

APPENDIX I

SAMPLE OF MCAS SPRING 2007 PARENT/GUARDIAN REPORTS (STANDARD AND MCAS-ALT)

Appendix I provides samples of the following two reports of results:

- Parent/Guardian Report (for results of standard MCAS tests)..... Appendix I, Pages 2–3
- Parent/Guardian Report (for results of MCAS-Alt) Appendix I, Pages 4–5

Appendix I

The MCAS Performance Level descriptions below summarize the knowledge and skills associated with each MCAS performance level. See www.doe.mass.edu/frameworks/current.html for the *Massachusetts Curriculum Framework* for each subject.

MCAS Performance Levels

Advanced (A) Students at this level demonstrate a comprehensive and in-depth understanding of challenging subject matter and provide sophisticated solutions to complex problems.

Proficient (P) Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (NI) Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Failing (F) Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

MCAS Alternate Performance Levels [All alternate levels shown below also belong to the MCAS performance level of Failing (F)]

Progressing (PRG) Students at this level demonstrate a partial understanding below grade level expectations of some learning standards and core knowledge topics contained in the *Massachusetts Curriculum Framework* for the content area. Students appear to be receiving challenging instruction, and are steadily acquiring new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is fundamentally accurate.

Emerging (EMG) Students at this level demonstrate a simple understanding below grade level expectations of a limited number of learning standards and core knowledge topics contained in the *Massachusetts Curriculum Framework* for the content area. Students require frequent prompting and assistance, and their performance is limited and inconsistent.

Awareness (AWR) Students at this level demonstrate very little understanding of learning standards and core knowledge topics contained in the *Massachusetts Curriculum Framework* for the content area. Students require extensive prompting and assistance, and their performance is mostly inaccurate.

Incomplete Portfolio (INP) Insufficient evidence to permit determination of a performance level in the content area.

QUESTION NUMBER

The question numbers in this report correspond to the question numbers in *Release of Spring 2007 MCAS Test Items*, which is posted at www.doe.mass.edu/mcas/testitems.html. This publication also provides correct answers for all multiple-choice and short-answer questions. WP (Writing Prompt) refers to the English Language Arts Composition.

REPORTING CATEGORY

English Language Arts

LA = Language
 LT = Reading and Literature
 CT = Composition: Topic Development
 CC = Composition: Standard English Conventions

Mathematics

NS = Number Sense and Operations
 PR = Patterns, Relations, and Algebra
 GE = Geometry
 ME = Measurement
 SP = Data Analysis, Statistics, and Probability

KEY TO SCORE CODES

Multiple-Choice Questions

+ = correct answer chosen (1 point earned)
 A, B, C, or D = incorrect answer chosen (0 points earned)
 blank space = no answer chosen (0 points earned)
 * = more than one answer chosen (0 points earned)

Short-Answer Questions (Mathematics Only)

0 or 1 = points earned out of 1 possible point
 blank space = no answer provided (0 points earned)

Example: $\frac{x}{1}$

x = points earned out of 1 possible point

Open-Response Questions

To view sample student work and scoring guides for open-response questions, see www.doe.mass.edu/mcas/student.

0, 1, 2, 3, or 4 = points earned out of 4 possible points
 blank space = no answer provided (0 points earned)

Example: $\frac{x}{4}$

x = points earned out of 4 possible points

English Language Arts Composition

2-12 = Topic Development total score range
 2-8 = Standard English Conventions total score range
 blank space = no composition written
 NS = non-scorable composition

Examples: CT $\frac{x}{12}$ x = points earned out of 12 possible points

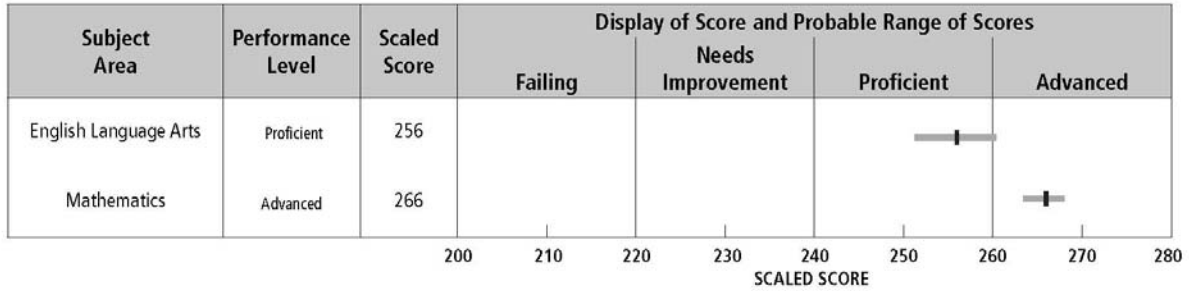
CC $\frac{x}{8}$ x = points earned out of 8 possible points

MCAS TESTS OF SPRING 2007 Parent/Guardian Report

Name:
 School:
 District:
 Grade:
 Date of Birth:



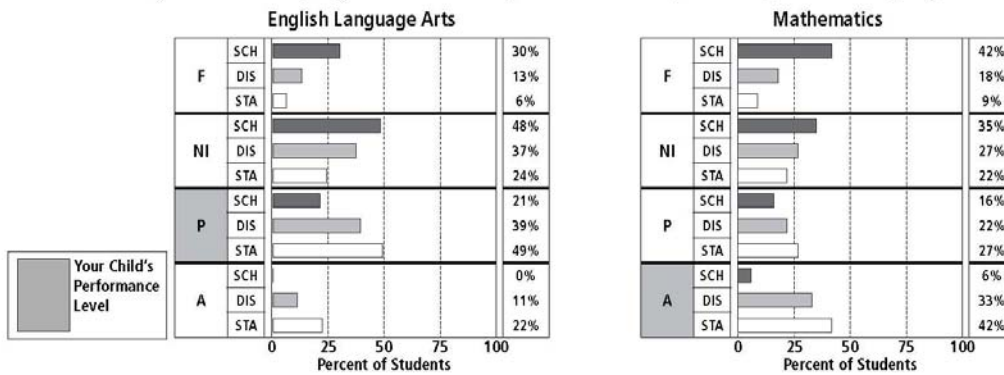
I. How did your child do on MCAS?



II. Information about your child's performance on MCAS test questions

Question Number	WP	WP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
English Language Arts																																												
Reporting Category	CT	CC	LT	LT	LT	LT	LT	LA	LA	LT	LT	LT	LT	LT	LA	LA	LT	LT	LT	LT	LT	LT	LT	LT	LT	LT	LT	LT	LT	LT	LT	LA	LA	LT	LT	LT	LT	LA						
Your Child's Score	8/12	8/8	+	+	+	+	+	+	+	3/4	D	B	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
Mathematics																																												
Reporting Category		NS	NS	SP	PR	NS	PR	NS	PR	NS	SP	PR	GE	PR	NS	SP	ME	PR	NS	ME	SP	ME	PR	SP	GE	ME	GE	PR	SP	PR	SP	ME	SP	GE	PR	ME	PR	SP	ME	GE				
Your Child's Score		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

III. How did your child's performance compare to school, district, and state performance?

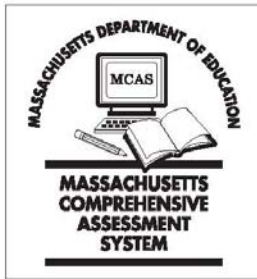


IV. Comments about your child's writing performance

CT (Composition: Topic Development)	CC (Composition: Standard English Conventions)
Moderate topic/idea development and organization. Adequate, relevant details. Some variety in language.	Control of sentence structure, grammar and usage, and mechanics. Length and complexity of essay provide opportunity for student to show control of standard English conventions.

9/26/2007 11:55:30 AM 00350363

Appendix I



Spring 2007

MCAS Alternate Assessment

Parent/Guardian Report

Student Name:

Grade Level:

Student ID:

School:

District:

Student's Home District:

Content areas assessed at this grade level:

English Language Arts, Mathematics, Science and Technology/Engineering

ENGLISH LANGUAGE ARTS						
Performance Level	Strand	Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Progressing	Language	3	4	4	4	4
	Reading and Literature	3	4	4		
	Composition	*	*	*		

MATHEMATICS						
Performance Level	Strand	Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Progressing	Number Sense and Operations	3	4	4	4	3
	Patterns, Relations, and Algebra	*	*	*		
	Geometry	*	*	*		
	Measurement	3	4	4		
	Data Analysis, Statistics, and Probability	*	*	*		

SCIENCE AND TECHNOLOGY/ENGINEERING						
Performance Level	Strand	Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Progressing	Earth and Space Science	3	4	4	4	4
	Life Science	3	4	4		
	Physical Sciences	3	4	4		
	Technology/Engineering	*	*	*		

HISTORY AND SOCIAL SCIENCE						
Performance Level	Strand	Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
	Not Assessed in 2007					

* Indicates this portfolio strand was not submitted

M Indicates that evidence was missing or was insufficient to determine a score in this rubric area

2007 MCAS ALTERNATE ASSESSMENT

Understanding the 2007 MCAS Alternate Assessment Parent/Guardian Report

The Parent/Guardian Report on the reverse side provides you with information about your child's performance on the 2007 MCAS Alternate Assessment. This assessment is intended for a small number of students with significant disabilities who are unable to take MCAS tests with or without accommodations. The MCAS Alternate Assessment consists of a portfolio of information submitted to the state on your child's performance in relation to Massachusetts *Curriculum Framework* learning standards during the 2007 school year.

The portfolio submitted to the Department of Education was scored using the "Rubric for Scoring Portfolio Strands" shown below. Your child's scores based on these criteria are listed on the reverse side. A performance level for your child is also shown in each content area (subject) based on his or her overall score. Performance level definitions for the MCAS Alternate Assessment are provided at the bottom of this page. Please refer to the *Guide to the Parent/Guardian Report for the 2007 MCAS Alternate Assessment* for further information.

Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio reflects little or no basis on <i>Curriculum Framework</i> learning standards in this strand.	Student primarily addresses social, motor, and communication "access skills" during instruction based on <i>Curriculum Framework</i> 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
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).
Self-Evaluation	Evidence of self-correction, task-monitoring, goal-setting and reflection was not found in the student's portfolio in this content area.	Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in only one strand.	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in two strands.	Student frequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in three or more examples were found in only one strand.	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area — two or more examples of self-evaluation were found in each strand.
Generalized Performance		Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in each strand.	Student demonstrates knowledge and skills in two or more contexts; or uses two or more approaches and/or methods of response and participation in only one strand.	Student demonstrates knowledge and skills in two contexts; or uses two approaches and/or methods of response and participation in each strand.	Student demonstrates knowledge and skills in three or more contexts; or uses three or more approaches and/or methods of response and participation in each strand.

PERFORMANCE LEVELS for the 2007 MCAS Alternate Assessment

Results in each academic subject are reported at the levels of performance described below, based on the student's numerical scores in Level of Complexity, Demonstration of Skills and Concepts, and Independence. Numerical scores in Self-Evaluation and Generalized Performance are also reported, but do not affect the student's overall performance level in the subject.

- INCOMPLETE:** **Insufficient evidence** and information was included to allow a performance level to be determined in the content area.
- AWARENESS:** Students at this level demonstrate **very little understanding** of learning standards and core knowledge topics contained in the *Massachusetts Curriculum Framework* for the content area. Students require extensive prompting and assistance, and their performance is mostly inaccurate.
- EMERGING:** Students at this level demonstrate a **simple understanding below grade-level expectations** of a limited number of learning standards and core knowledge topics contained in the *Massachusetts Curriculum Framework* for the content area. Students require frequent prompting and assistance, and their performance is limited and inconsistent.
- PROGRESSING:** Students at this level demonstrate a **partial understanding below grade-level expectations** of some learning standards and core knowledge topics contained in the *Massachusetts Curriculum Framework* for the content area. Students appear to be receiving challenging instruction, and are steadily acquiring new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate.
- NEEDS IMPROVEMENT:** Students at this level demonstrate a **partial understanding of grade-level subject matter** and solve some simple problems.
- PROFICIENT:** Students at this level demonstrate a **solid understanding of challenging grade-level subject matter** and solve a wide variety of problems.
- ADVANCED:** Students at this level demonstrate a **comprehensive understanding of challenging grade-level subject matter** and provide sophisticated solutions to complex problems.

