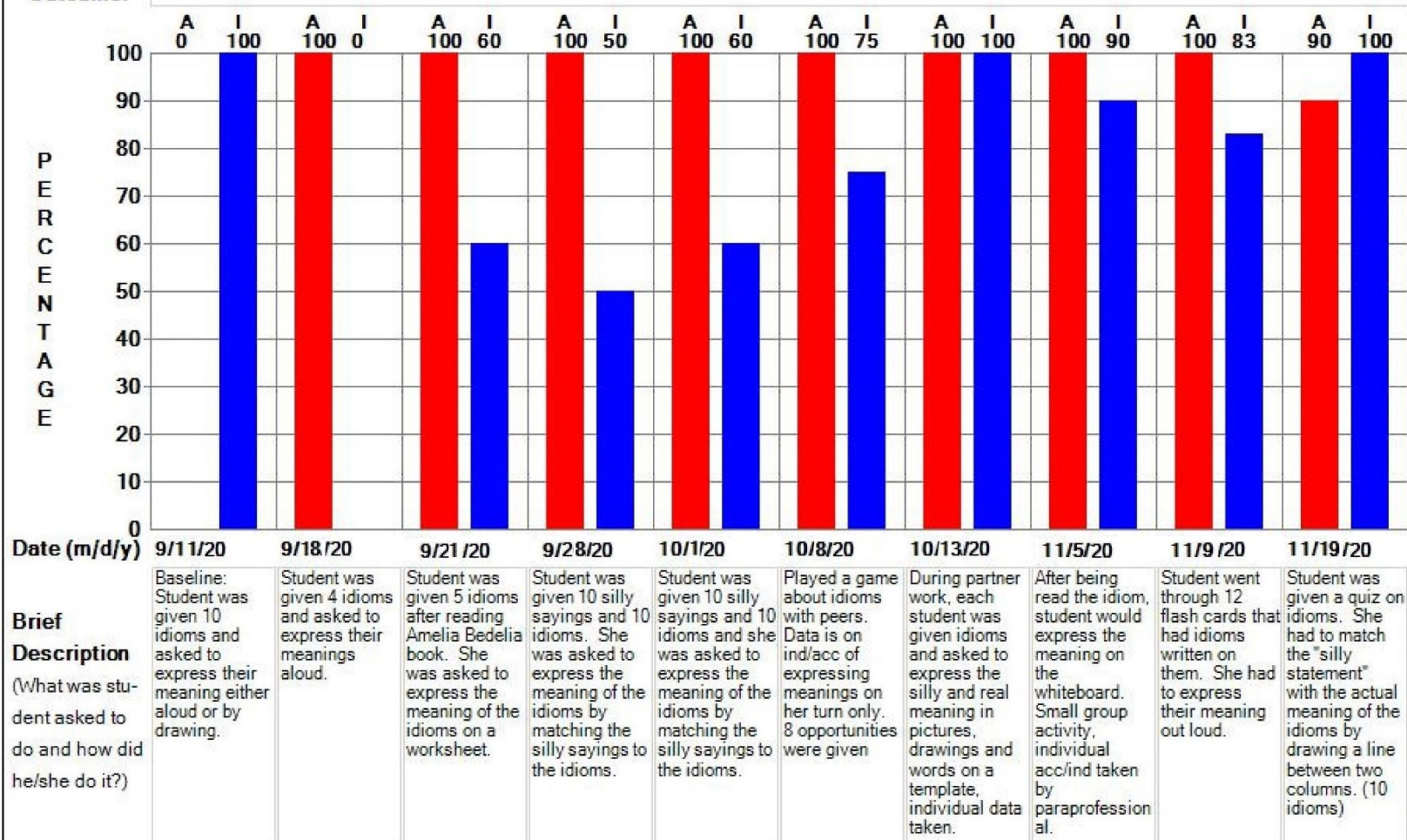
Accuracy: ■
Independence: ■

Student Name: Amy Farrah Fowler

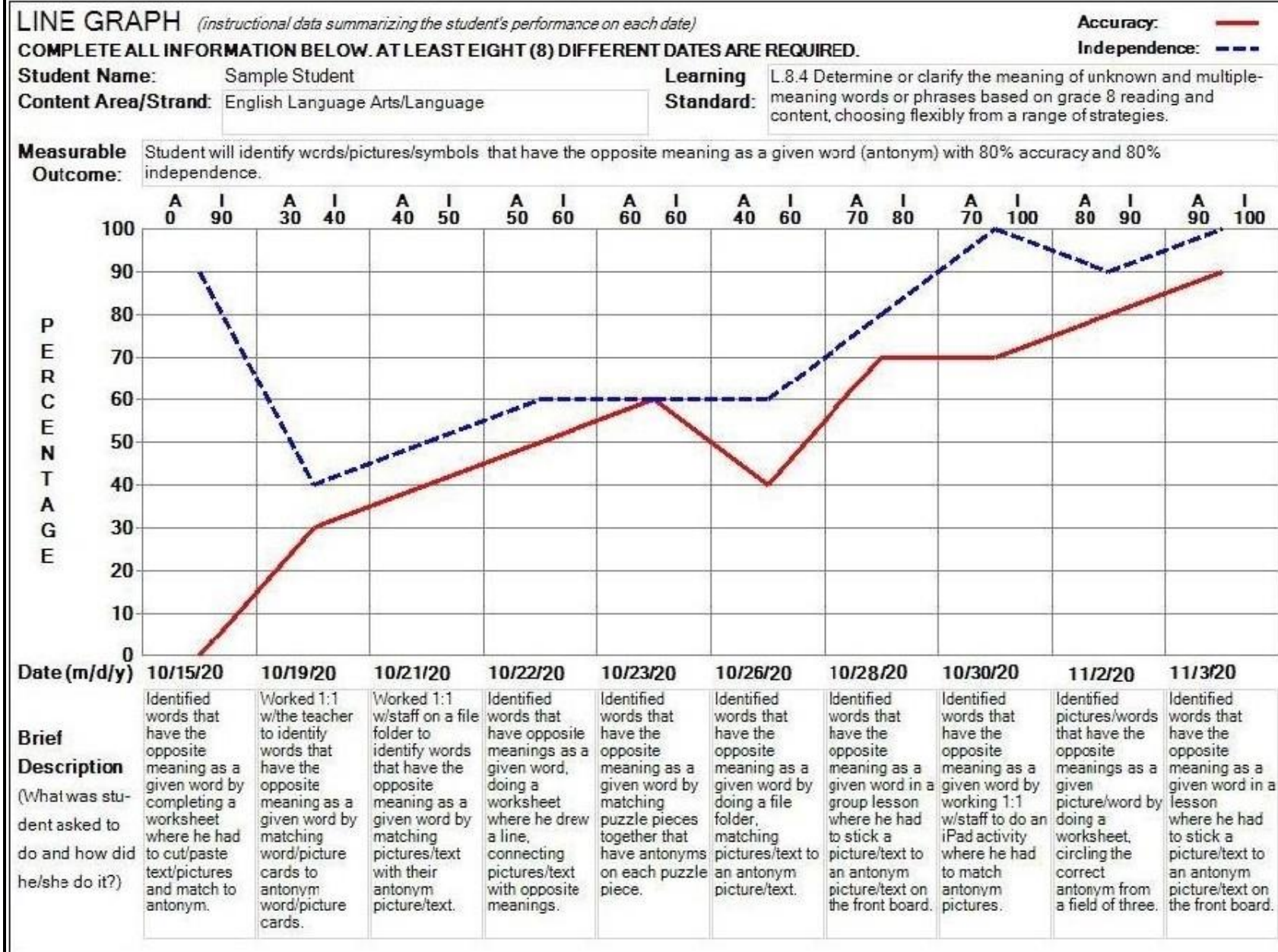
Learning Standard: L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Content Area/Strand: English Language Arts/English Language Arts - Language

Measurable Outcome: Amy will show/express the meaning of common idioms with 80% accuracy and 100% independence.



Appendix D: Data Chart–Sample Line Graph



Appendix E: Rubric for Scoring Each Strand

MCAS-Alt RUBRIC for Scoring Strands

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

	M	1	2	3	4
Demonstration of Skills and Concepts (Accuracy)	The 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 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 planning, self-correction, task-monitoring, goal-setting, and reflection was not found in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.	Student plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.		
Generalized Performance		Student demonstrates knowledge and skills in one context or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts or uses multiple approaches and/or methods of response and participation in this strand.		

Appendix E: Rubric for Scoring ELA–Writing

		M	1	2	3	4
Level of Complexity			Writing sample not submitted or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Demonstration of Skills and Concepts	Expression of Ideas and Content	Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood	No main idea (informative), point of view (opinion), event sequence (narrative), or focus (poetry); or was unclear or off-topic; or used single word, picture, or symbol to express ideas; or all text provided by teacher	Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry)	Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry);	Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry)
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage	General meaning could be understood, though use of grammar was limited and/or contained errors or run-on sentences; or lacked poetry form (poetry)	Complete sentences with some errors; grammar was effective; correct noun-verb agreement; some evidence of poetry form (poetry)	Meaning was clear, with rare or no errors in grammar and overall usage; poetry form used appropriately (poetry)
	Text Structure		Used single words, pictures, symbols without text; or all text provided by teacher	Sentence fragments (phrases) or one complete sentence used to express ideas; produced two related lines (poetry)	At least two complete sentences were used to express ideas; produced up to four related lines (poetry)	A paragraph of at least three related, well-constructed sentences was used to express ideas; more than four related lines (poetry)
	Use of Vocabulary		Vocabulary was unrelated to assignment; or all text was provided by teacher	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate	Vocabulary was functional and relevant; used basic common words, with some descriptive language	Vocabulary was clear and precise; used descriptive language, modifiers, connecting words and/or phrases

Appendix G: Sample of Teacher-Scribed Work Sample

Example of a Teacher-Scribed Work Sample

Grade Level: 7th Grade
Content Area (Subject): Math
Strand: Ratios and Proportional Relationships
Learning Standards: 7.RP.A.2 Recognize and represent proportional relationships between quantities.
Measurable Outcome: will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch to turn the page of a teacher made story on the computer about ratios and proportions with 80% accuracy and 100% independence. will turn on the technology within 15 seconds of a directive.
Brief Description: During a math work session, turned on technology by pressing an access switch to turn the page of a teacher made book on the computer within 15 seconds of a directive. The book taught about ratios and proportional relationships by showing her a series of farm animals using the phrase "for every" to talk about how many of each appendage each animal had. (ex: for every cow there are 4 legs)

Trial Number	Page Number	Did she turn on technology by pressing her switch to activate the reading?	Latency In seconds	What was the ratio on the page?	+/-	I/P
1	1	No	15+ seconds	For every pig there is one tail	-	1
2	1	Yes	4 seconds	For every pig there is one tail	+	1
3	2	Yes	14 seconds	For every sheep there are 2 ears	+	1
4	3	No	15+ seconds	For every cow there are 4 legs	-	1
5	3	No	15+ seconds	For every cow there are 4 legs	-	1
6	3	Yes	10 seconds	For every cow there are 4 legs	+	P
7	4	Yes	3 seconds	For every duck there is 1 beak	+	1
8	5	Yes	1 second	For every goat there are 2 horns	+	1
9	6	Yes	11 seconds	For every horse there are 4 legs	+	1
10						

Accuracy 67% Independence 89%

Appendix H: Informational Text – Supplemental List

Teachers are directed to include a photocopy of any Internet-based or teacher-created texts being submitted in the student’s ELA-Reading assessment. **The following *informational* texts do not require a photocopy for the ELA–Reading–Informational Text strand:**

- ***News-2-You*** (symbol and text-based)
- ***Scholastic for Kids***
- ***Weekly Reader***
- ***Time for Kids***
- ***Newsweek for Kids***
- ***National Geographic for Kids***
- ***Newsela*** (daily online news articles at five different reading levels from grades 3–12)
- ***Unique Learning Systems*** (symbol and text-based)
- ***Wonderopolis*** or ***Camp Wonderopolis***
- **Digital Textbooks (provide name of textbook)**

Teachers may simply list the title and topic of articles, plus the name of the publication, from the sources listed above either in the brief description or directly on the evidence. For example:

“(Student) read an article about goats from National Geographic for Kids and answered five comprehension questions on a worksheet.”

Appendix H: Literature and Informational Text Types

READING: LITERATURE VS. INFORMATIONAL TEXT

(Adapted from engageny.org)

- Examples of literary text:
 - A. adventure stories
 - B. nursery rhymes
 - C. poems
 - D. fables and folktales
 - E. legends
 - F. myths
 - G. fantasy
 - H. plays
 - I. historical fiction
 - J. mysteries
 - K. science fiction
 - L. realistic fiction
 - M. allegories
 - N. parodies
 - O. satire
 - P. graphic novels
- Examples of Informational text:
 - A. literary nonfiction
 - B. biographies and autobiographies
 - C. exposition, argument, and functional text, including:
 - personal essays and speeches
 - opinion pieces
 - essays about art or literature
 - biographies and memoirs
 - journalism (articles)
 - historical, scientific, technical, or economic accounts
 - D. historical, scientific, and technical texts, including:
 - texts about history, social studies, science, and the arts
 - directions, forms, and digital sources on a range of topics
 - historical, scientific, technical, or economic accounts