

Jeffrey Nellhaus
Acting Commissioner
of Education

- [Update Archive](#)
- [Commissioner's Welcome](#)
- [Superintendents' Checklist](#)

RSS

Commissioner's Update

April 25, 2008

Dear Superintendents and Leaders of Charter Schools and Collaboratives:

In this Update I have three announcements and four items for your review.

Reminder about Massachusetts Mathematics Curriculum Framework Revision Survey

The public comment survey for the 2000 Massachusetts Mathematics Curriculum Framework and the 2004 Grades 3, 5, and 7 Grade Level Standards Supplement to the Framework is posted at <http://www.doe.mass.edu/news/news.asp?id=3968>. If you have not already done so, I urge you to complete the survey by Friday, May 2, 2008. Your responses will be summarized to inform the work of the Revision Panel. Thank you for your participation in this project.

Massachusetts Annual Statewide Community Service-Learning Conference

The Massachusetts Department of Elementary and Secondary Education, in partnership with the Massachusetts Service Alliance, is sponsoring a day-long conference for students, teachers, administrators, and community partners to share strategies for implementing, improving and embedding service-learning in Massachusetts' schools and community organizations. Workshop and plenary sessions will focus on project sharing, skills, and tools for improving practice, strategies, and policies for institutionalizing CSL, and ideas for collaboration and linkages with other educational and service initiatives.

The conference will be held on Monday, May 5, from 8 a.m. to 3:30 p.m. at the Hogan Center, at the College of Holy Cross. For additional details about this free conference, visit <http://www.doe.mass.edu/csl/news08/0505conf.pdf> or <http://www.doe.mass.edu/csl/news08/0505conf.doc>. To register, go to: <http://www.doe.mass.edu/conference/?ConferenceID=488>.

21st Century Community Learning Centers Grant Opportunity

The Department of Elementary and Secondary Education will be hosting a technical assistance session on Friday, May 2 at 9 a.m. for anyone interested in applying for a new 21st Century Community Learning Centers (CCLC) grant (Part IVB of the NCLB). The session will be held at the Hoagland-Pincus Conference Center in Shrewsbury, MA.

The FY09 FC 647-B-1 RFP (application) is posted at: <http://finance1.doe.mass.edu/Grants/grants09/rfp/647B1.html>. More information on the 21st CCLC program can be found on <http://www.doe.mass.edu/21cclc/>.

The technical assistance session will provide information to help guide potential applicants through the process (due June 5, 2008). The purpose of the 21st Century Community Learning Centers Program is to establish or expand community learning centers that operate during out-of-school hours and provide students with academic enrichment opportunities along with a broad array of other activities designed to complement the students' regular academic program. The Department is required to give priority to applications for programs that will serve a high percentage of students from low-income families and are submitted jointly by a school district and community-based organization or other public or private entity.

Register for the session via <http://www.doe.mass.edu/conference/?ConferenceID=499>.

Items Posted at www.doe.mass.edu:

1. School Choice Receiving District Status, 2007-2008 and 2008-2009



2. 2007 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Performance



3. Distinguished Elementary Educators - Request for Nominations



4. Correction of Koplik Memo



Sincerely,

Jeffrey Nellhaus
Acting Commissioner

last updated: April 25, 2008

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- › Finance/Grants
 - Recent Updates
- › ARRA
- › Accounting & Auditing
- › Chapter 70 Program (Foundation Budget)
- › Charter Schools
- › Circuit Breaker
- › ESE Budget
- › Federal Renovation Program
- › Grants: Information
- › Nutrition Programs (School Lunch)
- › Per Pupil Expenditure Reports
- › Regional Districts
- › School Building Issues
- › School Choice
- › School Finance Regulations
- › Statistical Comparisons
- › Transportation
- › Vocational Education
- › Key Contacts
- › Links

School Choice

School Choice Receiving District Status, 2008-2009 and 2009-2010

Updated on May 22, 2009

Each year, school committees consider whether their districts should be in the school choice program during the upcoming school year. **If they choose not to accept school choice pupils from other districts, they must take a vote and report the result to the Department by June 1.** Results to date are listed below. School choice districts with asterisks are serving pupils accepted in past years, but did not enroll new pupils this year.

For information about contacting a district, see the Department's directory profiles at <http://profiles.doe.mass.edu/>

By June 1st, 2009, superintendents should submit copies of the minutes of the school committee meeting at which the school choice vote is held, or a letter attesting to the result of the vote, to

Phyllis Rogers
Office of School Finance
Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148-4906

Select District:

OR Download the file: 



*2007 MCAS Alternate Assessment
(MCAS-Alt):*

*State Summary of
Participation and Performance*

Massachusetts Department of Elementary and Secondary Education
April 2008



*This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey Nellhaus
Acting Commissioner*

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Commissioner's Foreword

Dear Interested Parties:

I am pleased to present the 2007 participation rates and performance results of students with significant disabilities who participated in the MCAS Alternate Assessment (MCAS-Alt). More than 7,600 students participated in the 2007 MCAS-Alt. The MCAS-Alt evaluates and reports the annual performance of these students on meeting state standards and provides parents and teachers with vital information to assist in monitoring their progress.

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

It appears from the overall MCAS-Alt results, that educators have provided new and challenging educational opportunities based on the Massachusetts *Curriculum Frameworks* to students with significant disabilities, and that these students are making progress in their academic achievement.

Jeffrey Nellhaus
Acting Commissioner of Education

TABLE OF CONTENTS

Commissioner's Foreword

Executive Summary	1
Introduction	2
MCAS-Alt: Background	2
Participation Guidelines.....	2
Portfolio Contents and Structure.....	3
Scoring MCAS-Alt Portfolios.....	3
Student Participation in 2007 MCAS-Alt	3
2007 MCAS-Alt Student Results	5
Performance Levels and Descriptors.....	5
Competency Determination Portfolios	6
MCAS-Alt and AYP Determinations	7
Resources and Professional Development for Educators	8

APPENDICES

APPENDIX A. 2007 MCAS-Alt Performance Level Results for Each Grade and Content Area.....	9
APPENDIX B. 2007 MCAS-Alt Participation Data by Grade and Content Area	12
APPENDIX C. 2007 MCAS: Rate and Method of Participation by Students with Disabilities.....	15
APPENDIX D. 2007 MCAS-Alt: Rubric for Scoring Portfolio Strands.....	16

Executive Summary

The following information briefly summarizes the participation of students with disabilities in the 2007 MCAS-Alt administration and provides an overview of the results.

- ♦ The total number of students in grades 3-10 taking alternate assessments based on *alternate achievement standards* increased by 615 in 2007 to a total of 7,621, or 1.38 percent of the tested population (8.4 percent of all students with disabilities enrolled in grades tested by MCAS). This increase reflects a growing awareness of the alternate assessment as an appropriate assessment format for students with a range of significant disabilities.
- ♦ Overall, about four-fifths (78.4 percent) of students with significant cognitive disabilities demonstrated their attainment of challenging academic goals at high levels of accuracy and independence, as evidenced by the number of students who scored *Progressing*, the highest performance level for a student taking MCAS-Alt who is working well below grade level.
- ♦ Across all content areas, the average percentage of students who scored *Incomplete* rose to 12.9 percent in 2007 from 10.6 percent in 2006, indicating that some educators conducting MCAS-Alt were not fully aware of all portfolio submission requirements and may require further assistance in effective data-collection.
- ♦ In 2007, twenty-one students in English Language Arts (ELA), and twenty-four students in Mathematics earned their Competency Determination by achieving a score of *Needs Improvement* or higher on their MCAS-Alt portfolios in ELA and/or Mathematics. Use of the MCAS-Alt portfolio to meet the state's graduation requirement remains a unique and important component of the state's assessment system, judging from the approximately 75 "competency portfolios" (i.e., portfolios based on *grade-level achievement standards*) submitted each year by students in grade 10 and beyond.

Introduction

The purpose of this report is to summarize performance data from the spring 2007 administration of the MCAS Alternate Assessment (MCAS-Alt) for the 2006-2007 school year in the content areas of English language arts, math, and science and technology/engineering.

This report also presents information on the students who took MCAS-Alt, including the nature of disability, their participation rate in MCAS-Alt, and the methods used to evaluate and report their performance.

Reports summarizing student performance on and participation in the 2001-2006 MCAS-Alt are posted on the Department's Web site at www.doe.mass.edu/mcas/alt.

MCAS-Alt: Background

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

Alternate assessments reflect the academic performance of students with the most significant disabilities who are unable to take MCAS tests even with accommodations, as determined by the student's IEP or 504 team. These students submit a portfolio based on grade-level content that has been modified to reflect challenging and attainable academic goals for each student. The portfolio reflects the academic content taught to the student, and the degree to which he or she has learned the skills and concepts in the Massachusetts *Curriculum Frameworks*.

The purposes of the MCAS-Alt are to determine the following:

- whether the student was provided access to the general academic curriculum
- the degree to which challenging new skills were taught to the student
- how well the student learned the academic skills, concepts, and content
- whether teaching and learning improved as a result of MCAS-Alt

Participation Guidelines

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

- receives routine academic instruction based on learning standards in the *Curriculum Frameworks* for which the level of complexity of content and skills has been modified well below the expectations of a non-disabled student enrolled in the same grade;
AND
- receives intensive, individualized instruction across all settings in which a subject is taught, in order for the student to acquire, generalize, and demonstrate knowledge and skills;
AND
- is generally unable to demonstrate knowledge and skills on a standardized paper-and-pencil test in the subject being assessed, even when accommodations are provided.

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

Portfolio Contents and Structure

“Evidence” is collected by the student’s teacher and other school staff throughout the year in the subject being assessed, and is organized in a portfolio that includes the following products and information:

- Work samples, video clips, and/or photographs documenting the student’s performance of tasks based on the standards being assessed
- Data charts documenting the student’s performance during activities based on the learning standard being assessed. Data is collected on at least five different dates and must begin at a level of accuracy and/or independence below 80 percent, in order to show that the student was taught challenging, new skills, knowledge, and concepts
- Supporting documentation, including descriptions provided by the teacher, reflection sheets, and other evidence that indicates how the student was instructed and/or demonstrated knowledge and skills in the subject being assessed.

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

Scoring MCAS-Alt Portfolios

Once student portfolios are submitted to the Department in May, they are reviewed and scored by licensed Massachusetts educators at a summer scoring institute sponsored by the Department. Prospective scorers receive extensive training and must qualify in order to become scorers. Scorers are monitored closely for their accuracy and consistency during the scoring process. The Rubric for Scoring Portfolio Strands is used as the basis for scoring all student portfolios, and is shown in Appendix D of this report. It is important for educators to be aware of current portfolio requirements, since portfolios that lack the minimum required evidence and information are scored *Incomplete*. Detailed information on scoring portfolios is found in the *2007 Guidelines for Scoring Student Portfolios*, which is posted to the Department’s Web site at www.doe.mass.edu/mcas/alt.

Student Participation in 2007 MCAS-Alt

A total of 7,621 students, or 1.38 percent of the tested population, participated in the 2007 MCAS-Alt, as shown in Table 1. A slightly higher proportion in grades 3-7, took MCAS-Alt compared to grades 8 and 10, and slightly more were assessed in Mathematics than in English language arts. Overall, between seven and nine percent of students with disabilities in each grade took the 2007 MCAS-Alt, as shown in Appendix C.

The comparative frequency with which students with disabilities participated in each MCAS assessment format (i.e., routinely tested, tested with accommodations, or alternately assessed) is also shown in Appendix C.

Table 1
Rate of Participation in MCAS-Alt by Students with Disabilities

	Total Students Taking MCAS-Alt	Percent of All Assessed Students Taking MCAS-Alt	Percent of Students with Disabilities Taking MCAS-Alt
2004	5,139	1.0%	5.5%
2005	6,131	1.2%	6.4%
2006	7,006	1.3%	7.7%
2007	7,621	1.4%	8.7%

Table 2 shows the distribution of primary disabilities among MCAS-Alt participants. Seventy-one percent of students who took MCAS-Alt had either intellectual or multiple disabilities, or autism, with students in ten other categories composing the remaining twenty-nine percent.

Table 2
Nature of Primary Disability Among MCAS-Alt Participants¹

Primary Disability	Number of MCAS-Alt Participants	Percent of MCAS-Alt Participants	Percent Within Each Disability Category Who Took MCAS-Alt
Intellectual	2,804	36.8%	39.0%
Autism	1,531	20.1%	43.4%
Multiple Disabilities	1,026	13.5%	37.3%
Specific Learning Disabilities	627	8.2%	1.4%
Communication	365	4.8%	2.7%
Neurological	316	4.1%	8.4%
Developmental Delay	257	3.4%	12.3%
Emotional	207	2.7%	2.5%
Unidentified	151	2.0%	0.0%
Health	131	1.7%	2.0%
Sensory/Hard of Hearing or Deaf	100	1.3%	15.0%
Physical	63	0.8%	8.6%
Sensory/Deaf-Blind	20	0.3%	18.9%
Sensory/Vision Impairment or Blind	23	0.3%	7.8%
Total	7,621	100.0%	NA

Note: Totals may not equal 100 percent due to rounding.

¹The number of MCAS-Alt participants includes all students who took MCAS-Alt in at least one subject.

2007 MCAS-Alt Student Results

Rather than reporting the scores of students with significant disabilities as *Warning/Failing* (i.e., the lowest performance level for students taking the standard MCAS tests in that grade), these scores are reported in one of three subcategories of *Warning/Failing* called *Progressing*, *Emerging*, or *Awareness*, as shown in the performance level descriptors in Table 3. The performance levels of *Progressing*, *Emerging*, and *Awareness* provide meaningful information to interpret student achievement, even though the performance is below grade-level expectations.

The vast majority of students with significant disabilities demonstrated their attainment of challenging academic goals at high levels of accuracy and independence (i.e., at the *Progressing* level), as shown in the MCAS-Alt results in Appendix A. A summary of student performance on 2007 MCAS-Alt follows:

- The number of students who scored *Progressing*, the highest MCAS-Alt performance level for a student working substantially below grade-level, ranged from 69 to 81 percent on ELA; the number that scored *Progressing* in Math ranged from 70 to 86 percent.
- A smaller percentage of students attained a score of *Emerging*, the performance level just below *Progressing*, with 4.1-16.7 percent achieving this score in ELA, and 4.2-14.5 percent in Math, depending on the grade.
- Very few students scored *Awareness*, the lowest performance level, with 0.6-1.5 percent in ELA and 0.6-2.1 percent in Math.
- Approximately 13 percent of students assessed by MCAS-Alt scored *Incomplete*, reflecting the absence of sufficient information and evidence in the portfolio to generate an overall performance level in the content area being assessed.

Although the vast majority of students taking MCAS-Alt achieve well below the grade-level expectations for their non-disabled peers due to their significant cognitive disabilities, a small number of those taking MCAS-Alt do achieve at grade-level expectations. In either circumstance, the MCAS-Alt is aligned with the grade-level content, skills, and concepts assessed on standard MCAS tests, although outcomes may have been modified to reflect lower levels of difficulty and complexity.

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

Performance Levels and Descriptors

The MCAS-Alt performance levels shown in Table 4 are reported for each assessed content area based on scores obtained using the Rubric for Scoring Portfolio Strands.

Table 3
MCAS-Alt Performance Level Descriptors

Performance Level	Descriptor
<i>Incomplete</i>	An assessment was not submitted, or two or more of the three required strands in a content area did not contain the information required to determine a score.
<i>Awareness</i>	The student demonstrates <i>very little understanding</i> of learning standards in the Massachusetts <i>Curriculum Frameworks</i> in the content area. The student requires extensive prompting and assistance, and performance is primarily inaccurate.
<i>Emerging</i>	The student demonstrates a <i>simple understanding of a limited number</i> of learning standards in the Massachusetts <i>Curriculum Frameworks</i> in the content area at <i>below grade-level expectations</i> . The student requires frequent prompting and assistance, and performance is limited and inconsistent.
<i>Progressing</i>	The student demonstrates a <i>partial understanding of a limited number</i> of learning standards in the Massachusetts <i>Curriculum Frameworks</i> in the content area, and addresses these <i>below grade-level expectations</i> . The student appears to be receiving challenging instruction and is steadily learning new skills, concepts, and content. The student requires minimal prompting and assistance, and the performance is fundamentally accurate.
<i>Needs Improvement</i>	The student demonstrates a <i>partial understanding</i> of subject matter in the Massachusetts <i>Curriculum Frameworks</i> in the content area and solves some simple problems <i>at grade-level expectations</i> . (Note: In order to earn a Competency Determination, students must achieve a score of <i>Needs Improvement</i> or higher on the grade 10 MCAS assessments in English Language Arts and Mathematics. Beginning with the class of 2010, students must also achieve a score of <i>Needs Improvement</i> or higher on one high school Science and Technology/Engineering assessment.)
<i>Proficient</i>	The student demonstrates a <i>solid understanding</i> of challenging subject matter in the Massachusetts <i>Curriculum Frameworks</i> in this content area and solves a wide variety of problems <i>at grade-level expectations</i> .
<i>Advanced</i>	The student demonstrates a <i>comprehensive and in-depth understanding</i> of subject matter in the Massachusetts <i>Curriculum Frameworks</i> in this content area and provides sophisticated solutions to complex problems <i>at grade-level expectations</i> .

Competency Determination Portfolios

Students who take the MCAS-Alt are eligible to earn a Competency Determination if they demonstrate in their portfolio a level of knowledge and skills comparable to that of a student who has passed the standard grade 10 MCAS tests in English Language Arts, Mathematics, and, beginning with the class of 2010, Science and Technology/Engineering. Portfolios are evaluated by panels of content area experts to ensure that they meet the grade 10 standard of performance in that subject. Specific requirements for submission of portfolios for the Competency Determination are described in the *Educator's Manual for MCAS-Alt*.

Alternate assessments guide educators to provide opportunities for students to learn the standards required to meet the state's graduation requirement. It is not anticipated, however, that the majority of

students with significant cognitive disabilities working well below grade-level expectations will earn a Competency Determination. Students may elect, but are not required, to resubmit their portfolios in either English Language Arts and/or Mathematics each year beyond grade 10 until they have achieved a performance level of *Needs Improvement*, or have exited publicly funded education. Table 4 shows the number of students who have earned a score of *Needs Improvement* or higher on their MCAS-Alt portfolio since 2001.

	2007	2006	2005	2004	2003	2002	2001	Total (2001-2007)
ELA	21	5	13	3	11	8	8	69
Mathematics	24	12	10	6	15	1	3	71

MCAS-Alt and AYP Determinations

The participation and performance of students who take alternate assessments are included in determinations of school and district Adequate Yearly Progress (AYP) results, using the indices shown in Tables 5 and 6. The No Child Left Behind (NCLB) law requires that all students, including students with disabilities, reach proficiency in English Language Arts and Mathematics by 2014.

The Department determines a Composite Performance Index (CPI) for each school and district based on the performance of students on both MCAS ELA and Mathematics assessments. Points are awarded to each school and district based on the results of students who took standard MCAS tests (as shown in Table 5) and those who took MCAS-Alt (as shown in Table 6). Up to one percent of all assessed students in the state can be counted on the *MCAS-Alt Index*, provided these students have significant cognitive disabilities. This should not be considered a limitation on the number of students who may participate in the MCAS-Alt, but refers only to the method used by the Department to include the scores of these students in the CPI.

**Table 5
Performance Index
For Students Taking
Standard MCAS Tests**

Scaled Score and Performance Level	CPI Points Awarded
200 - 208 <i>Failing/Warning – Low</i>	0
210 - 218 <i>Failing/Warning – High</i>	25
220 - 228 <i>Needs Improvement – Low</i>	50
230 - 238 <i>Needs Improvement – High</i>	75
240 - 280 <i>Proficient/Advanced</i>	100

**Table 6
Performance Index
For Students With Significant Cognitive
Disabilities Taking MCAS-Alt**

Performance Level	CPI Points Awarded
<i>Portfolio not submitted</i>	0
<i>Incomplete</i>	25
<i>Awareness</i>	50
<i>Emerging</i>	75
<i>Progressing</i>	100

Resources and Professional Development for Educators

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

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

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

APPENDIX A
2007 MCAS-Alt Performance Level Results
by Grade and Content Area

Table 7
2007 MCAS-Alt Grade 3 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	135	12.8	109	10.5
Awareness	7	0.7	19	1.8
Emerging	58	5.5	45	4.3
Progressing	856	81.0	869	83.3
Needs Improvement	1	0.1	1	0.1
Proficient	0	0.0	0	0.0
Above Proficient	0	0.0	0	0.0
Total Assessed on MCAS-Alt	1057	100	1043	100

* Totals may not equal 100 percent due to rounding.

Table 8
2007 MCAS-Alt Grade 4 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	97	8.6	96	8.1
Awareness	7	0.6	14	1.2
Emerging	113	10.0	51	4.3
Progressing	915	80.8	1024	86.3
Needs Improvement	0	0.0	1	0.1
Proficient	0	0.0	0	0.0
Advanced	0	0.0	0	0.0
Total Assessed on MCAS-Alt	1132	100	1024	100

* Totals may not equal 100 percent due to rounding.

Table 9
2007 MCAS-Alt Grade 5 English Language Arts, Mathematics, and
Science and Technology/Engineering

Performance Level Results						
Performance Level	Content Area					
	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	167	14.3	173	14.1	105	9.6
Awareness	10	0.9	20	1.6	5	0.5
Emerging	56	4.8	52	4.3	116	10.6
Progressing	938	80.1	978	79.9	872	79.4
Needs Improvement	0	0.0	1	0.1	0	0.0
Proficient	0	0.0	0	0.0	0	0.0
Advanced	0	0.0	0	0.0	0	0.0
Total Assessed on MCAS-Alt	1171	100	1224	100	1098	100

* Totals may not equal 100 percent due to rounding.

Table 10
2007 MCAS-Alt Grade 6 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	142	13.2	196	17.4
Awareness	15	1.4	20	1.8
Emerging	56	5.2	53	4.7
Progressing	862	80.0	858	75.9
Needs Improvement	3	0.3	3	0.3
Proficient	0	0.0	0	0.0
Advanced	0	0.0	0	0.0
Total Assessed on MCAS-Alt	1078	100	1130	100

* Totals may not equal 100 percent due to rounding.

Table 11
2007 MCAS-Alt Grade 7 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	116	11.5	174	16.1
Awareness	9	0.9	20	1.9
Emerging	123	12.2	59	5.5
Progressing	761	75.3	823	76.2
Needs Improvement	2	0.2	4	0.4
Proficient	0	0.0	0	0.0
Advanced	0	0.0	0	0.0
Total Assessed on MCAS-Alt	1011	100	1080	100

* Totals may not equal 100 percent due to rounding.

Table 12
**2007 MCAS-Alt Grade 8 English Language Arts, Mathematics, and
 Science and Technology/Engineering**

Performance Level Results							
Performance Level	Content Area						
	English Language Arts		Mathematics		Science and Technology/ Engineering		
	Number	Percent*	Number	Percent*	Number	Percent*	
	Incomplete	146	15.6	156	15.4	112	11.7
Awareness	12	1.7	6	0.6	6	0.6	
Emerging	39	4.1	43	4.2	104	10.9	
Progressing	751	79.0	808	79.6	734	76.7	
Needs Improvement	3	0.3	2	0.2	1	0.1	
Proficient	0	0.0	0	0.0	0	0.0	
Advanced	0	0.0	0	0.0	0	0.0	
Total Assessed on MCAS-Alt	951	100	1015	100	957	100	

* Totals may not equal 100 percent due to rounding.

Table 13
2007 MCAS-Alt Grade 10 English Language Arts and Mathematics, and
High School Science and Technology/Engineering

Performance Level Results						
Performance Level	Content Area					
	English Language Arts		Mathematics		High School Science and Technology/Engineering	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	91	12.2	100	13.2	153	21.2
Awareness	11	1.5	16	2.1	13	1.8
Emerging	125	16.7	110	14.5	93	12.9
Progressing	519	69.5	532	70.2	463	64.1
Needs Improvement	1	0.1	0	0.0	0	0.0
Proficient	0	0.0	0	0.0	0	0.0
Advanced	0	0.0	0	0.0	0	0.0
Total Assessed on MCAS-Alt	747	100	758	100	722	100

* Totals may not equal 100 percent due to rounding.

Table 14
2007 MCAS-Alt Grades 11-12 English Language Arts and Mathematics**

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	9	9.8	14	13.9
Awareness	1	1.1	2	2.0
Emerging	14	15.2	13	12.9
Progressing	59	64.1	63	62.4
Needs Improvement	7	7.6	8	7.9
Proficient	2	2.2	1	1.0
Advanced	0	0.0	0	0.0
Total Assessed on MCAS-Alt	92	100	101	100

* Totals may not equal 100 percent due to rounding.

** Discretionary participation for students attempting to earn a Competency Determination

APPENDIX B
2007 MCAS-Alt Participation Data
by Grade and Content Area

Table 15
2007 MCAS-Alt Grade 3 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	71,311	98.54	71,323	98.56
MCAS-Alt, based on grade-level achievement standards	11	0.02	16	0.02
MCAS-Alt, based on alternate achievement standards	1005	1.39	1004	1.39
MCAS-Alt, achievement standards not determined	41	0.06	23	0.03
Total Students Assessed	72,368	100.01	72,366	100.00

* Totals may not equal 100 percent due to rounding.

Table 16
2007 MCAS-Alt Grade 4 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	70,517	98.42	70,645	98.35
MCAS-Alt, based on grade-level achievement standards	9	0.01	29	0.04
MCAS-Alt, based on alternate achievement standards	1060	1.48	1130	1.57
MCAS-Alt, achievement standards not determined	63	0.09	27	0.04
Total Students Assessed	71,649	100.00	71,831	100.00

* Totals may not equal 100 percent due to rounding.

Table 17
2007 MCAS-Alt Grade 5 English Language Arts, Mathematics, and
Science and Technology/Engineering

Participation Data						
Assessment Format	Content Area					
	English Language Arts		Mathematics		Science and Tech/Eng	
	Number	Percent*	Number	Percent*	Number	Percent*
Standard MCAS test	71,320	98.38	71,352	98.31	71,338	98.48
MCAS-Alt, based on grade-level achievement standards	25	0.03	39	0.05	6	0.01
MCAS-Alt, based on alternate achievement standards	1089	1.50	1151	1.59	1054	1.46
MCAS-Alt, achievement standards not determined	57	0.08	34	0.05	38	0.05
Total Students Assessed	72,491	100.00	72,576	100.00	72,436	100.00

* Totals may not equal 100 percent due to rounding.

Table 18
2007 MCAS-Alt Grade 6 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	72,887	98.54	72,889	98.47
MCAS-Alt, based on grade-level achievement standards	26	0.04	35	0.05
MCAS-Alt, based on alternate achievement standards	1012	1.37	1046	1.41
MCAS-Alt, achievement standards not determined	40	0.05	49	0.07
Total Students Assessed	73,965	100.00	74,019	100.00

* Totals may not equal 100 percent due to rounding.

Table 19
2007 MCAS-Alt Grade 7 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	73,577	98.64	73,592	98.55
MCAS-Alt, based on grade-level achievement standards	13	0.02	32	0.04
MCAS-Alt, based on alternate achievement standards	934	1.25	1010	1.35
MCAS-Alt, achievement standards not determined	64	0.09	38	0.05
Total Students Assessed	74,588	100.00	74,672	100.00

* Totals may not equal 100 percent due to rounding.

Table 20
2007 MCAS-Alt Grade 8 English Language Arts, Mathematics, and
Science and Technology/Engineering

Participation Data						
Assessment Format	Content Area					
	English Language Arts		Mathematics		Science and Tech/Eng	
	Number	Percent*	Number	Percent*	Number	Percent*
Standard MCAS test	74,433	98.74	74,319	98.65	74,257	98.73
MCAS-Alt, based on grade-level achievement standards	14	0.02	22	0.03	7	0.01
MCAS-Alt, based on alternate achievement standards	906	1.20	969	1.29	903	1.20
MCAS-Alt, achievement standards not determined	31	0.04	24	0.03	47	0.06
Total Students Assessed	75,384	100.00	75,334	100.00	75,214	100.00

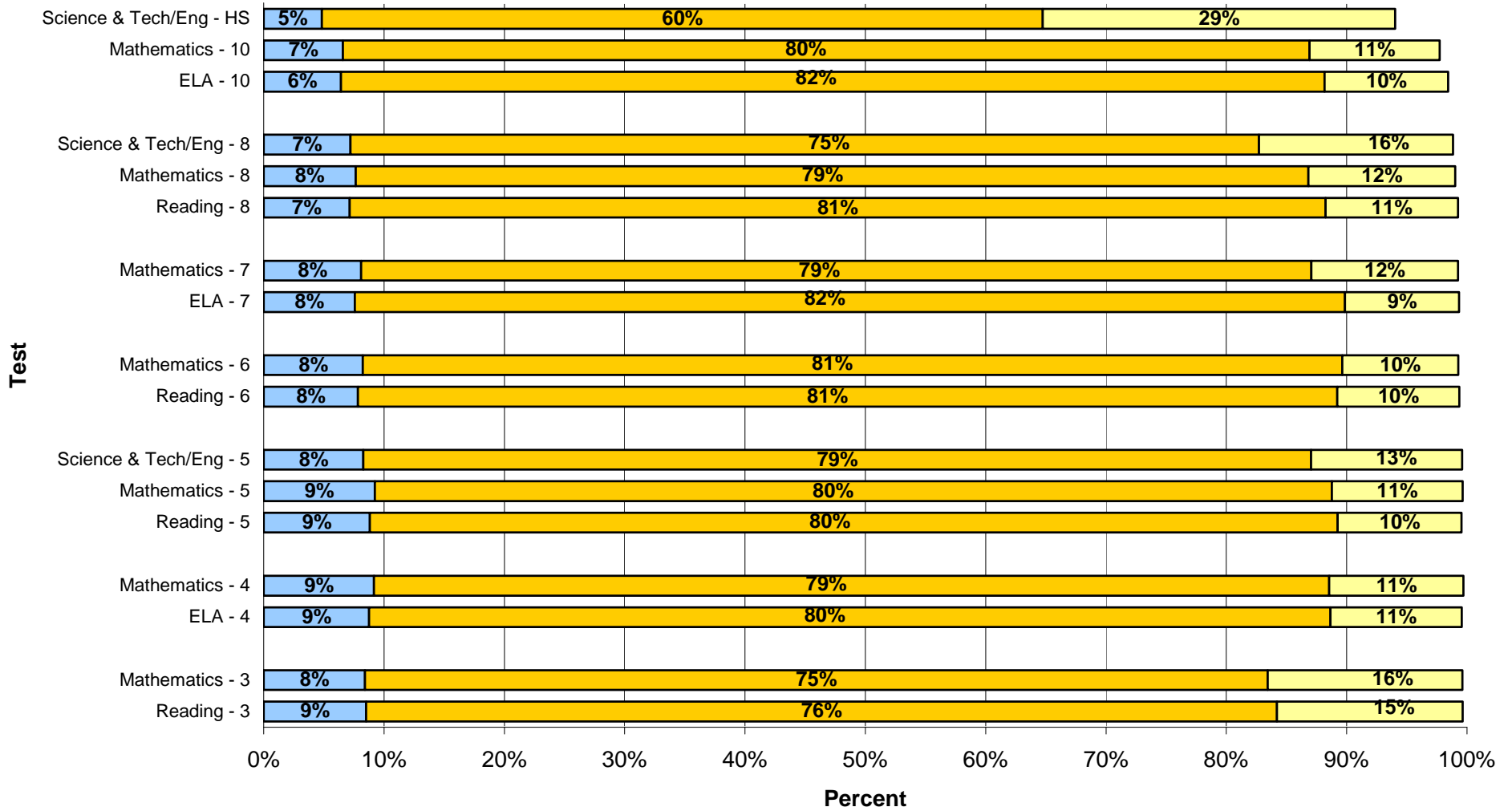
* Totals may not equal 100 percent due to rounding.

Table 21
2007 MCAS-Alt Grade 10 English Language Arts and Mathematics, and
High School Science and Technology/Engineering

Participation Data						
Assessment Format	Content Area					
	English Language Arts		Mathematics		High School Science and Tech/Eng (Grades 9/10)	
	Number	Percent*	Number	Percent*	Number	Percent*
Standard MCAS test	72,471	98.98	71,692	98.95	101,809	99.30
MCAS-Alt, based on grade-level achievement standards	6	0.01	10	0.01	11	0.01
MCAS-Alt, based on alternate achievement standards	699	0.95	718	0.99	626	0.61
MCAS-Alt, achievement standards not determined	42	0.06	30	0.04	85	0.08
Total Students Assessed	73,218	100.00	72,450	100.00	102,531	100.00

* Totals may not equal 100 percent due to rounding.

APPENDIX C
Spring 2007 MCAS:
Rate and Method of Participation by Students with Disabilities



MCAS Alternate Assessment (MCAS-Alt)
 Tested with Accommodations
 Routine Test Administration

APPENDIX D
2007 MCAS-Alt Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio reflects little or no basis on <i>Curriculum Frameworks</i> learning standards in this strand.	Student primarily addresses social, motor, and communication "access skills" during instruction based on <i>Curriculum Frameworks</i> learning standards in this strand.	Student addresses <i>Curriculum Frameworks</i> learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of <i>Curriculum Frameworks</i> learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of <i>Curriculum Frameworks</i> learning standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0-25% accurate) .	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26-50% accurate) .	Student's performance is mostly accurate and demonstrates some understanding in this strand (51-75% accurate) .	Student's performance is accurate and is of consistently high quality in this strand (76-100% accurate) .
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0-25% independent) .	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26-50% independent) .	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51-75% independent) .	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76-100% independent) .
Self-Evaluation	Evidence of self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in only one strand .	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in two strands .	Student frequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found either in three strands; or, two or more examples were found in only one strand .	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area — two or more examples of self-evaluation were found in each strand .
Generalized Performance		Student demonstrates knowledge and skills in one context, or uses one instructional approach and/or method of response and participation in each strand .	Student demonstrates knowledge and skills in two or more contexts; or uses two or more instructional approaches and/or methods of response and participation in only one strand .	Student demonstrates knowledge and skills in two contexts; or uses two instructional approaches and/or methods of response and participation in each strand .	Student demonstrates knowledge and skills in three or more contexts, or uses three or more instructional approaches and/or methods of response and participation in each strand .



ESE Phone: 781-338-3000

EVENTS CALENDAR

June 2009						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

NEWS/EVENTS SEARCH

Keyword:

Dates:

Past 30 days

Past 90 days

Date Range

Start:

End:

Educator Services

Distinguished Elementary Educators – Request for Nominations

To: Superintendents, Principals, Teachers, and Other Interested Parties



From: Jeffrey Nellhaus, Acting Commissioner

Date: April 2008

The Department of Elementary and Secondary Education would like to identify distinguished elementary (K-5) teachers and principals throughout the Commonwealth. These educators may be considered for advisory boards, task forces, and special recognition programs.

We are very fortunate to have a rich base of veteran educators represented in our current talent pool who have been, and continue to be, a valuable resource. What is particularly lacking at this time is representation from educators who are relatively new to the profession and demonstrate unusual instructional and leadership ability. Such educators exhibit an inspiring presence that has a profound impact on students, colleagues, and the community.

We ask that you recommend one to three educators who have not received major recognition beyond their school or district. Because we are looking for educators who will continue to serve the profession in the future, please give special consideration to educators with 10 or fewer years experience in education.

Please provide **CONFIDENTIAL**, specific information about your candidate(s) on **the enclosed three-page form**  . Please include a **one-page letter in addition** to the form in which you address how the candidate meets the criteria mentioned in this memo. Completed forms must be sent by **Friday, May 16, 2008** to the Massachusetts Department of Elementary and Secondary Education, Attn. Deborah J. Walker, 350 Main Street, Malden, MA 02148.

If you prefer, you can fax this information to 781-338-3318, Attn. Deborah Walker, or email djwalker@doe.mass.edu.



ESE Phone: 781-338-3000

EVENTS CALENDAR

June 2009						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

NEWS/EVENTS SEARCH
Keyword:
Dates:

Past 30 days

Past 90 days

Date Range

Start:

End:

Family & Community

Correction of Koplik Memo Dated March 24, 2008

To: Principals of High Schools, Regional High Schools and Regional Vocational Technical High Schools, and Charter School Leaders and Collaborative Directors

From: Richard Salus, Educational Specialist

Date: April 18, 2008

This is a correction of the memo dated March 24, 2008 regarding the Stanley Koplik Certificate of Mastery materials move to DropBox Central.

That memo should have stated that the link for the Koplik Certificate of Mastery in DropBox Central is only at the school level --- not at the district level. This piece of information was inadvertently omitted. I apologize for any confusion that it may have caused. The new sentence, which is on the second page, is in italics. With the exception of the new sentence, the information in the remainder of the March 24, 2008 memo remains unchanged.

On April 7, 2008, the Koplik student files and supporting documents for the class of 2008* were posted in the Department's DropBox Central. Every secondary public school is asked to assign a person to serve as a Koplik coordinator. The Koplik coordinator has access to the high school's roster of students who initially qualify for the Koplik and has the following responsibilities:

- notify the parents of students who meet the initial qualifications;
- advise students who choose to pursue this Certificate; and
- process applications, issue Koplik Certificates, and update student status on computer file.

In addition to the roster of students in the classes of 2008, the following documents will be available at DropBox Central.

1. Koplik application form for students in the class of 2008; and
2. A memo with a list of what constitutes *Other Academic Achievements*.

For students in the class of 2008 who successfully complete the requirements for the Koplik Certificate of Mastery,

the following has been posted:

1. The Koplik Certificate template;
2. The Congratulatory form letter; and
3. The list of Tuition Waiver Contact Persons at the State Colleges and Universities.

To begin, please contact your District Administrator (DA) for a *username* and *password* to access DropBox Central.

Please note: the link to the Koplik Certificate of Mastery can only be found at the school level, not the district level.

DropBox Central is accessed as follows:

1. Go to <https://www4.doemass.org/>.
2. Log In with your *username* and *password*.
3. Click DropBox Central link.
4. Select Koplik 2008.
5. Select your school and click Next, then read folder instructions.

* The lists of students in the class of 2009 who initially qualify for the Koplik Certificate of Mastery, along with its appropriate accompanying documents, will be posted on DropBox Central at a later date.

Last Updated: April 25, 2008

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