



*2008 MCAS Alternate Assessment
(MCAS-Alt):*

*State Summary of
Participation and Performance*

Massachusetts Department of Elementary and Secondary Education
January 2009



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

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Commissioner's Foreword

Dear Interested Parties:

I am pleased to present a statewide summary of the participation rates and performance results for students with significant disabilities who took the 2008 MCAS Alternate Assessment (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. Nearly 8,200 students participated in the 2008 MCAS-Alt.

It appears from the overall MCAS-Alt results that educators continue to provide 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.

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.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Executive Summary

The following information briefly summarizes the participation of students with disabilities in the 2008 MCAS-Alt administration and provides an overview of the results.

- ♦ The number of students in grades 3–10 taking alternate assessments increased by 578 in 2008 to a total of 8,199, or 1.5 percent of the total 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 (81.2 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 grades and content areas, the percentage of students who scored *Incomplete* decreased to 9.7 percent in 2008 from 12.7 percent in 2007, indicating that educators conducting the MCAS-Alt are becoming increasingly aware of portfolio submission requirements.
- ♦ In 2008, four students met the Competency Determination (CD) requirement in English Language Arts (ELA), thirteen students did so in Mathematics, and three students met the CD requirement in Science and Technology/Engineering, by achieving a score of *Needs Improvement* or higher. 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 describe the statewide participation rates and performance results from the spring 2008 administration of the MCAS Alternate Assessment (MCAS-Alt) in the content areas of English language arts, mathematics, and science and technology/engineering.

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

Reports summarizing student performance on and participation in the 2001-2007 MCAS-Alt are posted on the Department's website at <http://www.doe.mass.edu/mcas/alt/results.html>.

MCAS-Alt: Background

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

- whether the student was provided access to the general academic curriculum described in the Massachusetts *Curriculum Frameworks*
- 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 the 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 an 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 over a period of time 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 how he or she 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 website at <http://www.doe.mass.edu/mcas/alt/resources.html>.

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 *2008 Guidelines for Scoring Student Portfolios*, which is posted to the Department’s Web site at <http://www.doe.mass.edu/mcas/alt/>.

Student Participation in 2008 MCAS-Alt

A total of 8,199 students, or 1.5 percent of the tested population, participated in the 2008 MCAS-Alt in grades 3–10 as shown in Table 1. A slightly higher relative proportion of students in grades 3–7 took MCAS-Alt compared with students in grades 8 and 10, and slightly more students were assessed in mathematics than in English language arts (ELA). Overall, between seven and nine percent of students with disabilities in each grade took the 2008 MCAS-Alt in ELA and mathematics, 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
in Grades 3-10

	Total Students Taking MCAS-Alt	Percentage of All Assessed Students Taking MCAS-Alt	Percentage 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%	8.4%
2008	8,199	1.5%	8.4%

Table 2 shows the number of students with disabilities who took the 2008 MCAS-Alt in each grade and subject.

Table 2
Participation in 2008 MCAS-Alt by Grade and Subject

Grade	English Language Arts (ELA)	Mathematics	Science and Technology/Engineering
3	1,092	1,079	---
4	1,238	1,239	---
5	1,184	1,238	1,069
6	1,217	1,274	---
7	1,097	1,152	---
8	972	1,054	946
9	---	---	71
10	866	868	823

Table 3 shows the distribution of primary disabilities among MCAS-Alt participants. Sixty-eight percent of students who took MCAS-Alt had either intellectual or multiple disabilities, or autism, with students in ten other disability categories accounting for the remaining thirty-two percent.

Table 3
Nature of Primary Disability Among MCAS-Alt Participants in Grades 3-10¹

Primary Disability²	Total Number of Students Within Primary Disability Category	Number of MCAS-Alt Participants in Primary Disability Category (n)	Percentage of Total MCAS-Alt Participants by Primary Disability (n/8,199 x 100)³	Percentage in Primary Disability Category Who Took MCAS-Alt
Intellectual	7,352	2,842	34.7%	38.7%
Autism	4,287	1,717	20.9%	40.1%
Multiple Disabilities	2,869	1,037	12.6%	36.1%
Specific Learning Disabilities	47,036	715	8.7%	1.5%
Communication	15,235	442	5.4%	2.9%
Neurological	4,450	380	4.6%	8.4%
Developmental Delay	2,234	310	3.8%	13.9%
Emotional	9,350	255	3.1%	2.7%
Health	8,047	171	2.1%	2.1%
Unidentified	131	128	1.6%	Not applicable
Sensory/Hard of Hearing or Deaf	689	86	1.0%	12.5%
Physical	801	64	0.8%	8.0%
Sensory/Vision Impairment or Blind	342	27	0.3%	7.9%
Sensory/Deaf-Blind	122	25	0.3%	20.5%
Total	102,945	8,199	100.0%	NA

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

² As reported by districts to the Department in the March 2008 Student Information Management System (SIMS) submission

³Totals may not equal 100 percent due to rounding.

2008 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), MCAS-Alt results are reported in one of three subcategories of *Warning/Failing* called *Progressing*, *Emerging*, or *Awareness*, as shown in the performance level descriptors in Table 4. The MCAS-Alt performance levels of *Progressing*, *Emerging*, and *Awareness* provide meaningful information to interpret the achievement of students whose 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 the 2008 MCAS-Alt follows:

- The number of students who scored *Progressing*, the highest MCAS-Alt performance level for a student working below grade-level, ranged from 75 to 86 percent in ELA and from 69 to 87 percent in Mathematics across all grades in which these subjects were assessed.
- A smaller percentage of students attained a score of *Emerging*, the performance level just below *Progressing*, with 4.31 to 13.16 percent achieving this score in ELA, and between 3.79 and 11.95 percent in Mathematics, across all grades in which these subjects were assessed.
- Relatively few students scored *Awareness*, the lowest performance level, with between 0.0 and 1.85 percent of students in ELA and between 0.73 and 2.02 percent of students in Mathematics scoring at this level.
- 9.66 percent of students assessed by MCAS-Alt scored *Incomplete*, reflecting portfolios that did not include sufficient information and evidence to generate an overall performance level in the content area being assessed.

Although the majority of students taking MCAS-Alt achieve well below the grade-level expectations of their non-disabled peers, due to their significant cognitive disabilities, a small number of those taking MCAS-Alt 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 be 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 on either *alternate achievement standards* (i.e., working well **below** grade-level expectations) or *grade-level achievement standards* (i.e., working 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 4
MCAS-Alt Performance Level Descriptors

Performance Level	Descriptor
<i>Incomplete</i>	An assessment was not submitted, or the required strands in a content area did not contain the necessary information 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, Mathematics, and, beginning with the class of 2010, 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, a high school test in Science and Technology/Engineering. Portfolios are evaluated by panels of content area experts to ensure that they meet the appropriate 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, Mathematics, and/or Science and Technology/Engineering each year

beyond grade 10 until they have achieved a performance level of *Needs Improvement*, or have exited publicly funded education. Table 5 shows the number of students who have earned a score of *Needs Improvement* or higher on their MCAS-Alt portfolios since 2001.

Table 5
Number of Students Who Participated in MCAS-Alt and Met the Competency Determination Requirement by Content Area

Content Area	Calendar Year								Total (2001-2008)
	2008	2007	2006	2005	2004	2003	2002	2001	
ELA	4	21	5	13	3	11	8	8	73
Mathematics	13	24	12	10	6	15	1	3	85
Science and Technology/Engineering	3								3

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 6 and 7. 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 6) and those who took the MCAS-Alt (as shown in Table 7). 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 6
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 7
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 unit 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 email newsletters, and are posted at <http://www.doe.mass.edu/mcas/alt/resources.html>. Publications related to MCAS-Alt are available on the Internet at <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 by contacting the Department either by email 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
2008 MCAS-Alt Performance Level Results
in Each Grade and Content Area

Table 8
2008 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	85	7.78	66	6.12
Awareness	15	1.37	19	1.76
Emerging	76	6.96	55	5.10
Progressing	914	83.70	938	86.93
Needs Improvement	2	0.18	1	0.09
Proficient	0	0	0	0
Above Proficient	0	0	0	0
Total Assessed on MCAS-Alt	1,092	100	1079	100

* Totals may not equal 100 percent due to rounding.

Table 9
2008 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	74	5.98	92	7.43
Awareness	11	0.89	9	0.73
Emerging	83	6.70	47	3.79
Progressing	1,068	86.27	1,086	87.65
Needs Improvement	2	0.16	5	0.40
Proficient	0	0	0	0
Advanced	0	0	0	0
Total Assessed on MCAS-Alt	1,238	100	1,239	100

* Totals may not equal 100 percent due to rounding.

Table 10
2008 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	124	10.47	123	9.94	88	8.23
Awareness	15	1.27	12	.97	9	.84
Emerging	51	4.31	66	5.33	86	8.04
Progressing	994	83.95	1,036	83.68	886	82.88
Needs Improvement	0	0	1	0.08	0	0
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	1,184	100	1,238	100	1,069	100

* Totals may not equal 100 percent due to rounding.

Table 11
2008 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	122	10.02	165	12.95
Awareness	16	1.31	20	1.57
Emerging	62	5.09	61	4.79
Progressing	1,014	83.32	1,024	80.38
Needs Improvement	3	0.25	4	0.31
Proficient	0	0	0	0
Advanced	0	0	0	0
Total Assessed on MCAS-Alt	1,217	100	1,274	100

* Totals may not equal 100 percent due to rounding.

Table 12
2008 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	91	8.30	108	9.38
Awareness	15	1.37	22	1.91
Emerging	112	10.21	66	5.73
Progressing	878	80.04	955	82.90
Needs Improvement	1	0.09	1	0.09
Proficient	0	0	0	0
Advanced	0	0	0	0
Total Assessed on MCAS-Alt	1,097	100	1,152	100

* Totals may not equal 100 percent due to rounding.

Table 13
**2008 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	117	12.04	116	11.01	83	8.77
Awareness	11	1.13	14	1.33	12	1.27
Emerging	49	5.04	44	4.17	113	11.95
Progressing	795	81.79	878	83.30	738	78.01
Needs Improvement	0	0	2	0.19	0	0
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	972	100	1,054	100	946	100

* Totals may not equal 100 percent due to rounding.

Table 14
2008 MCAS-Alt Grade 10 English Language Arts and Mathematics, and
High School Science and Technology/Engineering

Performance Level Results						
Performance Level	Content Area					
	Grade 10 English Language Arts		Grade 10 Mathematics		Science and Technology/Engineering ¹	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	86	9.93	83	9.56	153	17.11
Awareness	16	1.85	15	1.73	18	2.01
Emerging	114	13.16	139	16.01	103	11.52
Progressing	650	75.06	630	72.58	615	69.02
Needs Improvement	0	0	1	0.12	3	0.34
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	866	100	868	100	892	100

¹ Includes students in grades 9 and 10

* Totals may not equal 100 percent due to rounding.

Table 15
2008 MCAS-Alt Grades 11-12 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	2	5.13	5	9.09	3	17.65
Awareness	0	0	0	0	1	5.88
Emerging	4	10.26	5	9.09	1	5.88
Progressing	29	74.36	32	58.18	12	70.59
Needs Improvement	4	10.26	12	21.81	0	0
Proficient	0	0	1	1.82	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	39	100	55	100	17	100

* Totals may not equal 100 percent due to rounding.

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

APPENDIX B
2008 MCAS-Alt Participation
by Grade and Content Area

Table 16
2008 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	69,192	98.45	69,314	98.47
MCAS-Alt, based on grade-level achievement standards	15	0.02	20	0.03
MCAS-Alt, based on alternate achievement standards	1,051	1.50	1,043	1.48
MCAS-Alt, achievement standards not determined	26	0.04	16	0.02
Total Students Assessed	70,284	100.00	70,393	100.00

* Totals may not equal 100 percent due to rounding.

Table 17
2008 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	69,924	98.26	70,211	98.27
MCAS-Alt, based on grade-level achievement standards	19	0.03	13	0.02
MCAS-Alt, based on alternate achievement standards	1,164	1.64	1,202	1.68
MCAS-Alt, achievement standards not determined	55	0.08	24	0.03
Total Students Assessed	71,162	100.00	71,450	100.00

* Totals may not equal 100 percent due to rounding.

Table 18
2008 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	69,460	98.32	69,510	98.25	69,620	98.49
MCAS-Alt, based on grade-level achievement standards	20	0.03	28	0.04	9	0.01
MCAS-Alt, based on alternate achievement standards	1,121	1.59	1,176	1.66	999	1.41
MCAS-Alt, achievement standards not determined	43	0.06	34	0.05	61	0.09
Total Students Assessed	70,644	100.00	70,748	100.00	70,689	100.00

* Totals may not equal 100 percent due to rounding.

Table 19
2008 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	70,358	98.30	70,405	98.22
MCAS-Alt, based on grade-level achievement standards	12	0.02	30	0.04
MCAS-Alt, based on alternate achievement standards	1,163	1.62	1,161	1.62
MCAS-Alt, achievement standards not determined	42	0.06	83	0.12
Total Students Assessed	71,575	100.00	71,679	100.00

* Totals may not equal 100 percent due to rounding.

Table 20
2008 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	71,702	98.49	72,017	98.43
MCAS-Alt, based on grade-level achievement standards	10	0.01	15	0.02
MCAS-Alt, based on alternate achievement standards	1,015	1.39	1,109	1.52
MCAS-Alt, achievement standards not determined	72	0.10	28	0.04
Total Students Assessed	72,799	100.00	73,169	100.00

* Totals may not equal 100 percent due to rounding.

Table 21
2008 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	72,296	98.67	72,311	98.56	72,257	98.71
MCAS-Alt, based on grade-level achievement standards	11	0.02	28	0.04	18	0.02
MCAS-Alt, based on alternate achievement standards	912	1.24	1,000	1.36	880	1.20
MCAS-Alt, achievement standards not determined	49	0.07	26	0.04	48	0.07
Total Students Assessed	73,268	100.00	73,365	100.00	73,203	100.00

* Totals may not equal 100 percent due to rounding.

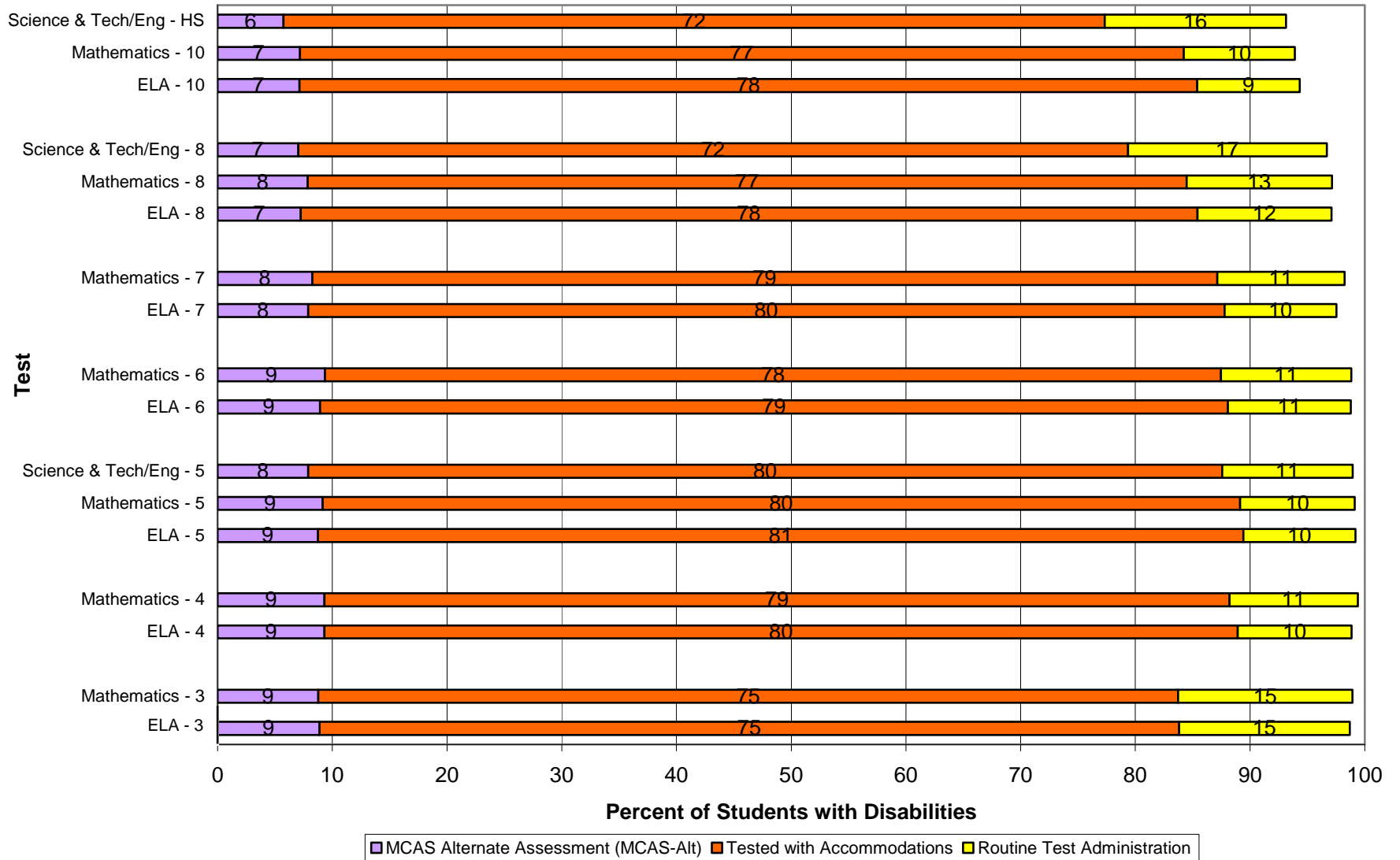
Table 22
2008 MCAS-Alt Grade 10 English Language Arts and Mathematics, and
High School Science and Technology/Engineering

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	70,644	98.79	70,298	98.78	80,432	98.90
MCAS-Alt, based on grade-level achievement standards	7	0.01	13	0.02	22	0.03
MCAS-Alt, based on alternate achievement standards	811	1.13	832	1.17	792	0.97
MCAS-Alt, achievement standards not determined	48	0.07	23	0.03	78	0.10
Total Students Assessed	71,510	100.00	71,166	100.00	81,324	100.00

* Totals may not equal 100 percent due to rounding.

APPENDIX C

Spring 2008 MCAS: Rate and Method of Participation by Students with Disabilities



APPENDIX D
2008 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 approach and/or method of response and participation in each strand.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in only one strand .	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in two or more strands .	