



2024 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Achievement

November 2024

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

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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 2024 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.

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 to determine whether each Massachusetts school and district is making progress toward reducing proficiency gaps.

This report includes the results of 6,109 students in grades 3–10 for whom an MCAS-Alt was submitted in the 2023–24 school year in English language arts (ELA), mathematics, or science. These results are provided for school, district, and state accountability purposes. Results for students who took the high school science assessment in grade 9 in 2024 are not included in this report and will be summarized with the results of students assessed in grade 10 in 2025 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 standard MCAS testing results. The highest achievement level a student can earn on the MCAS-Alt is *Progressing*. In 2024, among students participating in MCAS-Alt (not including students who are first-year English learners), approximately 55% of students taking the MCAS-Alt earned a score at the *Progressing* achievement level. 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 2024 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 3–8 and 10 who participated in an alternate assessment in at least one content area was 6,109, or 1.1% of the total tested population, a decrease of 0.1 percentage points from 2023. The percentage of students with disabilities who participated in MCAS-Alt was 5.4%, a decrease of 0.2 percentage points from 2023.
- In English Language Arts (ELA), 44% of students performed at the *Progressing* level, a decrease of four percentage points from 2023. Achievement at the *Progressing* level in ELA ranged from a high of 49% at grade 7 to a low of 40% at grade 3.
- In Mathematics, 67% of students performed at the *Progressing* level, a decrease of two percentage points from 2023. Achievement at the *Progressing* level in Mathematics ranged from a high of 70% at grade 7 to a low of 63% at grade 10.
- In Science and Technology/Engineering (STE), averaged across grades 5 and 8 and high school science in grade 10, 52% of students performed at the *Progressing* level, a decrease of 17 percentage points from 2023. Achievement at the *Progressing* level in science was 52% at grades 5, 8, and 10, representing decreases of 19, 15, and 16 percentage points, respectively. Grade 9 achievement results will be reported in 2025, when they will be summarized with results for grade 10 students who take one of the high school tests in 2024.
- Between 2023 and 2024, averaged across all grades, student achievement at the *Emerging* level, one achievement level below *Progressing*, increased from 42% to 44% in ELA; decreased from 13% to 12% in Mathematics; and increased from 17% to 26% in science.
- Between 2023 and 2024, averaged across all grades, student achievement at the *Awareness* level, one level below *Emerging*, was unchanged in ELA and Mathematics at 3% and 2%, respectively, and increased from 3% to 4% in science.
- The percentage of students whose alternate assessments were determined to be *Incomplete* increased in all subjects. Between 2023 and 2024, averaged across all grades, the percentage increased from 7% to 9% percent in ELA; 16% to 19% in Mathematics; and 10% to 18% in science.
- Table 1 provides a summary of MCAS-Alt participation and achievement levels in each subject.

Table 1. 2024 MCAS-Alt Statewide Achievement Level Results by Subject¹

Subject/ (Grades)	MCAS-Alt Achievement Level								Total MCAS-Alts with an Achievement Level Score
	Awareness		Emerging		Progressing		Incomplete		
	#	%	#	%	#	%	#	%	Number
ELA (3–8, and 10)	176	3	2,548	44	2,574	44	509	9	5,807
Mathematics (3–8, and 10)	116	2	718	12	3,873	67	1093	19	5,800
STE² (grades 5, 8) High School Science (grade 10)	94	4	628	26	1,242	52	443	18	2,407

¹ First-year EL students are not included in these results, even if they participated in the test.

² Grade 10 high school science results include grade 9 students who participated in one of the high school tests in 2023. Results for grade 9 students who participated in 2024 will be included with grade 10 students who take one of the tests in 2025; only students continuously enrolled in the state from fall of grade 9 through spring of grade 10 are included in state results.

I. Introduction

This report describes the statewide participation rates and achievement results from the spring 2024 administration of the MCAS-Alt in ELA, Mathematics, and science. The MCAS-Alt has been administered annually since the 2000–01 school year, with the exception of 2019–20 (due to the COVID-19 pandemic), 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 tests, and the methods used to evaluate and score student assessments and report student results.

State summaries of MCAS-Alt for previous years are available on the DESE [website](#).

II. Background

According to state and federal laws, all students, including students with disabilities, are required to participate in statewide assessments. Only students who meet the eligibility criteria for a student with the most significant cognitive disabilities may be assigned to 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. Information about the participation of students with disabilities in MCAS is available on the DESE [website](#).

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 in the [Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities](#).

The purposes of the MCAS-Alt are as follows:

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

Participation Guidelines

A student may only be eligible for an alternate assessment if their IEP determines that the student meets the definition for a student with the most significant cognitive disabilities (see below).

Massachusetts defines “students with the most significant cognitive disabilities” as students who demonstrate *all* four criteria:

1. have cognitive disabilities evidenced by significant delays in attaining age-level academic achievement standards, even with systematic, extensive individually designed instruction, related services, and modifications; **and**

2. have cognitive disabilities that significantly impact their educational performance and ability to apply learning from one setting to another; **and**
3. require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled; **and**
4. perform significantly below average in general cognitive functioning and adaptive behavior. Note: “Significantly below average” is defined as a student functioning two or more standard deviations below the mean on commonly accepted norm-referenced assessments in both cognitive functioning and adaptive behavior (e.g., two or more adaptive skill areas such as daily living skills, communication, self-care, social skills, and academic skills).

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

The Every Student Succeeds Act (ESSA) federal education law, passed in December 2015 and effective in the 2016–17 school year, imposes a statewide cap of one percent of all assessed students on those taking alternate assessments based on *alternate achievement standards*.

Under the new restrictions, districts are asked to 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, as well as 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](#).

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 being assessed. 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, and independence 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 in which the student evaluates their own performance, and other evidence that provides context for the instruction and/or 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](#), 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 must qualify to become scorers. If they are accepted, scorers receive extensive training and 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 2024 MCAS-Alts](#). 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 2024 MCAS-Alt

In 2024, a total of 6,109 students in grades 3–10, or 1.1% of the total assessed population, participated in the MCAS-Alt in one or more content areas, as shown in table 2. For accountability reporting purposes, in grades 3–8 and 10, approximately 1% of students participated in MCAS-Alt in ELA, Mathematics, STE (grades 5 and 8), and high school science (grade 10). See Appendix B for the number of students assessed on standard MCAS tests and the MCAS-Alt in each grade and subject.

Between 5.0% and 6.1% of all assessed students with disabilities in each grade participated in the 2024 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) in each grade and subject.

Table 2. Annual MCAS-Alt Participation Rate by Students with Disabilities in Grades 3–10

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%
2024	6,109	1.1%	5.4%

Table 3 shows the number of students with disabilities who took the 2024 MCAS-Alt in each grade and subject.

Table 3. Participation in 2024 MCAS-Alt by Grade and Subject

Grade	ELA	Mathematics	Science
3	892	902	–
4	854	867	–
5	884	910	887
6	794	806	–
7	750	760	–
8	749	763	753
9*			210
10	802	831	661
Total	5,725	5,839	2,511

*Participation for grade 9 students is shown here but is not summarized in 2024 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 2025.

2024 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 91% of students who took MCAS-Alt had an intellectual disability, autism, a neurological disability, or multiple disabilities. See table 4 below and the pie chart graph on the following page for a summary of the students assessed in each of the primary disability categories.

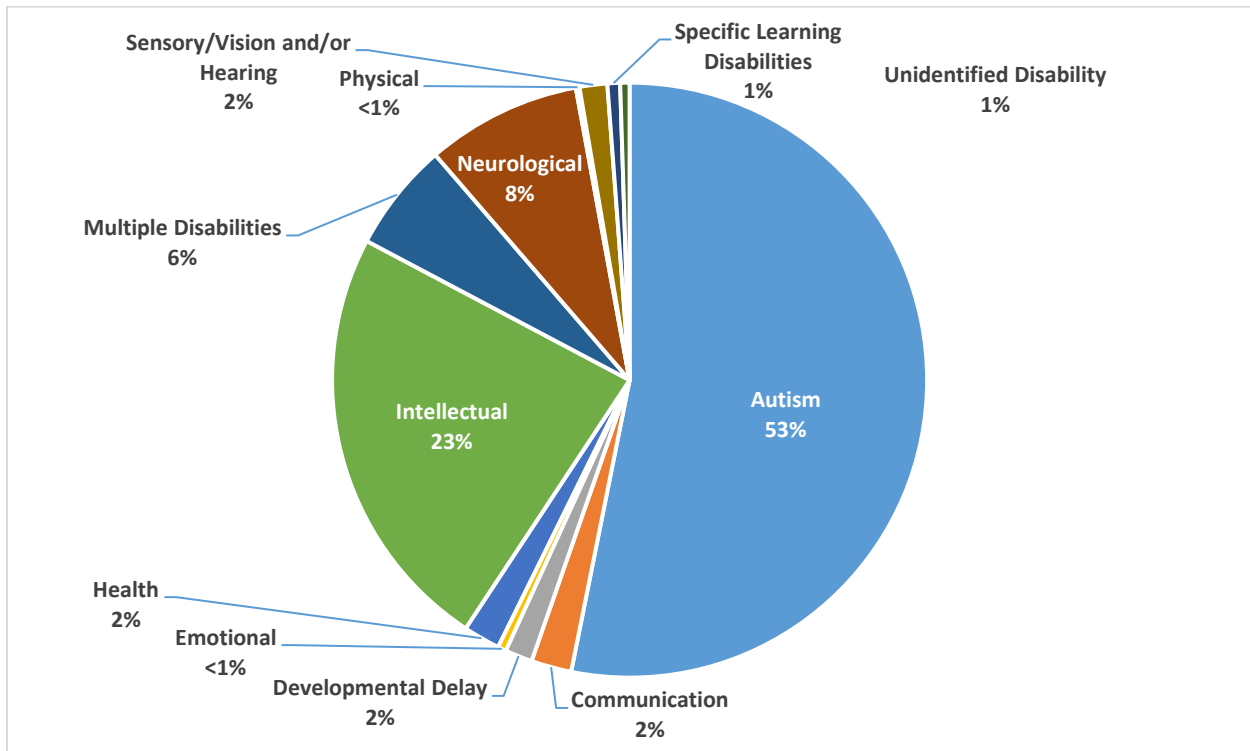
Table 4. Nature of Primary Disability Among Standard MCAS and MCAS-Alt Participants in Grades 3–8 and 10¹

Primary Disability ²	A:	B:	C:	D:
	Number of All Assessed Participants by Disability Category	Number of MCAS-Alt Participants by Disability Category	Percent of All Assessed Students by Disability Category Who Took MCAS-Alt (B/A)	Percent of MCAS-Alt Participants by Disability Category (B/6,109)
Autism	15,270	3,247	21.3%	53.2%
Communication	11,835	134	1.1%	2.2%
Developmental Delay	1,939	91	4.7%	1.5%
Emotional	11,251	28	0.2%	0.5%
Health	22,009	122	0.6%	2.0%
Intellectual	3,990	1,433	35.9%	23.5%
Multiple Disabilities	758	362	47.8%	5.9%
Neurological	6,907	515	7.5%	8.4%
Physical	352	12	3.4%	0.2%
Sensory/Deaf and Blind	86	18	20.9%	0.3%
Sensory/Hard of Hearing or Deaf	615	43	7.0%	0.7%
Sensory/Vision Impairment or Blind	338	31	9.2%	0.5%
Specific Learning Disabilities	37,198	42	0.1%	0.7%
Unidentified Disability	174	31	17.8%	0.5%
Total	112,722	6,109	5.4%	100.0

¹ The number of standard MCAS and MCAS-Alt participants for accountability purposes includes all students who took MCAS-Alt in at least one subject.

² Primary disability data were reported by districts to DESE's Student Information Management System (SIMS) in March and June 2024.

2024 MCAS-Alt Participation by Nature of Disability



IV. 2024 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.

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 2024, the majority of students with the most significant cognitive disabilities performed at the *Progressing* level, indicating that they 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 2024 MCAS-Alt administration are summarized below.

- In grades 3–8 and 10, the percentages of students who scored *Progressing* were
 - 44% in ELA (a lower percentage than in other subjects due to uniform, rather than locally selected, scoring criteria for ELA–Writing)
 - 67% in Mathematics
 - 52% in grades 5 and 8 STE and grade 10 high school science
- The percentages of students who scored *Emerging* were
 - 44% in ELA (a higher percentage than in other subjects, due to uniform scoring criteria for ELA–Writing)
 - 12% in Mathematics
 - 26% in grades 5 and 8 STE and grade 10 high school science
- The percentages of students who scored *Awareness* were
 - 3% in ELA
 - 2% in Mathematics
 - 4% in grades 5 and 8 STE and grade 10 high school science
- Overall, 15% 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
 - 9% in ELA
 - 19% in Mathematics
 - 18% in grades 5 and 8 STE and grade 10 high school science

Note that results for grade 10 students include grade 9 students who participated in one of the high school tests in 2023. Results for grade 9 students who participated in 2024 will be included with grade 10 students who take one of the tests in 2025.

Appendix A displays achievement level results by grade and subject.

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 2024

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 for high school science and an assigned MCAS-Alt scaled score equivalent, averaged for the school in each subject
- average [student growth percentile](#) (SGP, which measures change in student achievement over time) in ELA and mathematics
- progress toward attaining English language proficiency, as measured on the [ACCESS for ELLs test](#), 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](#).

The achievement level and associated scaled score range used for MCAS tests is shown in table 5.

Table 5. MCAS Scaled Score Ranges

Standard 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 science, as shown in table 6.

**Table 6. MCAS Composite Scaled Score Equivalents
Assigned to MCAS-Alt Levels**

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](#) 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](#) and are distributed at DESE training sessions.

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

Appendix A. 2024 MCAS-Alt Achievement Level Results by Grade and Subject

Table 7. 2024 MCAS-Alt Achievement Level Results: Grade 3

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	69	8	152	17
Awareness	37	4	27	3
Emerging	435	48	109	12
Progressing	362	40	605	68
Total	903		893	

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

Table 8. 2024 MCAS-Alt Achievement Level Results: Grade 4

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	83	10	174	20
Awareness	23	3	16	2
Emerging	404	46	85	10
Progressing	359	41	589	68
Total	869		864	

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

Table 9. 2024 MCAS-Alt Achievement Level Results: Grade 5

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	62	7	193	21	143	16
Awareness	19	2	18	2	36	4
Emerging	404	45	100	11	246	28
Progressing	412	46	591	66	455	52
Total	897		902		880	

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

Table 10. 2024 MCAS-Alt Achievement Level Results: Grade 6

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	65	8	136	17
Awareness	29	4	16	2
Emerging	365	46	102	13
Progressing	343	43	548	68
Total	802		802	

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

Table 11. 2024 MCAS-Alt Achievement Level Results: Grade 7

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	63	8	152	20
Awareness	25	3	17	2
Emerging	299	39	61	8
Progressing	372	49	525	70
Total	759		755	

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

Table 12. 2024 MCAS-Alt Achievement Level Results: Grade 8

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	73	10	178	23	134	18
Awareness	26	3	12	2	20	3
Emerging	312	41	72	9	210	28
Progressing	346	46	499	66	387	52
Total	757		761		751	

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

Table 13. 2024 MCAS-Alt Achievement Level Results: Grade 10

	English Language Arts		Mathematics		High School Science ^{b,c}	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ¹
Incomplete	94	11	108	13	165	21
Awareness	17	2	10	1	38	5
Emerging	329	40	189	23	172	22
Progressing	380	46	516	63	400	52
Total	820		823		775	

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

^b Results for grade 10 students include grade 9 students who participated in one of the high school tests in 2023. Results for grade 9 students who participated in 2024 will be included with grade 10 students who take one of the tests in 2025.

^c Grade 10 high school science results are reported based on students' best performance on any Biology or Introductory Physics 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. 2024 Participation in Standard MCAS and MCAS-Alt by Grade and Subject

Table 14. Participation in 2024 MCAS and MCAS-Alt: Grade 3

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard MCAS tests	63,154	99	64,380	99
MCAS-Alt	892	1	902	1
Total students assessed	64,046		65,282	

Table 15. Participation in 2024 MCAS and MCAS-Alt: Grade 4

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard MCAS tests	64,694	99	65,831	99
MCAS-Alt	854	1	867	1
Total students assessed	65,548		66,698	

Table 16. Participation in 2024 MCAS and MCAS-Alt: Grade 5

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent	Number	Percent	Number	Percent
Standard MCAS tests	65,785	99	66,939	99	66,820	99
MCAS-Alt,	884	1	910	1	887	1
Total students assessed	66,669		67,849		67,707	

Table 17. Participation in 2024 MCAS and MCAS-Alt: Grade 6

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard MCAS tests	65,833	99	66,742	99
MCAS-Alt	794	1	806	1
Total students assessed	66,627		67,548	

Table 18. Participation in 2024 MCAS and MCAS-Alt: Grade 7

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard MCAS tests	66,614	99	67,346	99
MCAS-Alt	750	1	760	1
Total students assessed	67,364		68,106	

Table 19. Participation in 2024 MCAS and MCAS-Alt: Grade 8

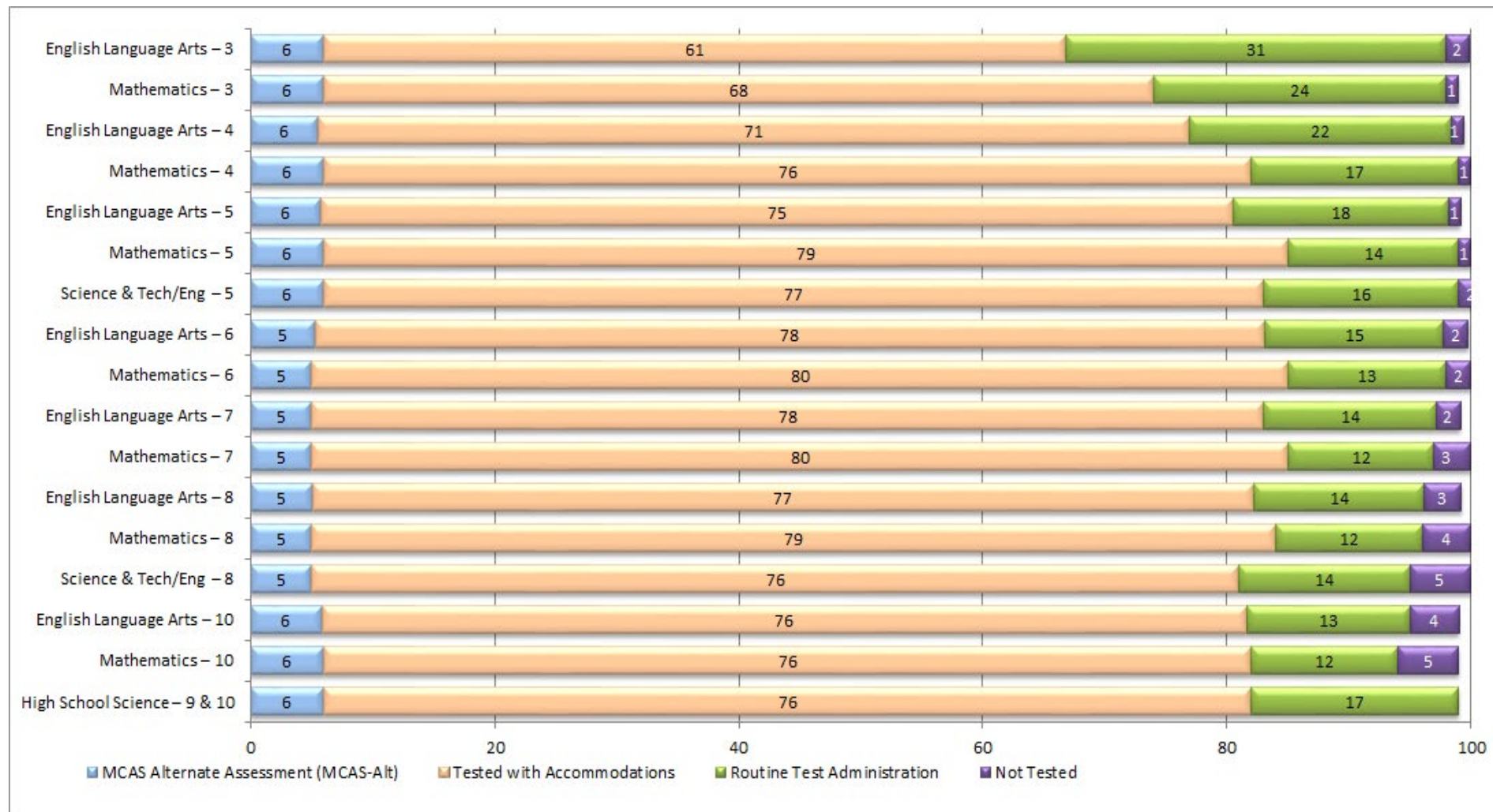
	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent	Number	Percent	Number	Percent
Standard MCAS tests	66,951	98	67,588	98	67,382	98
MCAS-Alt	749	1	763	1	753	1
Total students assessed	67,700		68,351		68,135	

Table 20. Participation in 2024 MCAS and MCAS-Alt: Grade 10

	English Language Arts		Mathematics		High School Science ^a	
	Number	Percent	Number	Percent	Number	Percent
Standard MCAS tests	70,274	98	70,235	98	71,255	99
MCAS-Alt, based on alternate achievement standards	802	1	831	1	818	1
Total students assessed	71,076		71,066		72,073	

^a High school science includes grade 9 students who participated in the Biology or Introductory Physics tests in 2023 and grade 10 students who participated in one of those tests in 2024.

Appendix C. 2024 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

The achievement levels and descriptors shown below are reported in each assessed subject for MCAS assessments. MCAS-Alt scores are based on the *Rubric for Scoring Strands* (see Appendix E).

MCAS Achievement Levels and Descriptors (all grades and subjects)

Exceeding Expectations

Student exceeded grade-level expectations by demonstrating mastery of the subject matter.

Meeting Expectations

Student met grade-level expectations and is academically on track to succeed in the current grade in this subject.

Partially Meeting Expectations

Student partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

Not Meeting Expectations

Student did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

MCAS-Alt Alternate Academic Achievement Level and Descriptors (all grades and subjects)

<i>Awareness</i>	The student demonstrated very little understanding of learning standards in the content area (as indicated in the alternate assessment). The student required extensive prompting and assistance, and performance was primarily inaccurate.
<i>Emerging</i>	The student demonstrated 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 required frequent prompting and assistance, and performance was limited and inconsistent.
<i>Progressing</i>	The student demonstrated a partial understanding of a limited number of learning standards in the content area and addressed below-grade-level expectations (as indicated in the alternate assessment). The student appeared to be receiving challenging instruction and was steadily learning new skills, concepts, and content. The student required minimal prompting and assistance, and the performance was fundamentally accurate.

Appendix E. MCAS-Alt Rubrics 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.		

* M indicates that evidence was missing or was insufficient to determine a score.