

**APPENDIX S**

**SAMPLE REPORTS**  
**MCAS-ALT**



# Spring 2011 MCAS Alternate Assessment

## *Portfolio Feedback Form*

Student Name: AGUIRREREGALADO, MIRSHA X.

Grade Level: 12

Student ID:

School: Demonstration School 1

District: Demonstration District A

Student's Home District: Demonstration District B

This is a preliminary portfolio score report with comments from scorers. Please share this form with the teacher who prepared the portfolio. Printed *Parent/Guardian Reports* will be sent to districts in Fall 2011. The rubric for scoring portfolio strands and guidelines for scoring MCAS Alternate Assessment portfolios can be found at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

Content areas assessed at this grade level: English Language Arts, Mathematics, Science and Technology/Engineering

### ENGLISH LANGUAGE ARTS

	Strand	Level of Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Performance Level	Language	3	4	4	1	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Brief description of each activity on data chart was either not provided on data chart or did not provide enough information to score at least 8 data points.				
Incomplete	Reading and Literature	3	M	M	2	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Brief description of each activity on data chart was either not provided on data chart or did not provide enough information to score at least 8 data points.				
	Composition	3	M	M	1	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Brief description of each activity on data chart was either not provided on data chart or did not provide enough information to score at least 8 data points.				

### MATHEMATICS

	Strand	Level of Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Performance Level	Number Sense and Operations	3	M	M	2	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Outcome was overly broad or unclear.				
Incomplete	Patterns, Relations, and Algebra	3	M	M	2	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Brief description of each activity on data chart was either not provided on data chart or did not provide enough information to score at least 8 data points.				
	Geometry					
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Outcome was overly broad or unclear.				
	Measurement					
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Outcome was overly broad or unclear.				
	Data Analysis, Statistics, and Probability	3	M	M	1	1
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Outcome was overly broad or unclear.				



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
 EDUCATION**

**Spring 2011**  
**MCAS Alternate Assessment**  


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***Portfolio Feedback Form***  


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**Student Name:** AGUIRREREGALADO, MIRSHA X.  
**Grade Level:** 12  
**Student ID:**  
**School:** Demonstration School 1  
**District:** Demonstration District A  
**Student's Home District:** Demonstration District B

**SCIENCE AND TECHNOLOGY/ENGINEERING**

		Discipline	Level of Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
<b>Performance Level</b>  Incomplete		<b>Biology 1</b>	3	M	M	2	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Percent accuracy and/or independence were not provided on some primary evidence and/or could not be determined.					
		<b>Biology 2</b>	3	M	M	2	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Percent accuracy and/or independence were not provided on some primary evidence and/or could not be determined.					
		<b>Biology 3</b>	3	M	M	2	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Percent accuracy and/or independence were not provided on some primary evidence and/or could not be determined.					
		<b>Biology 4</b>					
	Comments						

**GENERAL PORTFOLIO COMMENTS**

Review portfolio requirements in the Educator's Manual for MCAS-Alt and on the ESE website. More than one person scored this portfolio.

- \* Indicates this portfolio strand was required but not submitted.
- M Indicates that evidence was missing or was insufficient to determine a score in this rubric area.

### What is the MCAS Alternate Assessment (MCAS-Alt)?

The MCAS-Alt is a collection of student work that measures a student's achievement of the academic learning standards in the Massachusetts curriculum frameworks. For each student taking the MCAS-Alt, the student, the student's teacher, and other adults who work with the student develop a portfolio over the course of the school year in one or more subjects. The portfolio may include samples of work, video, photographs, charts of the student's performance and progress in the subject being assessed, and other information. Each section of the portfolio is called a "strand" and corresponds with a strand of the curriculum framework in that subject.

### Who must take MCAS?

All students in grades 3–10 who attend publicly funded school programs, including students with disabilities and those with limited English proficiency, are required to participate in MCAS. A relatively small number of students with disabilities must take the MCAS-Alt when they are unable to take regular MCAS tests even with accommodations. The decision to participate in an alternate assessment in one or more subjects is made by the student's IEP or 504 team. Most students who take the alternate assessment receive individualized instruction that has been substantially modified from what other students receive.

### Why include students with disabilities in the MCAS and MCAS-Alt?

**It's the law.** State and federal laws require the participation of all students in statewide assessments. The alternate assessment allows students with significant disabilities who cannot take regular MCAS tests to "show what they know" and to receive instruction at a level that is challenging and attainable.

**The MCAS helps to determine how much a student is learning.** An MCAS-Alt portfolio shows what the student has learned during the school year. Scores provide accurate and detailed feedback that can be used to identify challenging goals and instruction for the following school year.

**Including all students in MCAS ensures that all students will be taught.** Counting the results of students who take the MCAS-Alt means that these students are more likely to be considered when resource decisions are made.

**Learning improves and expectations are raised as a result.** Evidence indicates that students learn more than expected when they are engaged in instruction based on the state's learning standards.

### How are the MCAS-Alt results used?

MCAS-Alt results should be used by the school and the IEP Team to

- make decisions about a student's daily instruction
- identify challenging academic goals and plan instruction for a student for the following year
- measure a student's progress in achieving the academic standards in the Massachusetts curriculum frameworks
- allocate school resources for a student's education
- establish whether the school and district are making progress in educating students with disabilities.

### Can students meet the state's graduation requirement and earn a diploma if they participate in the MCAS-Alt?

A student must meet both state and local requirements in order to graduate. However, only a very small number of students who participate in the MCAS-Alt have been able to meet the state's graduation requirement. In order to meet the state's graduation requirement through the MCAS-Alt, a student must submit a "competency portfolio" that

- demonstrates knowledge and skills at a grade 10 level of performance
- includes independently produced work samples that address the required high school learning standards. These requirements are described in the *2011 Educator's Manual for MCAS-Alt*, which is available at [www.doe.mass.edu/mcas/alt/resources.html](http://www.doe.mass.edu/mcas/alt/resources.html).

### For more information

Massachusetts Comprehensive Assessment System (MCAS) ..... <http://www.doe.mass.edu/mcas>  
MCAS Alternate Assessment (MCAS-Alt) ..... <http://www.doe.mass.edu/mcas/alt>  
MCAS participation requirements for students with disabilities ..... <http://www.doe.mass.edu/mcas/participation/sped.pdf>  
Graduation requirements and MCAS performance appeals ..... <http://www.doe.mass.edu/mcas/graduation.html>  
If you have questions ..... [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu)



# Spring 2011 MCAS Alternate Assessment (MCAS-Alt) Parent/Guardian Report

Name: **AGUIRREGALADO, MIRSHA X.**

SASID:

School: **Demonstration School 1**

Grade: **12**

District: **Demonstration District B**

Date of Birth: **08/20/1992**

## Letter from the Commissioner

Dear Parent or Guardian:

Enclosed are your child's scores on the 2011 MCAS Alternate Assessment (MCAS-Alt). All students must participate in MCAS. Your child's IEP or 504 team determined that your child would take the MCAS-Alt. A collection of your child's work was gathered in a portfolio and submitted by the school last April. Your child's school was required to invite you to review the portfolio before it was submitted. I hope you were able to see progress in your child's academic performance.

I want to recognize the hard work involved in creating these portfolios and acknowledge that this effort is important and worthwhile.

Your support is extremely important. I ask that you meet with your child's teacher to review the portfolio, discuss progress, and help you understand the meaning of these results.

Sincerely,

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

## Purposes of the MCAS-Alt

The MCAS-Alt is an assessment designed for students with significant disabilities that measures achievement in English Language Arts and Mathematics in grades 3–8 and 10, and in Science and Technology/Engineering in grades 5, 8, and high school. As is true for students taking the standard MCAS test, your child is expected to demonstrate knowledge of the academic learning standards in the Massachusetts curriculum frameworks.

The purpose of the MCAS-Alt is to make sure schools are teaching the state's learning standards to *all* students, regardless of their disability, and to help explore students' capabilities, even when they cannot show what they know on a test.

### Performance Level Descriptors

A score of *Needs Improvement*, *Proficient*, or *Advanced* on the high school MCAS-Alt is required to meet the state's graduation requirement.

- Advanced** Students at this level demonstrate a **comprehensive understanding of challenging grade-level subject matter** and provide sophisticated solutions to complex problems.
- Proficient** Students at this level demonstrate a **solid understanding of challenging grade-level subject matter** and solve a wide variety of problems.
- Needs Improvement** Students at this level demonstrate a **partial understanding of grade-level subject matter** and solve some simple problems.
- Progressing** Students at this level demonstrate a **partial understanding below grade-level expectations** of selected learning standards and core knowledge topics contained in the Massachusetts curriculum Framework for the content area. Students are steadily learning new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate.
- 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.
- 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.
- Incomplete** **Insufficient evidence and information** was included in the portfolio to allow a performance level to be determined in the content area.

The top section of this report shows your child's overall **performance level** in the content area of the alternate assessment. The MCAS Alternate Assessment (MCAS-Alt) portfolio was scored in each area shown below. Scores in *Level of Complexity*, *Demonstration of Skills and Concepts*, and *Independence* were combined to give the overall performance level.

#### MCAS-Alt Scoring Areas and Your Child's Scores

##### Level of Complexity — How your child addressed the learning standards in each subject

- 5 - Student addresses a broad range of curriculum framework learning standards (three or more) at grade-level expectations in this strand.
- 4 - Student addresses a narrow sample of curriculum framework learning standards (one or two) at grade-level expectations in this strand.
- 3 - Student addresses curriculum framework learning standards that have been modified below grade-level expectations in this strand.
- 2 - Student primarily addresses social, motor, and communication "access skills\*" during instruction based on curriculum framework learning standards in this strand.
- 1 - Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standards (required for assessment).

##### Demonstration of Skills and Concepts — The percentage of accurate (correct) responses

- 4 - Student's performance is accurate and is of consistently high quality in this strand (**76–100% accurate**).
- 3 - Student's performance is mostly accurate and demonstrates some understanding in this strand (**51–75% accurate**).
- 2 - Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (**26–50% accurate**).
- 1 - Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (**0–25% accurate**).

M - The portfolio strand contains insufficient information to determine a score.

##### Independence — The amount of assistance your child received

- 4 - Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**76–100% independent**).
- 3 - Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**51–75% independent**).
- 2 - Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**26–50% independent**).
- 1 - Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (**0–25% independent**).

M - The portfolio strand contains insufficient information to determine a score.

##### Self-Evaluation — Your child's awareness of his or her performance

- 2 - Student self-corrects, monitors, sets goals, and reflects in this content area — **multiple examples** of self-evaluation were found in this strand.
- 1 - Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — only **one example of self-evaluation** was found in this strand.
- M - Evidence of self-correction, task-monitoring, goal-setting, and reflection was **not found** in the student's portfolio in this content area.

##### Generalized Performance — The number of approaches used by your child to demonstrate knowledge and skills

- 2 - Student demonstrates knowledge and skills in **multiple** contexts, or uses **multiple** approaches and/or methods of response and participation **in this strand**.
- 1 - Student demonstrates knowledge and skills in **one** context, or uses **one** approach and/or method of response and participation **in this strand**.

### Your Child's Performance Level (✓)

English Language Arts	Mathematics	Science & Technology/Engineering
✓	✓	✓

	English Language Arts			Mathematics			Science & Technology/Engineering					
	Language	Reading and Literature	Composition	Number Sense and Operations	Patterns, Relations, and Algebra	Geometry	Measurement	Data Analysis, Statistics, and Probability	Biology 1	Biology 2	Biology 3	Biology 4
5 - Student addresses a broad range of curriculum framework learning standards (three or more) at grade-level expectations in this strand.												
4 - Student addresses a narrow sample of curriculum framework learning standards (one or two) at grade-level expectations in this strand.												
3 - Student addresses curriculum framework learning standards that have been modified below grade-level expectations in this strand.	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
2 - Student primarily addresses social, motor, and communication "access skills*" during instruction based on curriculum framework learning standards in this strand.												
1 - Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standards (required for assessment).												
<b>Demonstration of Skills and Concepts — The percentage of accurate (correct) responses</b>												
4 - Student's performance is accurate and is of consistently high quality in this strand ( <b>76–100% accurate</b> ).	✓											
3 - Student's performance is mostly accurate and demonstrates some understanding in this strand ( <b>51–75% accurate</b> ).												
2 - Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand ( <b>26–50% accurate</b> ).												
1 - Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand ( <b>0–25% accurate</b> ).												
M - The portfolio strand contains insufficient information to determine a score.												
<b>Independence — The amount of assistance your child received</b>												
4 - Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand ( <b>76–100% independent</b> ).	✓											
3 - Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand ( <b>51–75% independent</b> ).												
2 - Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand ( <b>26–50% independent</b> ).												
1 - Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand ( <b>0–25% independent</b> ).												
M - The portfolio strand contains insufficient information to determine a score.												
<b>Self-Evaluation — Your child's awareness of his or her performance</b>												
2 - Student self-corrects, monitors, sets goals, and reflects in this content area — <b>multiple examples</b> of self-evaluation were found in this strand.		✓		✓	✓				✓	✓		✓
1 - Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — only <b>one example of self-evaluation</b> was found in this strand.	✓		✓					✓				
M - Evidence of self-correction, task-monitoring, goal-setting, and reflection was <b>not found</b> in the student's portfolio in this content area.												
<b>Generalized Performance — The number of approaches used by your child to demonstrate knowledge and skills</b>												
2 - Student demonstrates knowledge and skills in <b>multiple</b> contexts, or uses <b>multiple</b> approaches and/or methods of response and participation <b>in this strand</b> .	✓	✓	✓	✓	✓			✓	✓	✓		✓
1 - Student demonstrates knowledge and skills in <b>one</b> context, or uses <b>one</b> approach and/or method of response and participation <b>in this strand</b> .												