

Appendix S

SAMPLE REPORTS – MCAS-ALT



Spring 2012

MCAS Alternate Assessment

Portfolio Feedback Form

Student Name: POULTON, ZACHARY D.
Grade Level: 10
Student ID: D101000006
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 2012. The rubric for scoring portfolio strands and guidelines for scoring MCAS Alternate Assessment portfolios can be found at 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 Incomplete		Language	2	M	M	M	1
		Comments	Data chart did not document student performance of a single targeted skill/outcome. Data chart did not document student performance on at least eight different dates.				
		Reading and Literature	2	M	M	M	1
		Comments	Data chart did not document student performance of a single targeted skill/outcome. Data chart did not document student performance on at least eight different dates.				
		Composition	2	M	M	M	2
		Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.				

MATHEMATICS

		Strand	Level of Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Performance Level Incomplete		Number Sense and Operations	2	M	M	M	1
		Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.				
		Patterns, Relations, and Algebra	2	M	M	M	2
		Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.				
		Geometry					
		Comments					
		Measurement	3	M	M	M	1
		Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.				
		Data Analysis, Statistics, and Probability					
	Comments						



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Spring 2012

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SCIENCE AND TECHNOLOGY/ENGINEERING

		Strand	Level of Complexity	Demonstration of Skills	Independence	Self-Evaluation	Generalized Performance
Performance Level Incomplete	Biology 1		2	M	M	M	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.					
	Biology 2		2	M	M	M	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.					
	Biology 3		2	M	M	M	2
	Comments	Data chart did not document student performance of a single targeted skill/outcome. Data were unclear or could not be interpreted by the scorer.					
	Biology 4						
Comments							

GENERAL PORTFOLIO COMMENTS

Please review portfolio requirements in the Educator's Manual for MCAS-Alt. Audio/video could not be scored due to poor audio/visual quality, or inability to open one or more recorded segments. Review the guidelines for writing a measurable outcome in Part 3 of the Educator's Manual.

- * 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.



Spring 2012 MCAS Alternate Assessment (MCAS-Alt) Parent/Guardian Report

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 who are English language learners, 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 states' 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 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 *2012 Educator's Manual for MCAS-Alt*, which is available at 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

Name: POULTON, ZACHARY R.

SASID: D101000028

School: Demonstration School 1

Grade: 10

District: Demonstration District A

Date of Birth: 07/09/1996

Letter from the Commissioner

Dear Parent or Guardian:

Enclosed are your child's scores on the 2012 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.

