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*2006 MCAS Alternate Assessment  
(MCAS-Alt):*

*State Summary of  
Participation and Performance*

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Massachusetts Department of Education  
April 2007

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

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## *Commissioner's Foreword*

Dear Interested Parties:

Students with significant disabilities are required by law to participate in statewide academic assessments and to be counted in the overall performance results of 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.

I am pleased to present the 2006 participation rates and performance results of students with significant disabilities who participated in the MCAS Alternate Assessment (MCAS-Alt). Approximately 7,000 students participated in the 2006 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.

In accordance with No Child Left Behind, 2006 was the first year in which states were required to assess all students in English Language Arts and Mathematics annually in grades 3-8 and 10. In view of this, the Department reorganized and streamlined its requirements for the 2006 MCAS-Alt in each grade, and publicized this information in mailings, Internet postings, and Department-sponsored training sessions during the 2005 and 2006 school years. I am encouraged, despite these changes, that teachers were able for the most part to incorporate these new requirements into the vast majority of student portfolios, and that most teachers conducting MCAS-Alt were able to attend Department training sessions and have their questions answered.

I am equally encouraged by the overall MCAS-Alt results of students with significant disabilities. It appears that educational opportunities based on the Massachusetts *Curriculum Frameworks* are provided to these students and that they are making progress in their academic achievement, although challenges remain in educating these students and in measuring their progress and performance.

Sincerely,

David P. Driscoll  
Commissioner of Education

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## Executive Summary

The following information briefly summarizes the participation of students with disabilities in the 2006 MCAS-Alt administration and provides an overview of the results.

- ♦ The number of students taking MCAS-Alt increased by 875 in 2006 to a total of 7,006, or 1.26 percent of the tested population (between seven and nine percent of all students with disabilities). This reflects a growing awareness of the alternate assessment as an appropriate format for the assessment of students with a range of significant disabilities.
- ♦ The large majority (about three-fourths) 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.
- ♦ The number of content areas that scored *Incomplete* fell to an average of 10.12 percent in all subjects in 2006 from just over an average of 16 percent in 2005, indicating the number is decreasing among educators conducting MCAS-Alt who are not yet familiar with portfolio submission requirements and effective data-collection strategies.
- ♦ A small number of students (five in ELA, and twelve in Mathematics) earned the Competency Determination by achieving a score of *Needs Improvement* or higher on their MCAS-Alt portfolios in English Language Arts and/or Mathematics. Use of this alternative pathway to meet the state's graduation requirement remains a unique and important component of the state's assessment system, judging from the 75-100 "competency portfolios" submitted each year in grade 10 and beyond.

## **Introduction**

During the 2005-2006 school year, more than 7,000 students in grades 3-12 participated in an alternate assessment in English language arts, math, and/or science and technology/engineering. The purpose of this report is to summarize the performance data from the spring 2006 administration of the MCAS Alternate Assessment (MCAS-Alt).

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

Reports summarizing student performance and participation on the 2001-2005 MCAS-Alt have been posted on the Department's Web site at [www.doe.mass.edu/mcas/alt](http://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 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 Section 504 team. These students submit a structured portfolio based on grade-level content that has been modified to reflect challenging and attainable academic goals for each student. The portfolio reflects whether the student was taught, and the degree to which he or she has learned, the skills and concepts in the Massachusetts *Curriculum Frameworks*.

### *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 the student:

- receives instruction in which the content and level of instruction have been modified well below the expectations of non-disabled students enrolled in the same grade and subject;  
AND
- receives intensive, individualized instruction across all settings in which a subject is taught;  
AND
- does not adequately demonstrate knowledge and skills in the subject being assessed on a standardized, paper-and-pencil test, even when accommodations are provided.

Students with *other* complex and significant, though not necessarily cognitive, disabilities are also considered for alternate assessments when those disabilities present unique and significant challenges that may not allow the student to fully demonstrate knowledge and skills on a standardized paper-and-pencil test, even with accommodations.

### *Portfolio Contents and Structure*

Evidence is collected throughout the school year in the subject being assessed and is organized in a portfolio by the student's teacher 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 showing the student’s performance during activities based on the learning standard being assessed
- Descriptions provided by the teacher, examples of materials and tools used by the student, reflection sheets, and/or other supporting documentation of instruction in the subject

Creation of portfolios is guided by information in the Department publication entitled 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](http://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 of Education. 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 remain current regarding portfolio requirements, since portfolios that lack the minimum required evidence and information are scored *Incomplete*. Detailed information on scoring portfolios is found in the Department’s publication *2006 Guidelines for Scoring Student Portfolios* posted to [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

#### **Student Participation in 2006 MCAS-Alt**

A total of 7,006 students, or 1.26 percent of the entire tested population, participated in the 2006 MCAS-Alt as shown in Table 1. A slightly higher proportion took MCAS-Alt in grades 3-7 compared with grades 8 and 10. Overall, between seven and nine percent of students with disabilities in each grade took the 2006 MCAS-Alt, as shown in Appendix B.

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 shown in Appendix C.

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

	<b>Total Students Taking MCAS-Alt</b>	<b>Percent of All Assessed Students Taking MCAS-Alt</b>	<b>Percent of Students with Disabilities Taking MCAS-Alt</b>
<b>2004</b>	5,139	0.99	5.5
<b>2005</b>	6,131	1.18	6.4
<b>2006</b>	7,006	1.26	7.7

The nature of the disabilities of students who took MCAS-Alt, and the frequency with which students in each disability category took MCAS-Alt is shown in Table 2. Seventy-two percent of students who took MCAS-Alt had either intellectual or multiple disabilities, or autism, with students in ten other categories comprising the remaining 28 percent.

**Table 2**  
**Nature of Primary Disability of Students Taking**  
**2006 MCAS-Alt in at Least One Subject**

<b>Primary Disability</b>	<b>Number of Students in Each Disability Category Taking MCAS-Alt</b>	<b>Percent of Total Students with Disabilities Taking MCAS-Alt</b>	<b>Percent of Total Students in this Disability Category Taking MCAS-Alt</b>
Intellectual	2,648	37.8%	36.1%
Autism	1,360	19.4%	42.1%
Multiple Disabilities	1,003	14.3%	36.2%
Specific Learning Disabilities	546	7.8%	1.2%
Communication	282	4.0%	2.3%
Neurological	241	3.4%	7.0%
Developmental Delay	217	3.1%	11.3%
Emotional	192	2.7%	2.4%
Unidentified	186	2.7%	NA
Health	108	1.5%	1.9%
Sensory/Hard of Hearing or Deaf	96	1.4%	14.4%
Physical	63	0.9%	10.7%
Sensory/Deaf-Blind	41	0.6%	19.1%
Sensory/Vision Impairment or Blind	23	0.3%	8.1%
<b>Total</b>	<b>7,006</b>	<b>99.9%</b>	<b>NA</b>

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

### **2006 MCAS-Alt Student Results**

Rather than reporting the scores of students with significant cognitive disabilities as *Warning/Failing* (i.e., the lowest performance level for students taking the standard MCAS tests in that grade), those scores are reported instead 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*, or *Awareness* provide meaningful information to interpret student achievement, even though the performance may be well below grade-level expectations.

The majority of students with significant disabilities (on average, about three-fourths of all students on each assessment) demonstrated their attainment of challenging academic goals at high levels of accuracy and independence, as shown in the MCAS-Alt results in Appendix A.

- The number of students who scored *Progressing*, the highest MCAS-Alt performance level for a student working substantially below grade-level, ranged from 73-83 percent on ELA; the number that scored *Progressing* in Math ranged from 72-84%.
- A smaller percentage of students attained a score of *Emerging*, the performance level just below *Progressing*, with 4.12-12.35 percent achieving this score in ELA, and 4.37-11.79 percent in Math.

- Very few students scored *Awareness*, the lowest performance level, with .74-1.89 percent in ELA and .83-3.97 percent in Math.
- About one in ten content areas assessed by MCAS-Alt (10.1 percent) scored *Incomplete*, reflecting the absence of sufficient information in the portfolio to generate a score.

Although the vast majority of students taking MCAS-Alt work well *below grade-level expectations* due to their significant cognitive disabilities, a small number of those taking MCAS-Alt work *at grade-level expectations*. In either case, the MCAS-Alt is aligned for each student with the grade-level content, skills, and concepts assessed on standard MCAS tests, even though 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* (i.e., working well below grade level expectations), *modified* (i.e., working close to, but still somewhat below, grade-level expectations), or *grade-level achievement standards*.

#### *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 Levels**

<b>Performance Level</b>	<b>Descriptor</b>
<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.)

<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

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 and Mathematics. 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.

**Table 4**  
**Number of Students Awarded a Competency Determination through MCAS-Alt**

	2006	2005	2004	2003	2002	2001	Total (2001-2006)
<b>ELA</b>	5	13	3	11	8	8	48
<b>Mathematics</b>	12	10	6	15	1	3	47

### 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) using the indices shown in Tables 5 and 6. No Child Left Behind (NCLB) 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 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 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 those students have significant cognitive disabilities.

**Table 5**  
**MCAS Test Index**

<b>Scaled Score and Performance Level</b>	<b>Points Awarded</b>
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**  
**MCAS-Alt Index**  
for Students with Significant Cognitive Disabilities  
(up to 1% of the statewide total of assessed students)

<b>Performance Level</b>	<b>Points Awarded</b>
<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 assist their colleagues across the state.

Notices of training opportunities are sent by mail and electronically, via monthly e-mail newsletters, and are posted to the Internet at [www.doe.mass.edu/mcas/alt/resources.html](http://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](http://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 either by contacting the Department by e-mail at [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu) or by phone at (781) 338-3625, or by contacting the MCAS Service Center at (800) 737-5103.

## APPENDIX A

### Spring 2006 MCAS-Alt Performance Level Results for Each Grade and Content Area

#### Grade 3 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	99	10.40	79	8.35
Awareness	18	1.89	14	1.48
Emerging	45	4.73	60	6.34
Progressing	790	82.98	791	83.62
Needs Improvement	0	0.00	2	0.21
Proficient	0	0.00	0	0.00
Above Proficient	0	0.00	0	0.00
<b>Total</b>	<b>952</b>	<b>100.00</b>	<b>946</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

#### Grade 4 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	109	10.06	107	9.57
Awareness	9	0.83	16	1.43
Emerging	101	9.32	63	5.64
Progressing	864	79.70	932	83.36
Needs Improvement	1	0.09	0	0.00
Proficient	0	0.00	0	0.00
Advanced	0	0.00	0	0.00
<b>Total</b>	<b>1084</b>	<b>100.00</b>	<b>1118</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

#### 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	121	11.87	132	12.55	40	4.04
Awareness	16	1.57	15	1.43	38	3.84
Emerging	42	4.12	46	4.37	111	11.22
Progressing	840	82.43	857	81.46	800	80.89
Needs Improvement	0	0.00	2	0.19	0	0.00
Proficient	0	0.00	0	0.00	0	0.00
Advanced	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>1019</b>	<b>100.00</b>	<b>1052</b>	<b>100.00</b>	<b>989</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Grade 6 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	99	10.66	104	10.56
Awareness	22	2.37	19	1.93
Emerging	50	5.38	53	5.38
Progressing	757	81.49	804	81.62
Needs Improvement	1	0.11	5	0.51
Proficient	0	0.00	0	0.00
Advanced	0	0.00	0	0.00
<b>Total</b>	<b>929</b>	<b>100.00</b>	<b>985</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Grade 7 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	87	9.14	95	9.63
Awareness	7	0.74	15	1.52
Emerging	78	8.19	44	4.46
Progressing	777	81.62	829	83.99
Needs Improvement	3	0.32	4	0.41
Proficient	0	0.00	0	0.00
Advanced	0	0.00	0	0.00
<b>Total</b>	<b>952</b>	<b>100.00</b>	<b>987</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

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	97	10.81	101	10.35	57	6.29
Awareness	15	1.67	18	1.84	36	3.97
Emerging	40	4.46	44	4.51	118	13.02
Progressing	743	82.83	807	82.68	693	76.49
Needs Improvement	2	0.22	6	0.61	2	0.22
Proficient	0	0.00	0	0.00	0	0.00
Advanced	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>897</b>	<b>100.00</b>	<b>976</b>	<b>100.00</b>	<b>906</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Grade 10 English Language Arts and Mathematics

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	97	13.45	98	13.44
Awareness	10	1.39	13	1.78
Emerging	85	11.79	90	12.35
Progressing	527	73.09	527	72.29
Needs Improvement	2	0.28	1	0.14
Proficient	0	0.00	0	0.00
Advanced	0	0.00	0	0.00
<b>Total</b>	<b>721</b>	<b>100.00</b>	<b>729</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Note: Science and Technology/Engineering was assessed, but performance level results were not reported.

Grades 11-12 English Language Arts and Mathematics  
(Optional participation in cases where the student is attempting to earn a Competency Determination)

Performance Level Results				
Performance Level	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	4	8.51	3	5.66
Awareness	1	2.13	0	0.00
Emerging	0	0.00	6	11.32
Progressing	39	82.98	33	62.26
Needs Improvement	1	2.13	10	18.87
Proficient	2	4.26	1	1.89
Advanced	0	0.00	0	0.00
<b>Total</b>	<b>47</b>	<b>100.00</b>	<b>53</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

**APPENDIX B**  
**Spring 2006 MCAS-Alt Participation Data**  
**In Each Grade and Content Area**

Grade 3 English Language Arts and Mathematics

<b>Participation Data</b>				
<b>Assessment Format</b>	<b>Content Area</b>			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test, measured on grade-level achievement standards	69,795	98.65	69,792	98.66
MCAS-Alt, measured on grade-level achievement standards	19	0.03	10	0.01
MCAS-Alt, measured on modified achievement standards	10	0.01	10	0.01
MCAS-Alt, measured on alternate achievement standards	896	1.27	900	1.27
MCAS-Alt, achievement standards not determined	27	0.04	26	0.04
<b>Total</b>	<b>70,747</b>	<b>100.00</b>	<b>70,738</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Grade 4 English Language Arts and Mathematics

<b>Participation Data</b>				
<b>Assessment Format</b>	<b>Content Area</b>			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test, measured on grade-level achievement standards	70,193	98.48	70,300	98.43
MCAS-Alt, measured on grade-level achievement standards	21	0.03	32	0.04
MCAS-Alt, measured on modified achievement standards	27	0.04	22	0.03
MCAS-Alt, measured on alternate achievement standards	964	1.35	1031	1.44
MCAS-Alt, achievement standards not determined	72	0.10	33	0.05
<b>Total</b>	<b>71,277</b>	<b>100.00</b>	<b>71,418</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

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, measured on grade-level achievement standards	71,690	98.60	71,744	98.55	71,779	98.64
MCAS-Alt, measured on grade-level achievement standards	12	0.02	12	0.02	11	0.02
MCAS-Alt, measured on modified achievement standards	10	0.01	14	0.02	18	0.02
MCAS-Alt, measured on alternate achievement standards	960	1.32	999	1.37	920	1.26
MCAS-Alt, achievement standards not determined	37	0.05	27	0.04	40	0.05
<b>Total</b>	<b>72,709</b>	<b>100.00</b>	<b>72,796</b>	<b>100.00</b>	<b>72,768</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Grade 6 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test, measured on grade-level achievement standards	72,452	98.73	72,484	98.66
MCAS-Alt, measured on grade-level achievement standards	18	0.02	22	0.03
MCAS-Alt, measured on modified achievement standards	7	0.01	7	0.01
MCAS-Alt, measured on alternate achievement standards	877	1.20	925	1.26
MCAS-Alt, achievement standards not determined	27	0.04	31	0.04
<b>Total</b>	<b>73,381</b>	<b>100.00</b>	<b>73,469</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Grade 7 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test, measured on grade-level achievement standards	73,556	98.72	73,659	98.68
MCAS-Alt, measured on grade-level achievement standards	19	0.03	20	0.03
MCAS-Alt, measured on modified achievement standards	7	0.01	6	0.01
MCAS-Alt, measured on alternate achievement standards	868	1.16	932	1.25
MCAS-Alt, achievement standards not determined	58	0.08	29	0.04
<b>Total</b>	<b>74,508</b>	<b>100.00</b>	<b>74,646</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

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, measured on grade-level achievement standards	75,346	98.82	75,300	98.72	75,328	98.81
MCAS-Alt, measured on grade-level achievement standards	9	0.01	32	0.04	22	0.03
MCAS-Alt, measured on modified achievement standards	6	0.01	10	0.01	16	0.02
MCAS-Alt, measured on alternate achievement standards	867	1.14	915	1.20	809	1.06
MCAS-Alt, achievement standards not determined	15	0.02	19	0.02	59	0.08
<b>Total</b>	<b>76,243</b>	<b>100.00</b>	<b>76,276</b>	<b>100.00</b>	<b>76,234</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

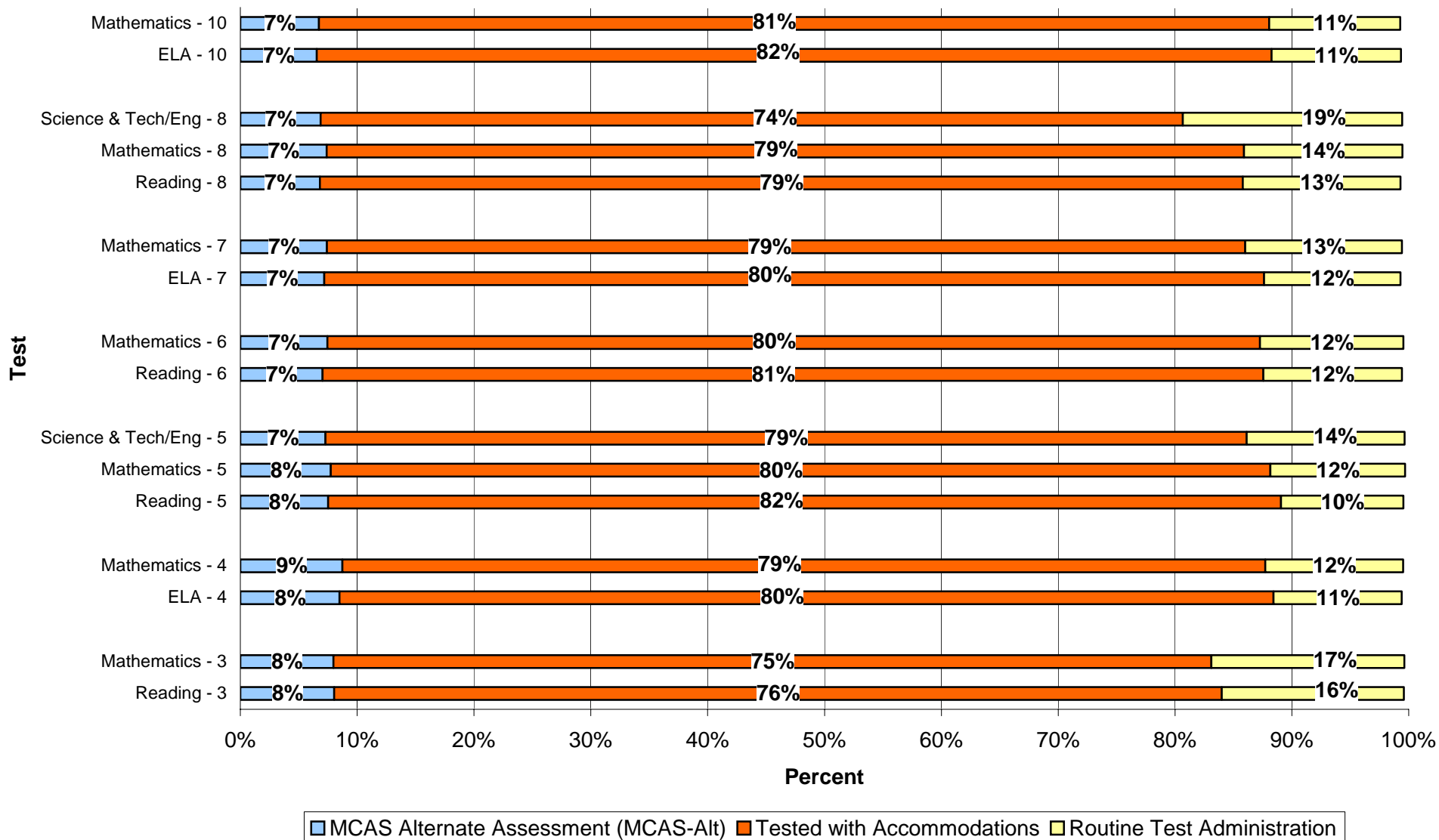
Grade 10 English Language Arts and Mathematics

Participation Data				
Assessment Format	Content Area			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test, measured on grade-level achievement standards	72,634	99.02	72,011	99.00
MCAS-Alt, measured on grade-level achievement standards	18	0.02	24	0.03
MCAS-Alt, measured on modified achievement standards	5	0.01	16	0.02
MCAS-Alt, measured on alternate achievement standards	659	0.90	671	0.92
MCAS-Alt, achievement standards not determined	39	0.05	18	0.02
<b>Total</b>	<b>73,355</b>	<b>100.00</b>	<b>72,740</b>	<b>100.00</b>

\* Totals may not equal 100 percent due to rounding.

Note: Science and Technology/Engineering was assessed, but performance level results were not reported.

**APPENDIX C**  
**Spring 2006 MCAS**  
**Rate and Method of Participation by Students with Disabilities**



**APPENDIX D**

**2006 MCAS-Alt: Rubric for Scoring Portfolio Strands**

	1	2	3	4	5
<b>Level of Complexity</b>	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
<b>Demonstration of Skills and Concepts</b>	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand <b>(0-25% accurate)</b> .	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand <b>(26-50% accurate)</b> .	Student's performance is mostly accurate and demonstrates some understanding in this strand <b>(51-75% accurate)</b> .	Student's performance is accurate and is of consistently high quality in this strand <b>(76-100% accurate)</b> .
<b>Independence</b>	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 <b>(0-25% independent)</b> .	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(26-50% independent)</b> .	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(51-75% independent)</b> .	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(76-100% independent)</b> .
<b>Self-Evaluation</b>	Evidence of self-correction, task-monitoring, goal-setting, and reflection was <b>not found</b> 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 <b>only one strand</b> .	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in <b>two strands</b> .	Student frequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found either in <b>three strands; or, two or more examples were found in only one strand</b> .	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area — <b>two or more examples of self-evaluation were found in each strand</b> .
<b>Generalized Performance</b>		Student demonstrates knowledge and skills in <b>one</b> context, or uses <b>one</b> instructional approach and/or method of response and participation in <b>each strand</b> .	Student demonstrates knowledge and skills in <b>two or more</b> contexts; or uses <b>two or more</b> instructional approaches and/or methods of response and participation in <b>only one strand</b> .	Student demonstrates knowledge and skills in <b>two</b> contexts; or uses <b>two</b> instructional approaches and/or methods of response and participation in <b>each strand</b> .	Student demonstrates knowledge and skills in <b>three or more</b> contexts, or uses <b>three or more</b> instructional approaches and/or methods of response and participation in <b>each strand</b> .