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|  | 2023 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Achievement |
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| February 2024  [Massachusetts Department of Elementary and Secondary Education](http://www.doe.mass.edu)  135 Santilli Highway, Everett, MA 02149  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370 |
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**Purpose of this Document**

This report provides a summary of the statewide participation rates and achievement results of students with significant cognitive disabilities who participated in the 2023 MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt evaluates and reports on the annual achievement of these students in meeting state standards and provides parents and teachers with vital information to assist in planning students’ instructional programs and monitoring their progress.

This report includes the results of 6,154 students in grades 3–10 who submitted an MCAS-Alt in the school year 2022–2023 in ELA, Mathematics, or STE for school, district, and state accountability purposes. Results for students who took the high school STE assessment in grade 9 in 2023 are not included in this report and will be summarized with the results of students assessed in grade 10 in 2024 for accountability purposes. MCAS-Alt results are reported based on *alternate academic achievement standards*, rather than on the grade-level achievement standards used for reporting the results of students who participated in standard MCAS testing.

Students with significant cognitive disabilities are required by law to participate in statewide academic assessments and to be counted in the achievement results of all assessed students. Massachusetts publicly reports the aggregated results of all students, including those who participated in MCAS-Alt, in order to hold schools, districts, and the state accountable for the participation and achievement of *all* students, and when determining whether each Massachusetts school and district is making progress toward reducing proficiency gaps.

In 2023, among students participating in MCAS-Alt (not including students who are first-year English learners), approximately 60% of students taking the MCAS-Alt earned a score at the *Progressing* achievement level. This is the highest achievement level a student can earn on the MCAS-Alt. The percentage of students achieving at this level indicates that most students with significant cognitive disabilities are 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.

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# Executive Summary

The participation and achievement of students with disabilities in the 2023 MCAS-Alt (the state’s alternate assessment based on alternate academic achievement standards, or AA-AAAS) administration are summarized below. Please see the appendices for results in each grade and subject and a list of Achievement Levels and Descriptors.

* The number of students in grades 3–10 who participated in an alternate assessment in at least one content area was 6,154, or 1.2% of the total tested population, a decrease of 0.1 percentage points from 2022. The percentage of students with disabilities who participated in MCAS-Alt was 5.6%, a decrease of 0.5 percentage points from 2022.
* In English Language Arts (ELA), 48% of students performed at the *Progressing* level, an increase of two percentage points from 2022. Achievement at the *Progressing* level in ELA ranged from a high of 52% at grades 8 and 10 to a low of 41% at grade 3.
* In Mathematics, 69% of students performed at the *Progressing* level, which was unchanged from 2021 and 2022. Achievement at the *Progressing* level in Mathematics ranged from a high of 75% of students at grade 5 to a low of 64% at grade 10.
* In Science and Technology/Engineering (STE), averaged across grades 5, 8 and 10, 69% of students performed at the *Progressing* level, an increase of six percentage points from 2022. Achievement at the *Progressing* level in STE was 61% at grade 5, 65% at grade 8, and 64% at grade 10, representing increases of ten, two, and four percentage points. Grade 9 achievement results will be reported in 2024, when they will be summarized with grade 10 students who take one of the high school tests in 2024.
* Student achievement at the *Emerging* level, one achievement level below *Progressing*, in ELA decreased from 43% to 42% in ELA; was unchanged at 13% in Mathematics; and decreased from 19% to 17% in STE.
* Student achievement at the *Awareness* level, one level below *Emerging*, was between 2% and 3% in all grades and subjects.
* The percentage of students whose alternate assessments were determined to be *Incomplete* decreased in ELA and STE and was unchanged in Mathematics. Between 2022 and 2023, averaged across all grades, the percentage in ELA decreased from 8% to 7%; and in STE decreased from 13% to 10%. The percentage in Mathematics remained unchanged from 2022 at 16%.
* See Table 1 for a summary of MCAS-Alt participation and achievement levels in each subject.

**Table 1. 2023 MCAS-Alt Statewide Achievement Level Results by Subject[[1]](#footnote-1)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject/** (Grades) | **MCAS-Alt Achievement Level** | | | | | | | | **Total  MCAS-Alt with an Achievement Level Score** |
| **Awareness** | | **Emerging** | | **Progressing** | | **Incomplete** | |  |
| **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **Number** |
| **ELA**  (3-8, and 10) | 160 | 3 | 2,480 | 42 | 2,800 | 48 | 420 | 7 | 5,860 |
| **Mathematics**   (3-8, and 10) | 137 | 2 | 738 | 13 | 4,046 | 69 | 930 | 16 | 5,851 |
| **STE[[2]](#footnote-2)**  (5, 8, and 10) | 77 | 3 | 401 | 17 | 1,602 | 69 | 234 | 10 | 2,314 |

# I. Introduction

This report describes the statewide participation rates and achievement results from the spring 2023 administration of the MCAS-Alt in ELA, Mathematics, and STE. The MCAS-Alt has been administered annually since the 2000–2001 school year, with the exception of 2019–2020, and is offered in every subject and grade for which a statewide academic assessment is required.

This report also presents information on students who participated in the MCAS-Alt, including the nature of their primary disability, their participation rates relative to students taking standard MCAS, and the methods used to evaluate and score student assessments and report student results.

State summaries of MCAS-Alt for 2014–2023 are available on the DESE [website](http://www.doe.mass.edu/mcas/alt/results.html) (with the exception of 2020, when statewide assessments were canceled due to the COVID-19 pandemic).

# II. Background

According to state and federal laws, all students, including students with disabilities, are required to participate in statewide assessments. Students with significant cognitive disabilities who are unable to take the standard tests, even with accommodations, must take the MCAS-Alt. Decisions as to how each student with a disability will participate in MCAS are made by the student’s Individualized Education Program (IEP) team and documented in the student’s IEP, or in a 504 plan developed by the school or district. Information about the participation of students with disabilities in MCAS is available on the DESE [website](http://www.doe.mass.edu/mcas/participation.html).

For each student scheduled to participate in the MCAS-Alt, schools must submit a binder consisting of instructional data charts and work samples based on the grade-level content found in the Massachusetts curriculum frameworks that have been modified to reflect challenging and attainable entry points for each student. The basis for assessing students on the MCAS-Alt based on modified academic outcomes is described inthe[*Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*](http://www.doe.mass.edu/mcas/alt/resources.html).

The purposes of the MCAS-Alt are to

* + ensure that students with significant cognitive disabilities are receiving a program of instruction based on the state’s academic standards
  + determine how much knowledge and skills based on the curriculum frameworks students with significant cognitive disabilities have learned
  + include difficult-to-assess students in statewide assessment and accountability systems

## Participation Guidelines

A student should be considered for an alternate assessment by their IEP team when they

* have a significant cognitive disability;

AND

* participate in routine academic instruction based on learning standards in the curriculum frameworks for which the levels of complexity of content and skills have been modified substantially below the expectations of a non-disabled student enrolled in the same grade;

AND

* receive intensive, individualized instruction across all settings in which a subject is taught, in order for the student to acquire, demonstrate, and generalize knowledge and skills;

AND

* are generally unable to demonstrate knowledge and skills on a standardized computer-based or paper-and-pencil test in the subject being assessed, even when accommodations are provided.

## MCAS-Alt and the Every Student Succeeds Act (ESSA)

The federal education law, passed in December 2015 and effective in the 2016-2017 school year, imposes a statewide cap of one percent of all assessed students on those taking alternate assessments based on *alternate achievement standards*.

Based on the new restrictions in March 2017 (updated in 2018), Commissioner Jeffrey Riley requested that districts review their recent data on students taking the MCAS-Alt. If a district projects that more than 1% of students will take the MCAS-Alt in the following school year, it must provide a justification in writing to DESE, plus assurances that IEP teams will be retrained annually on the updated guidelines provided by DESE. IEP team training materials are available, as is a sample parent notification letter (translated into five languages) required by ESSA to be sent by districts informing parents of students for whom the MCAS-Alt was proposed that their “child’s participation in an alternate assessment may eventually delay or affect their ability to complete the state’s requirements for a high school diploma since the MCAS-Alt assesses learning standards that are below the expectations needed to earn the Competency Determination.” Information and materials regarding the ESSA “one percent” requirement are available on DESE’s [MCAS-Alt web page](http://www.doe.mass.edu/mcas/alt/essa/).

## Assessment Contents and Structure

An MCAS-Alt Skills Survey is conducted for each student in each area being assessed. The Skills Survey, introduced in 2019, is a standardized component of the MCAS-Alt that must be administered by the teacher to each student before selecting an entry point or access skill in the subject required for assessment. The survey helps determine a student’s current level of knowledge, skills, and abilities so that challenging entry points can be selected in each strand. The survey also familiarizes teachers with the range of entry points in a strand/domain that may be selected for the assessment.

After an entry point (or access skill) is selected for assessment, evidence is collected by the student’s teacher(s) and other school staff throughout the year in the subject being assessed according to discipline-specific guidelines. The evidence is organized by the school and may include the following types of products and information:

* Primary evidence, including work samples, video clips, and/or photographs documenting the student’s performance of tasks based on the standards being assessed.
* Data charts (except for the ELA-Writing, STE grades 5 and 8, and high school Biology and Introductory Physics assessments, for which only primary evidence is submitted) documenting the student’s accuracy and independence over a period of time performing activities based on the learning standards being assessed. Data must be collected during at least eight different instructional activities and must begin at a level of accuracy and/or independence below 80% in order to demonstrate that the student was taught challenging new skills, information, and concepts.Accuracy is considered to be the percentage of correct student responses, andindependence is the percentage of tasks, items, or activities in which the student requires no assistance in responding.
* Supporting documentation, including descriptions provided by the teacher, reflection sheets that allow the student to evaluate their own performance, and other evidence that indicates the context of the instruction and/or the method of demonstrating knowledge and skills in the subject being assessed.

The development of student assessments is guided by information found in the [*Educator’s Manual for MCAS-Alt*](http://www.doe.mass.edu/mcas/alt/resources.html), which is updated annually.

## Scoring the MCAS-Alt

Once assessments are submitted to DESE each spring, they are reviewed and scored by scorers who are trained and supervised by DESE staff and its testing contractor. Prospective scorers receive extensive training and must qualify to become scorers. Scorers are closely monitored by DESE for accuracy and consistency throughout the scoring process. The Rubric for Scoring Strands, shown in Appendix E, is used as the basis for scoring student assessments, as well as the [*Guidelines for Scoring 2022 MCAS-Alts*](http://www.doe.mass.edu/mcas/alt/scoreguide.docx). Assessments that lack the minimum required evidence and provide insufficient information are scored *Incomplete*.

Once preliminary scores are provided to districts, typically in mid-June, a **score appeals** process allows a school to initiate a request to rescore portions of the assessment, based on a perceived inaccuracy in the preliminary scoring. Upon receipt of an appeal, DESE staff and its contractor review the student’s assessments and if necessary, rescore the section(s) in question. Scores may not be changed after the score appeals process is completed during the summer following the assessment.

# III. Student Participation in 2023 MCAS-Alt

In 2023, a total of 6,154 students in grades 3–10, or 1.2% of the total assessed population, participated in the MCAS-Alt in one or more content areas, as shown in Table 2. In grades 3–8, between 1.1% and 1.5% of students were alternately assessed in ELA, Mathematics, and grades 5 and 8 STE. At the high school level, 1.1% of students participated in the MCAS-Alt in ELA, Mathematics, and STE. See Appendix B for the MCAS-Alt participation rates in each grade and subject.

Between 5.3% and 6.8% of all assessed students with disabilities in each grade participated in the 2023 MCAS-Alt. See Appendix C for comparative rates of participation in each MCAS assessment format (i.e., tested on the standard test, tested with accommodations, or alternately assessed) by subject.

**Table 2. Rate of Participation in MCAS-Alt by Students with Disabilities in Grades 3–10 in at Least One Content Area Since 2004**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Total Number of Students  Taking MCAS-Alt** | **Percent of All Assessed Students Taking MCAS-Alt** | **Percent of Students  with Disabilities  Taking MCAS-Alt** |
| 2004 | 5,139 | 1.0% | 5.5% |
| 2005 | 6,131 | 1.2% | 6.4% |
| 2006 | 7,006 | 1.3% | 7.7% |
| 2007 | 7,621 | 1.4% | 8.4% |
| 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% |
| 2012 | 9,386 | 1.7% | 8.8% |
| 2013 | 9,111 | 1.7% | 9.3% |
| 2014 | 8,896 | 1.6% | 8.9% |
| 2015 | 8,650 | 1.7% | 8.9% |
| 2016 | 8,373 | 1.7% | 9.0% |
| 2017 | 8,242 | 1.6% | 8.6% |
| 2018 | 7,601 | 1.5% | 7.7% |
| 2019 | 7,453 | 1.4% | 6.9% |
| 2020 | - | - | - |
| 2021 | 6,186 | 1.3% | 6.1% |
| 2022 | 6,186 | 1.3% | 6.1% |
| 2023 | 6,154 | 1.2% | 5.6% |

Table 3 shows the number of students with disabilities who took the 2023 MCAS-Alt in each grade and subject.

**Table 3. Participation in 2023 MCAS-Alt by Grade and Subject**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **ELA** | **Mathematics** | **STE** |
| 3 | 900 | 908 | – |
| 4 | 961 | 969 | – |
| 5 | 834 | 845 | 817 |
| 6 | 804 | 806 | – |
| 7 | 780 | 802 | – |
| 8 | 774 | 780 | 770 |
| 9\* |  |  | 158\* |
| 10 | 769 | 779 | 637 |
| **Total** | **5,822** | **5,889** | **2,382** |

\*Participation for grade 9 students is shown here but is not summarized in 2023 for official school, district, or state reporting. Participation for these students will be included next year with grade 10 students who take one of the tests in 2024.

## 2023 Standard MCAS and MCAS-Alt Participation by Nature of Disability

Table 4 shows the distribution of primary disabilities among standard MCAS and MCAS-Alt participants. Approximately 90% of students who took MCAS-Alt had an intellectual disability, autism, a neurological disability, or multiple disabilities. See Table 4 below and the circle graph on page 10 for a summary of the students assessed in each of the primary disability categories.

**Table 4. Nature of Primary Disability Among Standard MCAS and MCAS-Alt Participants in Grades 3–10a**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Primary Disability b** | **A:**  **Number of All Assessed Participants in Disability Category** | **B:**  **Number of MCAS-Alt Participants in Disability Category** | **C:**  **Percent of All Assessed Students in Disability Category Who Took MCAS-Alt (B/A)** | **D:**  **Percent of MCAS-Alt Participants in Disability Category (B/6,154)** |
| Autism | 14,010 | 3,100 | 22.1% | 50.4% |
| Communication | 11,853 | 159 | 1.3% | 2.6% |
| Developmental Delay | 1,965 | 82 | 4.2% | 1.3% |
| Emotional | 11,634 | 40 | 0.3% | 0.6% |
| Health | 20,799 | 125 | 0.6% | 2.0% |
| Intellectual | 4,061 | 1,543 | 38.0% | 25.1% |
| Multiple Disabilities | 772 | 376 | 48.7% | 6.1% |
| Neurological | 6,956 | 530 | 7.6% | 8.6% |
| Physical | 360 | 11 | 3.0% | 0.2% |
| Sensory/Deaf and Blind | 97 | 22 | 22.7% | 0.4% |
| Sensory/Hard of Hearing or Deaf | 630 | 40 | 6.3% | 0.6% |
| Sensory/Vision Impairment or Blind | 319 | 37 | 11.6% | 0.6% |
| Specific Learning Disabilities | 36,273 | 42 | 0.1% | 0.7% |
| Unidentified Disability | 181 | 47 | 26.0% | 0.8% |
| **Total** | **109,910** | **6,154** | **5.6%** | **100.0** |
| a The number of standard MCAS and MCAS-Alt participants includes all students who took MCAS-Alt for accountability purposes in at least one subject. | | | | |
| b Primary disability data were reported by districts to DESE’s Student Information Management System (SIMS) in March and June 2023. | | | | |

**2023 MCAS-Alt Participation by Nature of Disability**

Pie chart showing participation by disability. 
Autism-50%, Sensory-Visio/Hearing-25%,
Specific disabilities-1%, Unidentified-1%,
Communication-3%, Intellectaul-25%Multiple disabilities-6^, Health-2%, Emotional-1%, Developmental Delay-1%, Neurological-8%, Physical-1%

# IV. 2023 MCAS-Alt Student Results

On school and district summaries of results, MCAS-Alt scores are reported in the lowest achievement level on the standard MCAS tests: *Not Meeting Expectations* in ELA, Mathematics, and grades 5, 8, and 10 STE; grade 10 STE results are also reported in the legacy (Chemistry and Tech/Eng) *Failing* achievement level.

For diagnostic and educational planning purposes, MCAS-Alt results are reported in the following three MCAS-Alt alternate academic achievement levels: *Awareness, Emerging*, and *Progressing.* These three MCAS-Alt achievement levels provide meaningful information to interpret the achievement of students whose performance is significantly below grade-level.

See Appendix D for descriptions of the MCAS-Alt achievement levels.

In 2023, the majority of students with significant cognitive disabilities performed at the *Progressing* level, indicating that they had demonstrated the attainment of challenging academic goals at high levels of accuracy and independence, although below the grade-level expectations for nondisabled students. Results for the 2023 MCAS-Alt administration are summarized below.

* In grades 3–8 and 10, the percentages of students who scored *Progressing* were
  + 48% in ELA (a lower percentage than in other subjects due to uniform, rather than locally selected, scoring criteria for ELA–Writing)
  + 69% in Mathematics
  + 69% in STE (grades 5, 8, and 10)\*
* The percentages of students who scored *Emerging* were
  + 42% in ELA (a higher percentage than in other subjects, due to uniform scoring criteria for ELA–Writing)
  + 13% in Mathematics
  + 17% in STE\*
* The percentages of students who scored *Awareness* were
  + 3% in ELA
  + 2% in Mathematics
  + 3% in STE\*
* Overall, 11% of students who participated in the MCAS-Alt scored *Incomplete* in at least one subject, indicating that the assessment did not include the requisite evidence to generate an overall achievement level in the subject being assessed. The percentages of students who scored *Incomplete* by content area were
  + 7% in ELA
  + 16% in Mathematics
  + 10% in STE\*

Appendix A displays achievement level results by grade and subject.

\* Results for grade 10 students include grade 9 students who participated in one of the high school tests in 2022. Results for grade 9 students who participated in 2023 will be included with grade 10 students who take one of the tests in 2024.

# 

# V. Accountability

MCAS-Alt results are included in the state’s accountability system, together with the results of students who took the standard MCAS tests.

## Accountability Reporting for 2023

Accountability classifications are typically provided for schools that administered MCAS tests in grades 3–8 and 10 and are based on a combination of indicators, including the following:

* composite scaled MCAS scores in ELA and mathematics in grades 3–8, and an assigned MCAS-Alt scaled score equivalent, averaged for the school in each subject
* average student growth percentile (SGP) in ELA and mathematics
* progress toward attaining English language proficiency for students reported as English learners
* percentage of chronically absent students
* for high schools:
  + four-year cohort graduation rate
  + annual dropout rate
  + extended engagement rate
  + percentage of 11th- and 12th-grade students completing one or more advanced courses

Full details on the state’s accountability system are available on the [DESE website](http://www.doe.mass.edu/accountability/).

The achievement level and associated scaled score range used for next-generation MCAS tests is shown in Table 5.

**Table 5. Next-Generation MCAS Tests Scaled Score Ranges**

ELA, Mathematics, and STE Grades 3–10

|  |  |
| --- | --- |
| **Standard Next- Generation MCAS**  **Achievement Level** | **MCAS Scaled Score Range** |
| Not Meeting Expectations (NM) | 440-469 |
| Partially Meeting Expectations (PM) | 470-499 |
| Meeting  Expectations (M) | 500-529 |
| Exceeding Expectations (E) | 530-560 |

The use of MCAS scores as an accountability indicator necessitates assigning an equivalent scaled score to students who took the MCAS-Alt in ELA, mathematics, and grades 5 and 8 STE, as shown in Table 6.

**Table 6. Next-Generation MCAS Composite Scaled Score Equivalents**

**Assigned to MCAS-Alt Levels**

ELA, Mathematics, and STE Grades 3–10

|  |  |
| --- | --- |
| **MCAS-Alt Achievement Level,**  **Based on Alternate Achievement Standards** | **MCAS Composite Scaled Score** |
| Incomplete (INP) | 455 |
| Awareness (AWR) | 470 |
| Emerging (EMG) | 485 |
| Progressing (PRG) | 500 |

# VI. Resources and Professional Development for Educators

DESE sponsors approximately 17 regional training sessions annually for educators responsible for conducting the MCAS-Alt. Technical assistance is available throughout the school year from DESE’s Student Assessment Services office and from members of the MCAS-Alt Teacher Network, who assist their in-district colleagues at DESE-sponsored training sessions.

Notices of [training opportunities](http://www.doe.mass.edu/mcas/alt/resources.html) are sent to each school by email and in bimonthly newsletters sent to subscribers by email. Publications related to MCAS-Alt are available on DESE’s [website](http://www.doe.mass.edu/mcas/alt) and are distributed at DESE training sessions.

Assistance for educators conducting MCAS-Alt is available by contacting DESE by email at [MCAS@mass.gov](mailto:MCAS@mass.gov) or by phone at 781-338-3625, or by contacting the MCAS Service Center at 800-737-5103.

## Appendix A. 2023 MCAS-Alt Achievement Level Results by Grade and Subject

**Table 8. 2023 MCAS-Alt Achievement Level Results: Grade 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | English Language Arts | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 57 | 6 | 161 | 18 |
| Awareness | 31 | 3 | 20 | 2 |
| Emerging | 453 | 50 | 99 | 11 |
| Progressing | 369 | 41 | 619 | 69 |
| Total | **910** |  | **899** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | |

| Table 9. 2023 MCAS-Alt Achievement Level Results: Grade 4 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 50 | 5 | 160 | 17 |
| Awareness | 29 | 3 | 24 | 2 |
| Emerging | 418 | 43 | 112 | 12 |
| Progressing | 466 | 48 | 668 | 69 |
| Total | **963** |  | **964** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | |

| Table 10. 2023 MCAS-Alt Achievement Level Results: Grade 5 | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 39 | 5 | 111 | 13 |
| Awareness | 20 | 2 | 18 | 2 |
| Emerging | 367 | 44 | 82 | 10 |
| Progressing | 413 | 49 | 631 | 75 |
| Total | **839** |  | **842** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Table 11. 2023 MCAS-Alt Achievement Level Results: Grade 5 STE | | | | | --- | --- | --- | --- | |  | Science and Technology/ Engineering | | |  | **Number** | Percent a | | Incomplete | 58 | 7 | | Awareness | 32 | 4 | | Emerging | 149 | 18 | | Progressing | 574 | 71 | | Total | **813** |  | | a Percentages may not add up to 100 percent due to rounding. | | | | |

| Table 12. 2023 MCAS-Alt Achievement Level Results: Grade 6 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 54 | 7 | 104 | 13 |
| Awareness | 12 | 1 | 19 | 2 |
| Emerging | 345 | 43 | 114 | 14 |
| Progressing | 398 | 49 | 567 | 71 |
| Total | **809** |  | **804** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | |

| Table 13. 2023 MCAS-Alt Achievement Level Results: Grade 7 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 72 | 9 | 148 | 19 |
| Awareness | 30 | 4 | 19 | 2 |
| Emerging | 320 | 41 | 85 | 11 |
| Progressing | 366 | 46 | 546 | 68 |
| Total | **788** |  | **798** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | |

| Table 14. 2023 MCAS-Alt Achievement Level Results: Grade 8 | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 62 | 8 | 144 | 19 |
| Awareness | 22 | 3 | 27 | 3 |
| Emerging | 288 | 37 | 80 | 10 |
| Progressing | 410 | 52 | 527 | 68 |
| Total | **782** |  | **778** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | | |

**Table 15. 2023 MCAS-Alt Achievement Level Results: Grade 8 STE**

| |  | Science and Technology/ Engineering | | | --- | --- | --- | |  | Number | Percent a | | Incomplete | 75 | 10 | | Awareness | 28 | 4 | | Emerging | 149 | 19 | | Progressing | 517 | 67 | | Total | 769 |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

a Percentages may not add up to 100 percent due to rounding.

| Table 16. 2023 MCAS-Alt Achievement Level Results: Grade 10 | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent a** | **Number** | Percent a |
| Incomplete | 62 | 8 | 102 | 13 |
| Awareness | 22 | 3 | 10 | 1 |
| Emerging | 288 | 37 | 166 | 22 |
| Progressing | 410 | 52 | 488 | 64 |
| Total | **782** |  | **766** |  |
| a Percentages may not add up to 100 percent due to rounding. | | | | | |

**Table 17. 2023 MCAS-Alt Achievement Level Results: Grade 10 STE\***+

| |  | Science and Technology/ Engineering | | | --- | --- | --- | |  | Number | Percent a | | Incomplete | 91 | 15 | | Awareness | 14 | 2 | | Emerging | 86 | 14 | | Progressing | 407 | 68 | | Total | 598 |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

a Percentages may not add up to 100 due to rounding.

\*Results for grade 10 students include grade 9 students who participated in one of the high school tests in 2022. Results for grade 9 students who participated in 2023 will be included with grade 10 students who take one of the tests in 2024.

+Grade 10 STE results are reported based on students’ best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state from fall of grade 9 through spring of grade 10 are included in state results.

## Appendix B. 2023 Participation in Standard Tests and MCAS-Alt by Grade and Subject

| Table 18. Participation in 2023 MCAS and MCAS-Alt: Grade 3 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent** | **Number** | Percent |
| Standard tests | 63,725 | 99 | 64,625 | 99 |
| MCAS-Alt, based on alternate achievement standards | 900 | 1 | 908 | 1 |
| Total students assessed | **64,625** |  | **65,533** |  |
|  | | | | |

| Table 19. Participation in 2023 MCAS and MCAS-Alt: Grade 4 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent** | **Number** | Percent |
| Standard tests | 65,055 | 99 | 65,901 | 99 |
| MCAS-Alt, based on alternate achievement standards | 961 | 1 | 969 | 1 |
| Total students assessed | **66,016** |  | **66,870** |  |
| . | | | | |

| Table 20. Participation in 2023 MCAS and MCAS-Alt: Grade 5 | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **English Language Arts** | | **Mathematics** | | Science and Technology/ Engineering | |
|  | **Number** | **Percent** | **Number** | **Percent a** | **Number** | Percent |
| Standard tests | 65,227 | 99 | 66,049 | 99 | 65,901 | 99 |
| MCAS-Alt, based on alternate achievement standards | 834 | 1 | 845 | 1 | 817 | 1 |
| Total students assessed | **66,061** |  | **66,894** |  | **66,718** |  |
|  | | | | | | |

| Table 21. Participation in 2023 MCAS and MCAS-Alt: Grade 6 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent** | **Number** | Percent |
| Standard tests | 66,269 | 99 | 66,928 | 99 |
| MCAS-Alt, based on alternate achievement standards | 804 | 1 | 806 | 1 |
| Total students assessed | **67,073** |  | **67,734** |  |
|  | | | | |

| Table 22. Participation in 2023 MCAS and MCAS-Alt: Grade 7 | | | | |
| --- | --- | --- | --- | --- |
|  | **English Language Arts** | | Mathematics | |
|  | **Number** | **Percent** | **Number** | Percent |
| Standard tests | 66,366 | 99 | 66,931 | 99 |
| MCAS-Alt, based on alternate achievement standards | 780 | 1 | 802 | 1 |
| Total students assessed | 67,146 |  | 67,733 |  |

| Table 23. Participation in 2023 MCAS and MCAS-Alt: Grade 8 | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **English Language Arts** | | **Mathematics** | | Science and Technology/ Engineering | |
|  | **Number** | **Percent** | **Number** | **Percent** | **Number** | Percent |
| Standard tests | 68,123 | 99 | 68,582 | 99 | 68,326 | 99 |
| MCAS-Alt, based on alternate achievement standards | 774 | 1 | 780 | 1 | 770 | 1 |
| Total students assessed | **68,897** |  | **69,362** |  | **69,096** |  |
|  | | | | | | |

| Table 24. Participation in 2023 MCAS and MCAS-Alt: Grade 10 | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **English Language Arts** | | **Mathematics** | | Science and Technology/ Engineering a | | |
|  | **Number** | **Percent** | **Number** | **Percent a** | **Number** | Percent |
| Standard tests | 70,723 | 99 | 70,664 | 99 | 71,864 | 99 |
| MCAS-Alt, based on alternate achievement standards | 769 | 1 | 779 | 1 | 795 | 1 |
| Total students assessed | **71,492** |  | **71,443** |  | **72,659** |  | |
| a STE includes students in grades 9 and 10 who participated in one of the high school tests. | | | | | | | |

## Appendix C. 2023 Participation Rate and Method of Participation by Students with Disabilities

\*Percentages may not add up to 100 due to rounding.

Appendix D. Achievement Levels and Descriptors shown below are reported in each assessed subject for MCAS Legacy and Next- Generation assessments. MCAS-Alt scores are based on the *Rubric for Scoring Strands* (see Appendix E).

|  |  |  |
| --- | --- | --- |
| **ELA, Mathematics, Biology, Introductory Physics Achievement Levels and Descriptors**  **(“Next-Generation” MCAS)** | | **Chemistry, Technology/Engineering**  **Achievement Levels and Descriptors**  **(“Legacy” MCAS)** |
| ***Exceeding Expectations***  Student exceeds grade-level expectations for knowledge, skills, and understanding and is academically well-prepared to succeed at the next grade level. | | ***Advanced\****  Student demonstrates a comprehensive and in-depth understanding in the content area and provides sophisticated solutions to complex problems at grade-level expectations. |
| ***Meeting Expectations***  Student meets grade-level expectations for knowledge, skills, and understanding and is academically prepared to succeed at the next grade level. | | ***Proficient***\*  Student demonstrates a solid understanding of challenging subject matter in the content area and solves a wide variety of problems at grade-level expectations. |
| ***Partially Meeting Expectations***  Student partially meets grade-level expectations for knowledge, skills, and understanding. May need coordinated assistance to succeed at the next grade level. | | ***Needs Improvement\****  Student demonstrates a partial understanding of subject matter in the content area and solves some simple problems at grade-level expectations. |
|  | | \*In order to earn a Competency Determination, students must achieve a score of either *Proficient* on the grade 10 English Language Arts and Mathematics tests; or a score of *Needs Improvement*, and satisfy the requirements of an Educational Proficiency Plan; for Science and Technology Engineering, students must achieve a score of *Needs Improvement* on one of four high school STE tests. |
|  | | | |
| **Alternate Academic Achievement Level and Descriptor ( MCAS-Alt for all grades)** | | | |
| ***Awareness*** | The student demonstrates very little understanding of learning standards in the content area (as indicated in the alternate assessment). 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 content area at below-grade-level expectations (as indicated in the alternate assessment). 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 content area and addresses below-grade-level expectations (as indicated in the alternate assessment). 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. | | |

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **M** | **1** | **2** | **3** | **4** |
| **Demonstration of Skills and Concepts** | The strand contains insufficient information to determine a score. | Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand.  **(0–25% accurate)** | Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand. **(26–50% accurate)** | Student’s performance is mostly accurate and demonstrates some understanding in this strand.  **(51–75% accurate)** | Student’s performance is accurate and is of consistently high quality in this strand.  **(76–100% accurate)** |
| **Independence** | The strand contains insufficient information to determine a score. | Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand.  **(0–25% independent)** | Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. **(26–50% independent)** | Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. **(51–75%** **independent)** | Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand.  **(76–100% independent)** |
| **Self-Evaluation** | The 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. |  |  |
| **Generalized Performance** |  | Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in this strand. | Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in this strand. |  |  |

1. First-year EL students are not included, even if they took the test. [↑](#footnote-ref-1)
2. Grade 10 STE results are reported based on students’ best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state from fall of grade 9 through spring of grade 10 are included in state results. [↑](#footnote-ref-2)