



## 2011 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Performance

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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 of students with significant disabilities who participated in the 2011 portfolios MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt evaluates and reports on the annual performance of these students in meeting state standards and provides parents and teachers with vital information to assist in monitoring their children's progress. More than 9,300 students in grades 3–10 participated in the 2011 MCAS-Alt.

Students with significant disabilities are required by law to participate in statewide academic assessments and to be counted in overall performance results. The Commonwealth is required to report aggregate results publicly to hold schools, districts, and the state accountable for the performance of all students. Additionally, the federal No Child Left Behind (NCLB) law requires that students with significant disabilities be included when determining 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.

The high percentage (approximately 81 percent) of students earning a score of *Progressing* on their MCAS –Alt portfolios indicates that students with significant disabilities are being provided with challenging educational opportunities to address the Massachusetts curriculum frameworks and are achieving their academic goals with a high degree of accuracy and independence.

Sincerely,

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

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## Executive Summary

The participation and performance of students with significant disabilities in the 2011 MCAS-Alt administration are summarized below. Table 1 on the following page displays annual results over the past five years.

- The number of students in grades 3–10 participating in alternate assessments increased by 0.4 percent, from 9,286 in 2010 to 9,325 in 2011. The 9,325 represents 1.7 percent of the total tested population, and 8.6 percent of students with disabilities in the grades tested by MCAS.
- The percentage of students who performed at the *Progressing* performance level in each content area exceeded 80 percent, except for grade 8 Science and Technology/Engineering (79%), and the four high school Science and Technology/Engineering tests (58%). *Progressing* indicates that a student demonstrates a *partial understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area at *below-grade-level expectations*; is steadily learning new skills, concepts, and content; and demonstrates academic performance that is fundamentally accurate, requiring minimal prompting and assistance to learn the skills documented in his or her alternate assessment portfolio.
- The percentage of students who performed at the *Emerging* performance level in all subjects, the level below *Progressing*, was 8.2 percent, an increase of 1.6 percentage points from 2010. *Emerging* indicates that a student demonstrates a *simple understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area at *below-grade-level expectations*, and demonstrates academic performance that is limited and inconsistent, requiring frequent prompting and assistance to learn the skills documented in his or her alternate assessment portfolio.
- The percentage of students who took the MCAS-Alt who performed at the *Awareness* performance level in all subjects, the lowest level, was 0.9 percent, a decrease of 0.2 percentage points from 2010. *Awareness* indicates that a student demonstrates *very little understanding* of learning standards in the Massachusetts curriculum frameworks in the content area, and demonstrates academic performance that is primarily inaccurate, requiring extensive prompting and assistance to learn the skills documented in his or her alternate assessment portfolio.
- Across all grades and content areas, the percentage of students whose portfolios were determined to be *Incomplete* increased to 9.9 percent, an increase of 3.3 percentage points from 2010. The increase in the number of student portfolios submitted with insufficient evidence highlights the need for educators conducting the MCAS-Alt to remain current regarding portfolio requirements and to attend at least one statewide training session each year.
- Students with significant disabilities in grades 9–12 may submit an MCAS-Alt “competency portfolio” in cases where the IEP team has determined that the student requires an alternate assessment and has a reasonable expectation of demonstrating in their classroom work a level of performance that is **comparable to or higher than** that of a student who has earned a score

of *Needs Improvement* on the high school MCAS tests in that subject. “Competency portfolios” (i.e., alternate assessments based on grade-level achievement standards) include a more extensive and structured collection of work samples collected over a longer period of time than the portfolio submitted for a student who is working substantially below grade level. A student is awarded a Competency Determination (CD) in a content area when the “competency portfolio” earns a score of *Needs Improvement* or higher.

A total of 2,895 content area portfolios were submitted for 1,162 students enrolled in high school in 2011. Of those, 84 “competency portfolios” were submitted for 56 students in ELA, Mathematics, and Science and Technology/Engineering in 2011. Sixteen students who submitted “competency portfolios” in 17 content areas were awarded a CD in at least one subject, as follows: three in English Language Arts (ELA), three in Mathematics, and 11 in high school Science and Technology/Engineering. Additional information on “competency portfolios” is found on page 9 of this report.

**Table 1. MCAS-Alt Performance Level Results: 2007–2011**

Performance Level	Percentage of Students				
	2011	2010	2009	2008	2007
Incomplete	9.8	6.6	7.4	9.7	12.9
Awareness	0.9	1.1	1.2	1.3	1.2
Emerging	8.2	6.6	8.4	7.2	7.3
Progressing	81.1	85.7	82.0	81.7	78.4
Needs Improvement	.1	0.2	0.3	0.2	0.3
Proficient	0.01	0.01	0.02	0.01	0.03
Advanced	0	0	0	0	0

Note: Percentages may not equal 100 percent due to rounding

## I. Introduction

This report describes the statewide participation rates and performance results from the spring 2011 administration of the MCAS-Alt in English Language Arts, Mathematics, and Science and Technology/Engineering.

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

State summaries MCAS-Alt for 2001–2010 are available on the Department’s website at [www.doe.mass.edu/mcas/alt/results.html](http://www.doe.mass.edu/mcas/alt/results.html).

## II. Background

According to state and federal laws, all students with disabilities must 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 standard MCAS tests even with accommodations, as determined by the student’s IEP or 504 team. Schools submit a portfolio consisting of work samples and other evidence based on grade-level content that has been modified to reflect challenging and attainable academic goals for each student. The MCAS-Alt has been administered annually since spring 2001 and is offered in every subject and grade for which a standard MCAS test is required.

The purposes of the MCAS-Alt are to determine:

- the extent to which students are addressing in their alternate assessment portfolios the challenging academic knowledge and skills described in the Massachusetts curriculum frameworks;
- the extent to which each student has learned the academic skills, concepts, and content they were taught;
- whether teaching and learning has improved as a result of the MCAS-Alt.

## Participation Guidelines

A student with a *significant cognitive disability* is 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 and is 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 be considered for an alternate assessment if their disabilities would present *unique and significant challenges* to fully demonstrating their knowledge and skills on a standardized paper-and-pencil test, even if accommodations are provided.

## Portfolio Contents and Structure

“Evidence” is collected by the student’s teacher and related service providers throughout the year in the subject being assessed, and is organized in a portfolio that may include the following types of 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 standards being assessed. Data must be collected on at least 8 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 new skills, knowledge, and concepts.
  - Accuracy is the number or percentage of correct student responses.
  - Independence is the percentage of instances in which the student required *no* assistance in attaining the correct answer.
- Supporting documentation, including descriptions provided by the teacher, reflection sheets allowing the student to evaluate his/her own performance, 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.

Development 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 [www.doe.mass.edu/mcas/alt/resources.html](http://www.doe.mass.edu/mcas/alt/resources.html).

## Scoring MCAS-Alt Portfolios

Once student portfolios are submitted to the Department in early April, they are reviewed and scored by scorers that are supervised by the Department. Prospective scorers receive extensive training and must qualify in order to become scorers. Scorers are monitored closely for 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 E. Educators need 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 *2011 Guidelines for Scoring Student Portfolios*, which is available at [www.doe.mass.edu/mcas/alt/results.html](http://www.doe.mass.edu/mcas/alt/results.html).

A score appeal process enables a perceived inaccuracy in the scoring of a student's portfolio to be initiated by a school and addressed by the Department. Upon submission of an appeal the student's portfolio is reviewed by a panel of expert scorers and rescored if necessary.

### III. Student Participation in 2011 MCAS-Alt

A total of 9,325 students in grades 3-10, or 1.7 percent of the total assessed population, participated in the MCAS-Alt one or more content areas, as shown in Table 2. A slightly higher relative proportion of students in grades 3–8 took MCAS-Alt compared with students in grade 10. Slightly more students were alternately assessed in Mathematics than in English Language Arts (ELA). See Appendix B for the MCAS-Alt participation rates in each grade and subject.

Between 7.2 and 10.4 percent of all assessed students with disabilities in each grade participated in the 2011 MCAS-Alt, see Appendix C for comparative rate of participation in each MCAS assessment format (i.e., routinely tested, tested with accommodations, or alternately assessed).

**Table 2. Rate of Participation in MCAS-Alt by Students with Disabilities in Grades 3–10 in at Least One Content Area**

Year	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%
2009	8,738	1.6%	9.0%
2010	9,286	1.7%	9.1%
2011	9,325	1.7%	8.6%

Table 3 shows the number of students with disabilities who took the 2011 MCAS-Alt in each grade and subject.

**Table 3. Participation in 2011 MCAS-Alt by Grade and Subject**

Grade	English Language Arts	Mathematics	Science and Technology/Engineering
3	1,285	1,274	–
4	1,415	1,421	–
5	1,412	1,417	1,240
6	1,262	1,349	–
7	1,198	1,258	–
8	1,177	1,242	1,088
9	–	–	149
10	899	898	774

Table 4 shows the distribution of primary disabilities among MCAS-Alt participants. Slightly more than two-thirds of students who took MCAS-Alt had either an intellectual disability, autism, or multiple disabilities, with students in ten other disability categories accounting for the remaining third.

**Table 4. Nature of Primary Disability Among 2011 MCAS-Alt Participants in Grades 3–10<sup>a</sup>**

Primary Disability	Total Number of Assessed Students in Primary Disability Category <sup>b</sup>	Number of MCAS-Alt Participants in Primary Disability Category ( <i>n</i> )	Percentage of Total MCAS-Alt Participants in Primary Disability Category ( $n/9,325 \times 100$ ) <sup>c</sup>	Percentage of Students in Primary Disability Category Who Took MCAS-Alt
Intellectual	7,071	3,153	33.8%	44.6%
Autism	6,305	2,343	25.1%	37.2%
Multiple Disabilities	2,733	987	10.6%	36.1%
Specific Learning Disabilities	42,166	608	6.5%	1.4%
Communication	18,064	599	6.4%	3.3%
Neurological	6,042	551	5.9%	9.1%
Health	11,567	301	3.2%	2.6%
Emotional	10,027	257	2.8%	2.6%
Developmental Delay	1,828	213	2.3%	11.7%
Sensory/Hard of Hearing or Deaf	742	120	1.3%	16.2%
Physical	818	75	0.8%	9.2%
Unidentified Disability	NA	65	0.7%	NA
Sensory/Vision Impairment or Blind	346	26	0.3%	7.5%
Sensory/Deaf-Blind	107	27	0.3%	25.2%
Total	107,816	9,325	100.0%	NA

<sup>a</sup> The number of MCAS-Alt participants includes all students who took MCAS-Alt in at least one subject.

<sup>b</sup> Primary disability data were reported by districts to the Department's Student Information Management System (SIMS) in March 2011.

<sup>c</sup> Percentages of participants by primary disability may not equal 100 percent due to rounding.

## IV. 2011 MCAS-Alt Student Results

The lowest performance level for students taking the standard MCAS tests is Warning /Failing. MCAS-Alt results are reported in one of three subcategories of *Warning/Failing* called *Progressing*, *Emerging*, and *Awareness*. These three performance levels provide meaningful information to interpret the achievement of students whose performance is below grade-level expectations. See Appendix D for descriptions of the performance levels.

In 2011 the majority of students with significant disabilities performed at the *Progressing* level, indicating that they demonstrated their attainment of challenging academic goals at high levels of accuracy and independence. Full 2011 MCAS-Alt results are summarized below.

- Across all grades, the percentage of students who scored *Progressing* was:
  - 83.3 percent in ELA
  - 82.4 percent in Mathematics
  - 79.4 percent in Science and Technology/Engineering (grades 5 and 8)
  - 57.7 percent in high school Science and Technology/Engineering
- The percentage of students who scored *Awareness* was:
  - 8.1 percent in ELA
  - 6.4 percent in Mathematics
  - 11.6 percent in Science and Technology/Engineering (grades 5 and 8)
  - 15.6 percent in high school Science and Technology/Engineering
- The percentage of students who scored *Emerging* was:
  - 0.7 percent in ELA
  - 1.0 percent in Mathematics
  - 0.8 percent in Science and Technology/Engineering (grades 5 and 8)
  - 0.4 percent in high school Science and Technology/Engineering
- Overall, 9.8 percent of students who participated in the MCAS-Alt scored *Incomplete*, indicating that their portfolios did not include the requisite evidence to generate an overall performance level in the subject being assessed.

Appendix A displays performance level results by grade and subject.

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

## V. Competency Determination Portfolios

While the majority of students who participate in MCAS-Alt achieve learning standards that are below the level of complexity of their grade-level peers, each year a small number of students who participate in the high school MCAS-Alt meet the state’s Competency Determination standard for high school graduation. Students who participate in the MCAS-Alt are eligible to earn a CD if they demonstrate a level of knowledge and skills in their portfolio samples comparable to that of a student who has passed the standard high school MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering. “Competency portfolios” consist of a broad and structured collection of work samples that 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 CD 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 participating in the MCAS-Alt will earn a CD. The student’s IEP team is responsible for making decisions annually as to how a student will participate in MCAS, including whether the student will participate in MCAS-Alt. The team must also determine the appropriateness of submitting an MCAS-Alt “competency portfolio” based upon a reasonable expectation that the student could reach the required level of performance by the time they exited publicly-funded instruction. Students may elect, but are not required, to resubmit their “competency portfolios” in English Language Arts, Mathematics, and/or Science and Technology/Engineering with additional work samples each year beyond grade 10 in order to attempt to achieve a performance level of *Needs Improvement* or higher. Table 5 shows the number of students who have earned a performance level 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 in Each Subject**

Subject	Year											Total (2001–2011)
	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	
English Language Arts	3	8	8	4	10	5	13	3	11	8	8	81
Mathematics	3	7	10	14	10	12	10	6	15	1	3	91
Science and Technology/Engineering	11	12	14	3	0	—	—	—	—	—	—	40

**Note:** STE was added to the Competency Determination requirement beginning with students in the class of 2010, who took the STE assessment for the first time in grade 9 in 2007.

## VI. 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.

In calculating AYP for each school and district, No Child Left Behind permits states to count the results of students with *significant cognitive disabilities* who take alternate assessments differently than the results of other students. Students assessed on the MCAS-Alt receive Composite Performance Index points for the purpose of determining AYP according to the guidelines below. This provision should not be confused with existing state requirements to meet the Competency Determination standard, nor should this be misinterpreted as a quota or cap on the number of students who may take alternate assessments.

Table 6. Proficiency Index Points			Table 7. MCAS-Alt Index Points	
Students taking standard MCAS tests and MCAS-Alt participants who do not have significant cognitive disabilities			MCAS-Alt participants with significant cognitive disabilities	
MCAS Scaled Score or MCAS-Alt Equivalent	Performance Level	Points Awarded	MCAS-Alt Score	Points Awarded
240-280	Proficient and Advanced	100	Progressing (for certain disability types) <sup>1</sup>	100
230-238	Needs Improvement – High	75	Progressing (for certain disability types) <sup>2</sup> and Emerging	75
220-228	Needs Improvement – Low	50	Awareness	50
210-218	Warning/Failing – High	25	Portfolio Incomplete	25
200-209	Warning/Failing – Low	0	Portfolio Not Submitted	0

<sup>1</sup> Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

<sup>2</sup> Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

The U.S. Department of Education now requires (since 2010) that the total number of students taking the MCAS-Alt who receive 100 CPI points and are included in AYP determinations may not exceed one percent of the total number of students assessed. To meet this requirement, the following policy changes have been implemented.

1. The Department will assign 100 CPI points only to students who score *Progressing* on the MCAS-Alt, and who have been identified through the Student Information Management System (SIMS) as having the following **primary disabilities**: *Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay*, and

whose **level of need** for special education services has been reported as *High*. These students are most likely to have significant cognitive disabilities, and their academic performance, therefore, is measured by “alternate achievement standards.” ESE will further prioritize among these students, as needed to reach a total of one percent, based on the reported level of need for special education services.

2. The Department will assign 75 CPI points to students who score *Progressing* (from the above categories, but with lower levels of need) as well as those who have been identified in SIMS as having the following primary disabilities: *Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, or Neurological*.
3. All other students with disabilities assessed using the MCAS-Alt who do not score at the *Progressing* level will be assigned CPI points as follows: students scoring at the *Emerging* level receive 75 CPI points, *Awareness* 50 CPI points, and *Incomplete* 25 CPI points.

## **VII. Resources and Professional Development for Educators**

The Department sponsors approximately 16 regional training sessions 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 email newsletters and are posted 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 Department's website 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 at the above websites.

Assistance for educators conducting MCAS-Alt is available by contacting the Department by email 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. 2011 MCAS-Alt Performance Level Results by Grade and Subject

**Table 8. 2011 MCAS-Alt Performance Level Results: Grade 3**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Incomplete	94	7.3	96	7.5
Awareness	12	0.9	16	1.3
Emerging	72	5.6	67	5.3
Progressing	1,107	86.1	1,095	85.9
Needs Improvement	0	0	0	0
Proficient	0	0	0	0
Above Proficient	0	0	0	0
<b>Total</b>	<b>1,285</b>	<b>100</b>	<b>1,274</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 9. 2011 MCAS-Alt Performance Level Results: Grade 4**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Incomplete	58	4.1	150	10.6
Awareness	7	0.5	17	1.2
Emerging	128	9	80	5.6
Progressing	1,222	86.4	1,173	82.5
Needs Improvement	0	0	1	0.1
Proficient	0	0	0	0
Advanced	0	0	0	0
<b>Total</b>	<b>1,415</b>	<b>100</b>	<b>1,421</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 10. 2011 MCAS-Alt Performance Level Results: Grade 5**

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Incomplete	91	6.4	96	6.8	72	5.8
Awareness	12	0.8	15	1.1	12	1.0
Emerging	78	5.5	63	4.4	148	11.9
Progressing	1,231	87.2	1,242	87.6	1,007	81.2
Needs Improvement	0	0	1	0.1	1	0.1
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
<b>Total</b>	<b>1,412</b>	<b>100</b>	<b>1,417</b>	<b>100</b>	<b>1,240</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 11. 2011 MCAS-Alt Performance Level Results: Grade 6**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Incomplete	121	9.6	135	10
Awareness	14	1.1	15	1.1
Emerging	71	5.6	61	4.5
Progressing	1,056	83.7	1,133	84
Needs Improvement	0	0	5	0.4
Proficient	0	0	0	0
Advanced	0	0	0	0
<b>Total</b>	<b>1,262</b>	<b>100</b>	<b>1,349</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 12. 2011 MCAS-Alt Performance Level Results: Grade 7**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Incomplete	44	3.7	131	10.4
Awareness	8	0.7	7	.6
Emerging	121	10.1	53	4.2
Progressing	1,025	85.6	1,066	84.7
Needs Improvement	0	0	1	0.1
Proficient	0	0	0	0
Advanced	0	0	0	0
<b>Total</b>	<b>1,198</b>	<b>100</b>	<b>1,258</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 13. 2011 MCAS-Alt Performance Level Results: Grade 8**

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Incomplete	128	10.9	121	9.7	115	10.6
Awareness	6	.5	16	1.3	7	0.6
Emerging	61	5.2	49	3.9	123	11.3
Progressing	982	83.4	1,050	84.5	842	77.4
Needs Improvement	0	0	6	0.5	1	0.1
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
<b>Total</b>	<b>1,177</b>	<b>100</b>	<b>1,242</b>	<b>100</b>	<b>1,088</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

	<b>Grade 10 English Language Arts</b>		<b>Grade 10 Mathematics</b>		<b>Grades 9 and 10 Science and Technology/Engineering</b>	
	<b>Number</b>	<b>Percent<sup>a</sup></b>	<b>Number</b>	<b>Percent<sup>a</sup></b>	<b>Number</b>	<b>Percent<sup>a</sup></b>
Incomplete	137	15.2	163	18.2	241	26.1
Awareness	5	0.6	5	0.6	4	0.4
Emerging	172	19.1	191	21.3	143	15.5
Progressing	583	64.8	539	60	529	57.3
Needs Improvement	1	0.1	0	0	6	0.7
Proficient	1	0.1	0	0	0	0
Advanced	0	0	0	0	0	0
<b>Total</b>	<b>899</b>	<b>100</b>	<b>898</b>	<b>100</b>	<b>923</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

	<b>English Language Arts</b>		<b>Mathematics</b>		<b>Science and Technology/Engineering</b>	
	<b>Number</b>	<b>Percent<sup>b</sup></b>	<b>Number</b>	<b>Percent<sup>b</sup></b>	<b>Number</b>	<b>Percent<sup>b</sup></b>
Incomplete	13	29.5	18	31.6	22	29.7
Awareness	0	0	0	0	1	1.4
Emerging	8	18.2	4	7.0	14	18.9
Progressing	22	50.0	32	56.1	32	43.2
Needs Improvement	1	2.3	3	5.3	5	6.8
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
<b>Total</b>	<b>44</b>	<b>100</b>	<b>57</b>	<b>100</b>	<b>74</b>	<b>100</b>

<sup>a</sup> Includes results through August 2011. Participation was discretionary for students attempting to earn a Competency Determination. Students who passed the MCAS test in a subject *and* submitted a portfolio that passed were reported in the MCAS, rather than MCAS-Alt, results.

<sup>b</sup> Percentages may not equal 100 percent due to rounding.

## Appendix B. 2011 MCAS and MCAS-Alt Participation by Grade and Subject

**Table 16. Participation in 2011 MCAS and MCAS-Alt: Grade 3**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	68,693	98.2	68,761	98.2
MCAS-Alt, based on grade-level achievement standards	7	0.01	8	0.01
MCAS-Alt, based on alternate achievement standards	1,278	1.83	1,266	1.81
<b>Total students assessed</b>	<b>69,978</b>	<b>100</b>	<b>70,035</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 17. Participation in 2011 MCAS and MCAS-Alt: Grade 4**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	69,505	98.0	69,680	98.0
MCAS-Alt, based on grade-level achievement standards	32	0.05	38	0.05
MCAS-Alt, based on alternate achievement standards	1,383	1.95	1,383	1.95
<b>Total students assessed</b>	<b>70,920</b>	<b>100</b>	<b>71,101</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 18. Participation in 2011 MCAS and MCAS-Alt: Grade 5**

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	69,982	98	70,046	98	70,142	98.3
MCAS-Alt, based on grade-level achievement standards	13	0.02	30	0.04	10	0.01
MCAS-Alt, based on alternate achievement standards	1,399	1.96	1,387	1.94	1,230	1.72
<b>Total students assessed</b>	<b>71,394</b>	<b>100</b>	<b>71,463</b>	<b>100</b>	<b>71,382</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 19. Participation in 2011 MCAS and MCAS-Alt: Grade 6**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	70,229	98.2	70,187	98.1
MCAS-Alt, based on grade-level achievement standards	49	0.07	52	0.07
MCAS-Alt, based on alternate achievement standards	1,213	1.7	1,297	1.81
<b>Total students assessed</b>	<b>71,491</b>	<b>100</b>	<b>71,536</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 20. Participation in 2011 MCAS and MCAS-Alt: Grade 7**

	English Language Arts		Mathematics	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	71,062	98.3	71,237	98.3
MCAS-Alt, based on grade-level achievement standards	20	0.03	28	0.04
MCAS-Alt, based on alternate achievement standards	1,178	1.63	1,230	1.7
<b>Total students assessed</b>	<b>72,260</b>	<b>100</b>	<b>72,495</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

**Table 21. Participation in 2011 MCAS and MCAS-Alt: Grade 8**

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	70,506	98.4	70,498	98.3	70,481	98.5
MCAS-Alt, based on grade-level achievement standards	18	0.03	38	0.05	19	0.03
MCAS-Alt, based on alternate achievement standards	1,159	1.62	1,204	1.68	1,069	1.49
<b>Total students assessed</b>	<b>71,683</b>	<b>100</b>	<b>71,740</b>	<b>100</b>	<b>71,569</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

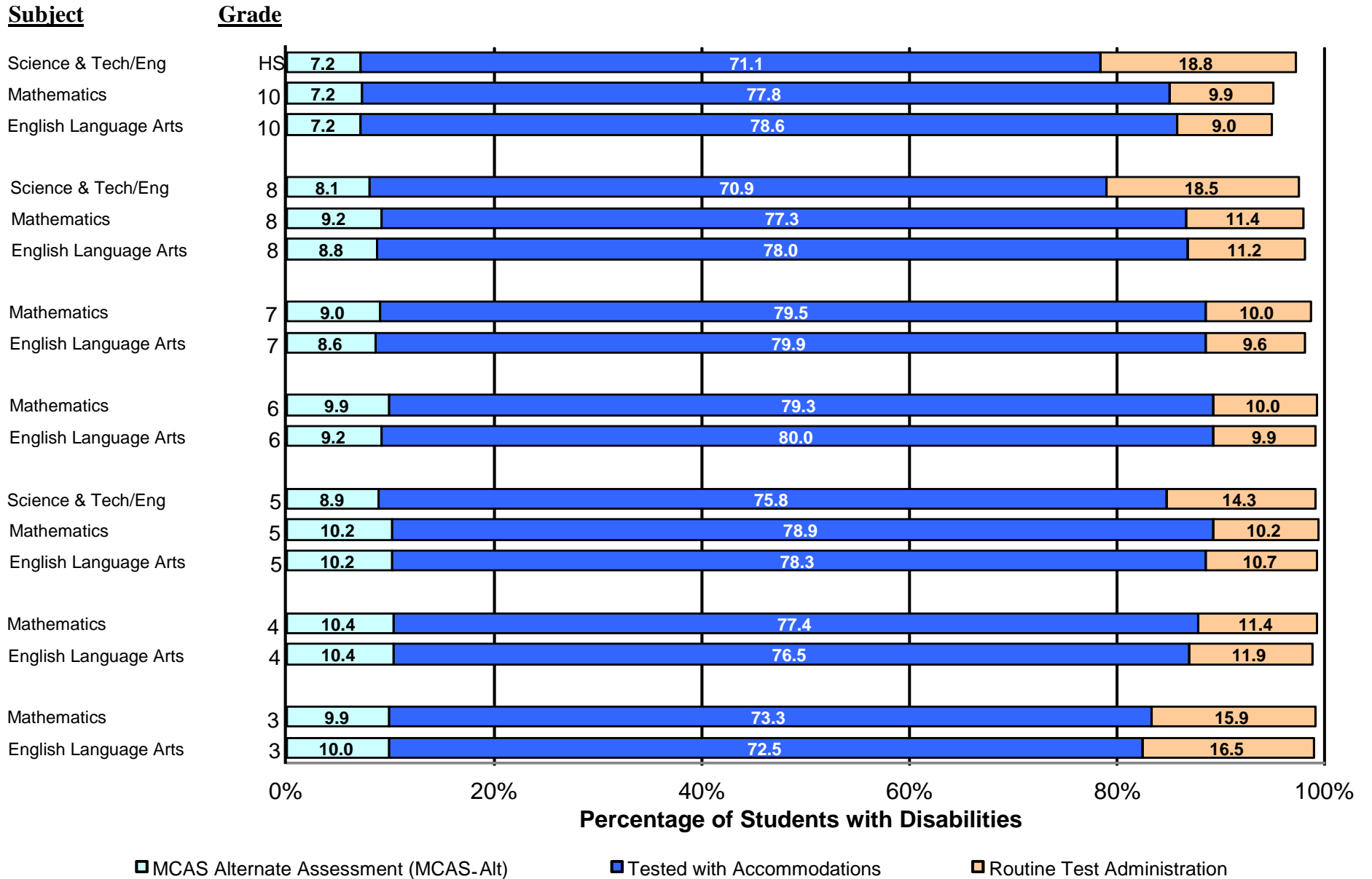
**Table 22. Participation in 2011 MCAS and MCAS-Alt: Grades 9 and 10**

	Grade 10 English Language Arts		Grade 10 Mathematics		Grades 9 and 10 Science and Technology/Engineering	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Standard MCAS test	69,120	98.7	68,904	98.7	72,394	98.7
MCAS-Alt, based on grade-level achievement standards	11	0.02	10	0.01	15	0.02
MCAS-Alt, based on alternate achievement standards	888	1.27	888	1.27	902	1.23
<b>Total students assessed</b>	<b>70,019</b>	<b>100</b>	<b>69,802</b>	<b>100</b>	<b>73,311</b>	<b>100</b>

<sup>a</sup> Percentages may not equal 100 percent due to rounding.

## Appendix C

### 2011 MCAS and MCAS-Alt: Rate and Method of Participation by Students with Disabilities



## Appendix D. MCAS- Alt Performance Levels and Descriptors

The MCAS-Alt performance levels shown below are reported for each assessed subject based on scores obtained using the *Rubric for Scoring Portfolio Strands* (see Appendix E).

<b>Performance Level</b>	<b>Descriptor</b>
Incomplete	The student's portfolio did not include the requisite evidence and information to allow a performance level to be determined in the content area.
Awareness	The student demonstrates very little understanding of learning standards in the Massachusetts curriculum frameworks in the content area (as indicated in the alternate assessment portfolio). The student requires extensive prompting and assistance, and performance is primarily inaccurate.
Emerging	The student demonstrates a simple understanding of a limited number of learning standards in the Massachusetts curriculum framework in the content area at below-grade-level expectations (as indicated in the alternate assessment portfolio). The student requires frequent prompting and assistance, and performance is limited and inconsistent.
Progressing	The student demonstrates a partial understanding of a limited number of learning standards in the Massachusetts curriculum framework in the content area, and addresses below-grade-level expectations (as indicated in the alternate assessment portfolio). 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.
*Needs Improvement	The student demonstrates a partial understanding of subject matter in the Massachusetts curriculum framework in the content area and solves some simple problems at grade-level expectations.
*Proficient	The student demonstrates a solid understanding of challenging subject matter in the Massachusetts curriculum framework in the content area and solves a wide variety of problems at grade-level expectations.
*Advanced	The student demonstrates a comprehensive and in-depth understanding of subject matter in the Massachusetts curriculum framework in the content area and provides sophisticated solutions to complex problems at grade-level expectations.
*In order to earn a Competency Determination, students must achieve a score of <i>Needs Improvement</i> or higher on the grade 10 English Language Arts and Mathematics tests, and one of four high school Science and Technology/Engineering tests.	

## Appendix E. 2011 MCAS-Alt Rubric for Scoring Portfolio Strands

	1	2	3	4	5
<b>Level of Complexity</b>	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum framework learning standards in this strand.	Student addresses <i>curriculum framework</i> learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of <i>curriculum framework</i> learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of <i>curriculum framework</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 (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).
<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 (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).
<b>Self-Evaluation</b>	The portfolio strand does not show evidence of self-correction, task-monitoring, goal-setting, and reflection in this content area.	Student infrequently self-corrects monitors, sets goals, and reflects in this content area— only one example of self-evaluation was found in this strand.	Student self-corrects monitors, sets goals, and reflects in this content area— multiple examples of self-evaluation were found in this strand.		
<b>Generalized Performance</b>		Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in this strand.		