Overview

This manual contains information about the MCAS Alternate Assessment (MCAS-Alt) which measures the educational performance of a small number of students with significant cognitive disabilities who are unable to take the standard MCAS tests. The 2020 Educator’s Manual for MCAS-Alt provides guidelines and instructions for educators who are preparing alternate assessments for students who have this designation listed in their IEP or 504 plan. The knowledge and skills assessed by the MCAS-Alt are aligned with the same content assessed for other students in the most current versions of the state’s curriculum frameworks. The 2020 Educator’s Manual for MCAS-Alt should be used in conjunction with the Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities. Both publications are available on the Department’s website.

This manual also details the requirements for students in high school to attain a Competency Determination through submission of a “competency” MCAS-Alt to be eligible to receive a diploma.

Contact Information

For further information on the MCAS-Alt, please contact any of the following individuals:

Daniel Wiener, Administrator of Inclusive Assessment
Debra Hand, MCAS-Alt Coordinator
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: 781-338-3625
Fax: 781-338-3630
Email: mcas@doe.mass.edu

Kevin Froton, Project Manager
Mark Peters, Program Coordinator
Measured Progress
100 Education Way
Dover, NH 03820
MCAS Service Center: 800-737-5103
Fax: 888-210-2399
Email: froton.kevin@measuredprogress.org
or peters.mark@measuredprogress.org
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PART I

Recommended Timeline

New and Notable

Security Requirements

Participation Guidelines
Recommended Timeline and Important Dates for 2019-2020

Fall 2019

**September/October**
- identify students who will participate in MCAS-Alt in each subject
- organize folders by subject/strand in which to store work samples and data charts
- attend a Department-sponsored [MCAS-Alt training session](#) for teachers and administrators.
- review information from training sessions, as needed.
- register for [Forms and Graphs Online](#).
- identify prospective entry points for each student; after pre-testing student, develop appropriate measurable outcomes based on current versions of the [Resource Guide](#).
- plan instruction and collaborate as needed; prepare data charts for collection of student performance data; schedule data collection.
- begin collecting work samples and recording baseline data for each measurable outcome in content areas being assessed.

**November/December**
- obtain signed *Consent Form*(*s*) to Photograph or Videotape Student, as needed.
- collect work samples and data on student performance.
- Identify goals and make instructional decisions based on data collection.

Winter/Spring 2020

**January/February/March**
- attend a Department-sponsored regional portfolio review session.

**March**
- finish collecting, selecting (with the student), labeling, and organizing portfolio evidence.
- complete required forms, including Student Information Booklet (SIB).
- label ancillary materials (photographs, videos, etc.).
- invite parents to view portfolio(*s*) and sign Verification Form.
- review portfolios for completeness.
- remind administrator to schedule pickup of completed portfolios through MCAS Service Center by 3:00 p.m., Thursday, April 2.
- ship all MCAS-Alt portfolios from school no later than 5:00 p.m., Friday, April 3.

**June**
- preliminary results reported electronically to schools and districts in mid-June (Portfolio Feedback Forms in DropBox).
- file MCAS-Alt Score Appeals, if warranted, by 5:00 p.m. on Friday, June 26.

**July**
- results of MCAS-Alt Score Appeals mailed to principals (the end of July).

Fall 2020

**September**
- *MCAS-Alt Parent/Guardian Reports* sent to districts.
- portfolios from previous school year returned to schools.
New and Notable for the 2020 MCAS-Alt

Please be aware of the following important information and changes for the 2020 MCAS-Alt:

Spring 2020 MCAS-Alt Portfolio Submission

Portfolios must be completed and prepared for submission in time for pick-up from schools no later than 5:00 p.m., Friday, April 3, 2020. All portfolio submissions must be submitted on or before this date—no extensions will be granted. Portfolios may not be amended, nor materials added after the deadline. Submission materials (e.g., three-ring binders, Student Information Booklets, plastic envelopes, and shipping labels) must be ordered online by school administrators between January 6–17, 2020, and will be sent to each school in late February 2020.

The following are new features for the 2019–2020 school year:

Changes to the Decision-Making Tool for MCAS Participation for Students with Disabilities

This updated chart has been used by IEP teams to make annual decisions regarding appropriate student participation in MCAS in each content area. Revisions include the addition of greater specificity to the criteria for participating in the MCAS-Alt, and which students should be considered for a “grade-level” or “competency” portfolio. Please share this with IEP team chairpersons to guide the team’s discussion and decision-making regarding statewide assessments. See p. 11.

MCAS-Alt Skills Survey — a new requirement

Educators conducting the MCAS-Alt must first complete the MCAS-Alt Skills Survey for each student in the strands/domains required for assessment before selecting entry points in the portfolio. The survey is designed to assist educators in determining a student’s current level of knowledge, skills, and abilities so that challenging and appropriate entry points can be selected. The Skills Survey may be downloaded in print form here or used with the Forms and Graphs Online application here. See pages 23-24 for details and an excerpt from the skills survey. Submission of a completed skills survey is required in the student’s portfolio for each required portfolio strand. Omission will result in a score of “Incomplete” in the strand.

Changes to Grade 6 Mathematics

Statistics and Probability will replace Ratios and Proportional Relationships as a required mathematics domain for the grade 6 mathematics portfolio. The second mathematics domain required for assessment in grade 6 will remain The Number System. See page 35.

Changes to High School Science and Technology Engineering (STE)

New high school STE entry points have been developed in Biology and Introductory Physics that are aligned with the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework. Educators conducting the high school STE MCAS-Alt in grades 9 or 10 may assess students either:

- in high school Biology or Introductory Physics, using a new portfolio structure and format based on the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework. These are similar to the requirements introduced in 2018–2019 for grades 5 and 8 STE portfolios, described on pp. 20 and 35–39.
  OR

- in high school Chemistry or Technology/Engineering, using the previous portfolio structure and format based on the 2001/2006 STE framework and entry points, described on pp. 20 and 38-39.
Changes to **Grades 5 and 8 Science and Technology Engineering (STE)**

Entry points for preK–grade 8 Earth and Space Science, Life Science, Physical Science, and Technology/Engineering have been revised in the Fall 2019 STE Resource Guide to provide consistency with the new high school entry points.

**Note:** K-W-L charts (“What I know; What I want to know; What I learned”) will no longer be listed as entry points in the Fall 2019 Resource Guide, since STE content experts point out that K-W-L charts more accurately reflect “self-evaluation,” rather than science-related content.

**Changes to ELA–Writing**

The ELA Resource Guide will continue to list the full range of entry points in the ELA–Writing strand for instructional purposes, but only the following entry points will be available as measurable outcomes:

- Use the student's primary mode of communication to express or create a writing sample that is a(n)
  1. opinion/argument
  2. narrative (including poetry)
  3. informative/explanatory text

**Changes to the Competency Portfolio Requirements in Science and Technology/Engineering**

All ELA, mathematics, and high school science and technology/engineering *competency portfolios* (in Biology and Introductory Physics *only*) submitted for the first time in spring 2020 must be based on the requirements outlined on pp. 61–73 of this manual, which includes the 2017 Massachusetts standards in ELA/literacy and mathematics; and, for the first time, the 2016 Massachusetts standards in science and technology/engineering (STE).

Previously submitted *competency portfolios* based on earlier versions of the standards that will be resubmitted in 2019–2020 or later may continue to use the *previous requirements* based on “legacy” (i.e., earlier) versions of the ELA/literacy, mathematics, and STE standards. *Work description forms* for inclusion with competency portfolio work samples are available [here](#).

**Resource Guides to the Massachusetts Curriculum Framework for Students with Disabilities**

The Fall 2019 editions of the Resource Guide have been updated to include the grades PreK–12 standards listed in the [2016 Curriculum Frameworks for Science and Technology/Engineering](#). *(Note: High school disciplines of Biology and Introductory Physics have been updated to reflect new “next-generation” 2016 high school MCAS requirements in those disciplines; Chemistry and Technology/Engineering will continue to reflect the “legacy” 2001/2006 high school standards).*

The Fall 2019 Resource Guides must be used as the basis for all MCAS-Alt assessments and are available on the [Department’s website](#) and in the [Forms and Graphs Online](#) application.

**We remind schools of the following additional important information:**

**MCAS-Alt Participation Guidelines and Criteria**

Be sure to review the important [memo from the Commissioner](#) that includes an explanation of the criteria to be used by IEP teams to designate students to take the MCAS-Alt, as well as information on the “one percent threshold,” plus training materials for IEP teams and a sample parent notification letter that districts are required to send to the parents of students participating in the MCAS-Alt. These are made available in response to changes outlined in the federal Every Student Succeeds Act (ESSA).
Principal’s Manual for MCAS-Alt

The Principal’s Manual for MCAS-Alt provides support to administrators who oversee the MCAS-Alt process and the submission of student portfolios in their school or program.

School Calendar

Every student portfolio must include a school calendar showing the days on which school was in session. Place the school calendar in the inside left-hand pocket of the portfolio binder to expedite the scoring process.

Sheet Protectors and Staples

We continue to request that teachers not use sheet protectors or staples with portfolio contents. Instead, we encourage the use of dividers (tabs) between each portfolio strand to improve the efficiency of the scoring process.

Ensuring That Portfolios Are Complete

It is important to ensure that portfolios do not receive strand scores of “M” (i.e., missing or insufficient evidence) or content area scores of Incomplete so that students will receive valid and accurate feedback on their academic achievement.

In order improve the likelihood of submitting a complete portfolio, educators are encouraged to:

- review all sections of this manual;
- review the Resource Guides, including the introductory section entitled “How to Use this Resource Guide” of each Resource Guide;
- attend Department-sponsored training sessions held in October, January, and February/March;
- review the Completeness Questions and other resources;
- review MCAS-Alt Newsletters sent by email;
- check the dates listed on each piece of evidence and the accompanying data chart to ensure they are correct; and
- submit additional evidence, if possible, beyond the minimum requirement.

Forms and Graphs Online

Teachers are encouraged to use the free Forms and Graphs Online application to complete all required forms, data charts, and work description labels for their students’ portfolios. For technical assistance using Forms and Graphs Online, call (866) 834-8880.

Policy on Storage and Destruction of Returned MCAS-Alt Portfolios

In September of each year, MCAS-Alt portfolios are returned to schools that were submitted the previous year. The portfolio become part of the student’s temporary record and must be maintained in a secure location. Information on the duration suggested by the Department for retention and destruction of returned portfolios is provided on page 53.

MCAS-Alt Score Appeals

A teacher or administrator who believes a discrepancy exists between the portfolio and its preliminary score may request an MCAS-Alt Score Appeal, if a photocopy of the original portfolio has been retained by the school. If an appeal is received by the Department before the deadline for its submission, the portfolio strand in question will be reviewed and, if needed, rescored. Score appeals are submitted by June 26, 2020. Appeals findings are returned to schools by mail in late July. Information on submitting score appeals is available here.
Rationale and Purpose of the MCAS-Alt

The purpose of the MCAS-Alt is to assess students with significant cognitive disabilities on their knowledge, skills, and abilities based on the most current versions of the Massachusetts Curriculum Frameworks, as required by state and federal laws. Statewide alternate assessments allow the Massachusetts Department of Elementary and Secondary Education to report the results to parents, schools, and the public on the academic performance of all students with disabilities, and to assist schools in developing challenging programs of instruction for students with significant cognitive disabilities.

The Department’s publication entitled Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities describes strategies for adapting and using the state’s standards to instruct and assess students who are taking the MCAS-Alt.

The purposes of MCAS-Alt are:

- to determine whether students with significant cognitive disabilities are receiving a program of instruction based on the state’s academic standards
- to determine how much of the academic curriculum a student has learned
- to include difficult-to-assess students in statewide assessments and accountability systems
- to use assessment results to provide challenging academic instruction
- to provide an alternative pathway for some students with disabilities to earn a Competency Determination and to become eligible to receive a diploma

General Participation Requirements

All students, including students with disabilities, who are educated with Massachusetts public funds, are required by law to participate in annual statewide assessments. MCAS-Alt assessments must be administered in all grades and subjects for which standard MCAS tests are required for the grade in which the student is reported in the Student Information Management System (SIMS). Specific MCAS-Alt requirements for students in each grade are listed beginning on page 13. MCAS-Alt portfolios submitted in the 2019–2020 school year for students in grades 3–10, evidence must be based on the standards listed in the Fall 2019 Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities in English language arts, mathematics, and science and technology/engineering.

MCAS-Alt Security Requirements

Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the 2020 Educator’s Manual for MCAS-Alt. In addition, other administrators, educators, and staff within the school and district are responsible for complying with the same requirements. School staff members who violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt security requirements is to protect the validity of the statewide results.

The MCAS-Alt, if done correctly, provides educators, parents, and the state with information on the academic performance and progress of each student, and can be used by the IEP team to identify challenging academic goals for each student. Therefore, it is essential that accurate and authentic portfolio evidence be compiled and submitted that truthfully reflects the student’s performance.
A. Educators’ and Principals’ Responsibilities for Conducting the MCAS-Alt

Educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt and is properly recorded and included in each student’s portfolio, as well as on all MCAS-Alt forms and materials, including the Student Information Booklet (SIB). The student’s teacher is also responsible for ensuring that student work samples and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student’s performance inaccurately. Evidence for each student, regardless of the similarity of classroom instruction or participation in similar classroom activities, must reflect the student’s authentic abilities and performance. The student’s teacher is responsible for the timely submission of student portfolios with all required forms and information to their principal for review and sign-off on the Principal’s Certification of Proper MCAS-Alt Administration (PCPA) prior to the submission of portfolios to the Department.

Intentional disregard for MCAS testing and security protocols may constitute misconduct or other good cause for which an educator may face license discipline under Department regulations. If misconduct by a licensed educator is found, the Commissioner, as the Massachusetts educator licensing authority, may open a further investigation into possible license consequences.

Penalties for testing irregularities and/or misconduct may include the following:
- delay in reporting of district, school, and/or student results
- invalidation of district, school, and/or student results
- removal of school personnel from any future role in MCAS and/or MCAS-Alt administrations
- possible employment and/or licensure sanctions for licensed educators

Principals are responsible for the following:
- Ensure that all students with disabilities participate in MCAS in the manner prescribed by their IEP team or in their 504 plan and in accordance with participation requirements;
- Monitor the alternate assessment process to ensure the student work is neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student’s performance inaccurately;
- Identify qualified school personnel to administer the MCAS-Alt and ensure that all staff responsible for compiling and/or submitting MCAS-Alt portfolios receives training prior to each administration, regardless of past experience conducting similar assessments.
- Ensure that adequate school resources are allocated, and staff coordinated, to guarantee appropriate participation in, and timely submission of, MCAS-Alt portfolios for students with disabilities designated for alternate assessment, including the allocation of sufficient time for compiling data and evidence for the portfolio(s);
- Provide assurances through the PCPA that all information is complete and accurate for each student participating in MCAS-Alt and is properly identified on all MCAS and MCAS-Alt forms and materials, including MCAS-Alt Student Identification Booklets (SIB) and student portfolios.
- Schedule a UPS pick-up through the MCAS Service Center by 3:00 p.m. on Thursday, April 2, for pick-up no later than 5:00 p.m. on Friday, April 3, 2020.

B. Reporting MCAS-Alt Irregularities

Educators or administrators who become aware of any irregularities in the preparation or submission of MCAS-Alt portfolios must contact the Department at 781-338-3625 to report the issue. The
Department may then request that the school or district investigate the matter and submit a written investigative report. The Department may also perform its own independent investigation. Once the Department has determined whether an irregularity has taken place, the Department will notify the school and district of any consequences that follow from this determination. This may include invalidation of student portfolios, and licensure sanctions for licensed educators. Consequences imposed by the Department do not limit a local district’s authority to impose its own sanctions up to and including termination.

Guidelines for IEP Team Decision-Making: Which Students Should Take MCAS-Alt?

This section provides guidelines for IEP team members and staff who develop 504 plans to determine how each student with a disability will participate in MCAS. The student’s IEP team (or 504 plan coordinator) should address the questions below and consider options 1, 2, and 3 in the chart that follows:

- Can the student demonstrate knowledge and skills, either fully or partially, on the standard MCAS test under routine conditions?
- Can the student demonstrate knowledge and skills, either fully or partially, on the standard MCAS test with accommodations? If so, which accommodations are necessary for the student to participate?
- If no to the above questions, see the options below to determine whether the student should take the alternate assessment (MCAS-Alt).

(Note: Alternate assessments are intended only for students with significant cognitive disabilities who are unable to take standard MCAS tests, even with accommodations. Students should not be identified for alternate assessments based solely on a particular disability, placement in a specific classroom or program, previous low achievement, or EL status.)

The student’s IEP team or 504 plan coordinator must make a separate decision for each subject scheduled for assessment. A student may take the standard test in one subject and the alternate assessment in another. These decisions may be revised each time the team convenes.

<table>
<thead>
<tr>
<th>Characteristics of Student’s Instructional Program and Local Assessment</th>
<th>Recommended Participation in MCAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student is</td>
<td>Then</td>
</tr>
<tr>
<td>a) generally able to demonstrate knowledge and skills on a computer- or paper-based test, either with or without test accommodations, and</td>
<td>the student should take the computer- or paper-based MCAS test, either with or without accommodations.</td>
</tr>
<tr>
<td>b) working on learning standards at or near grade-level expectations, or</td>
<td></td>
</tr>
<tr>
<td>c) working on learning standards that have been modified and are somewhat below grade-level expectations due to the nature of the student's disability,</td>
<td></td>
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</tbody>
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MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM
2020 Educator’s Manual for MCAS-Alt
<table>
<thead>
<tr>
<th>Characteristics of Student’s Instructional Program and Local Assessment</th>
<th>Recommended Participation in MCAS</th>
</tr>
</thead>
</table>

### OPTION 2

If the student is

a) generally unable to demonstrate knowledge and skills on a computer- or paper-based test, even with accommodations,

and is

b) working on learning standards that have been substantially modified due to the nature and severity of his or her disability,

and is

c) receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills,

Then the student should take the MCAS Alternate Assessment (MCAS-Alt) in this subject.

Further Guidance on Designating Students for the MCAS-Alt (per Option 2 above)

IEP teams should not designate a student for an alternate assessment solely because he/she:

- is frequently absent from school;
- has not received instruction in the general curriculum;
- has a particular disability (e.g., all students with intellectual disabilities should not automatically be designated for the MCAS-Alt);
- is placed in a program or classroom where it is expected that students will take the MCAS-Alt;
- has taken an alternate assessment in the past (since this is an annual decision);
- has previously failed the MCAS test;
- is an English learner;
- is from a low-income family or is a child in foster care;
- requires assistive technology or an augmentative communication system that has not been provided;
- attends a school in which the IEP team may have been influenced to designate the student for an alternate assessment in order to receive disproportionate credit for the school’s accountability rating.

Please refer to the [MCAS-Alt eligibility criteria](#) in detail.
Characteristics of Student’s Instructional Program and Local Assessment | Recommended Participation in MCAS

**OPTION 3**

*If the student is*

a) working on learning standards **at, near, or somewhat below grade-level expectations**

and is

b) **sometimes able** to take a computer- or paper-based test, either without or with one or more test accommodation(s)

but

c) **has a complex and significant disability*** that does not allow the student to fully demonstrate knowledge and skills on a computer- or paper-based test of this duration

*Then*

the student should take the computer- or paper-based **MCAS test**, if possible, with necessary accommodations.

*However*

the team may recommend the “grade-level” or “competency” portfolio when the severity and complexity of the disability prevent the student from demonstrating knowledge and skills on the computer- or paper-based MCAS test, even with the use of accommodations.

**Further Guidance on Students with Complex and Significant Disabilities Who May Require a “Grade-Level” or “Competency” Portfolio (per Option 3 above)**

When the nature and complexity of a student’s disability present significant barriers or challenges to standardized computer- or paper-based testing, even with the use of accommodations; and the student is working at or close to grade-level expectations, the student’s IEP team or 504 plan coordinator may determine that the student should participate either in the “grade-level” (grades 3–8) or “competency” (high school) portfolio in one or more subjects. More information on “grade-level” and “competency” MCAS-Alt portfolios is available beginning on p. 55.

The following examples are provided to expand the team’s understanding of students who may be appropriate for the “grade-level” or “competency” portfolios in unique circumstances:

- a student with a significant emotional, behavioral, or other disability, who is unable to maintain sufficient concentration to participate in standard MCAS testing, even with accommodations;
- a student with a significant health-related disability, neurological disorder, or other complex disability, who cannot meet the demands of a prolonged test administration;
- a student with a significant motor, communication, or other disability, who requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student is unable to complete a test session in a single school day).
Decision-Making Tool for MCAS Participation by Students with Disabilities

The decision chart shown below may be used by IEP teams and 504 plan coordinators to make annual decisions regarding appropriate student participation in MCAS. Make separate decisions in each content area being assessed: ELA, mathematics, and science and technology/engineering.

Does the student have a complex and significant disability\(^1\) that would prevent him or her from fully or partially demonstrating knowledge and skills on the MCAS test, even with the use of accommodations? (for example, a significant emotional, behavioral, health-related, neurological, motor, or communication disability)

AND

The student is working at or near grade-level expectations.

Yes

The student should take either the computer- or paper-based MCAS test in the content area, with appropriate accessibility features and accommodations.

No

The student should take either the computer- or paper-based MCAS test, with or without accommodations; or may be considered for the “grade-level” or “competency” portfolio.\(^2\)

No

Does the student have a significant cognitive disability? AND

Is working on academic standards that have been modified substantially below grade-level expectations; AND

Is receiving intensive, individualized instruction to acquire and demonstrate knowledge and skills; AND

Is unable to fully or partially demonstrate knowledge and skills on a standardized test, even with the use of accommodations?

Yes

Student is ineligible to receive test accommodations or take the MCAS-Alt.

Student must take the standard MCAS test using universal accessibility features, as needed.

No

Can the student fully or partially demonstrate knowledge and skills on a standardized computer- or paper-based test, either with or without accommodations?

Yes

The student should take either the computer- or paper-based MCAS test in the content area, with appropriate accessibility features and accommodations.

No

Does the student have an IEP or 504 plan?

Yes

No

Student is ineligible to receive test accommodations or take the MCAS-Alt.

Student must take the standard MCAS test using universal accessibility features, as needed.

\(^1\) See the Educator’s Manual for MCAS-Alt under Guidelines for IEP Team Decision-making for additional details on “complex and significant disabilities.”

\(^2\) See the Educator’s Manual for MCAS-Alt for details on submission of “grade-level” and “competency” portfolios.

\(^3\) Students who take the MCAS-Alt in high school will not earn a Competency Determination in the assessed subject and therefore will not be eligible to earn a high school diploma.

UPDATED June 2019
PART II

Required Assessments
in Each Grade
**Required Assessments in Each Grade**

The 2020 MCAS-Alt will assess the most recent versions of the Massachusetts curriculum frameworks standards in English language arts and mathematics for students in grades 3–8 and 10; and the 2016 Science and Technology/Engineering (STE) standards for students in grades 5 and 8. For the 2020 MCAS-Alt, high school STE will continue to be based on the 2001/2006 STE standards.

The Fall 2019 Resource Guides must be used as the basis for developing measurable outcomes that will be assessed on the 2020 MCAS-Alt.

The information in Table 1 below and on the following pages outlines the minimum assessment requirements in each grade for students participating in the 2020 MCAS-Alt. Submitting additional evidence beyond the minimum requirement is strongly encouraged.

**Table 1**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Requirements by Grade for the 2020 MCAS-Alt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>Required Portfolio Evidence</strong></td>
</tr>
<tr>
<td>Language (based on standards in the “Vocabulary Acquisition and Use” cluster)</td>
<td>• One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart</td>
</tr>
<tr>
<td>Reading: • Literature or • Informational Text</td>
<td>• One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart</td>
</tr>
<tr>
<td>Note: The title of the published text or photocopy of the text, if teacher-created or web-based, must be included.</td>
<td></td>
</tr>
<tr>
<td>Writing (based on standards in the “Text Type and Purposes” cluster)</td>
<td>• Three different final writing samples in any text type; plus • One baseline writing sample in any text type; plus • Work description labels for each writing sample; plus • Three pre-scored writing rubrics, one for each final writing sample</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Required Portfolio Evidence</strong></td>
</tr>
<tr>
<td>Operations and Algebraic Thinking (OA)</td>
<td>• One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Operations and Algebraic Thinking domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart</td>
</tr>
<tr>
<td>Measurement and Data (MD)</td>
<td>• One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Measurement and Data domain; plus • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart</td>
</tr>
</tbody>
</table>
## Grade 4

<table>
<thead>
<tr>
<th>ELA</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
</table>
| Language (based on standards in the “Vocabulary Acquisition and Use” cluster) | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| Reading:  
• Literature,  
  or  
• Informational Text | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart  

**Note:** The title of the published text or a photocopy of the text, if teacher-created or web-based, must be included. |
| Writing (based on standards from the “Text Type and Purposes” cluster) | • Three different final writing samples in any text type; plus  
• One baseline writing sample in any text type; plus  
• Work description labels for each writing sample; plus  
• Three pre-scored writing rubrics, one for each final writing sample |

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
</table>
| Operations and Algebraic Thinking (OA) | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Operations and Algebraic Thinking domain; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| Number and Operations–Fractions (NF) | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Number and Operations–Fractions domain; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
<table>
<thead>
<tr>
<th>ELA</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
</table>
| **Language** (based on standards in the “Vocabulary Acquisition and Use” cluster) | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| **Reading:**  
  • Literature  
  or  
  • Informational Text | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart  
  
  **Note:** The title of the published text or photocopy of the text, if teacher-created or web-based, must be included. |
| **Writing** (based on standards from the “Text Type and Purposes” cluster) | • Three different final writing samples in any text type; plus  
  • One baseline writing sample in any text type; plus  
  • Work description labels for each writing sample; plus  
  • Three pre-scored writing rubrics, one for each final writing sample |
| **Mathematics** | **Required Portfolio Evidence**  
  **Number and Operations in Base Ten (NBT)** | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Number and Operations in Base Ten domain; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| **Number and Operations–Fractions (NF)** | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Number and Operations–Fractions domain; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| **Science and Technology/Engineering (STE)** | **Required Portfolio Evidence**  
  Evidence may be compiled over two consecutive school years in this subject  
  (i.e., from 7/1/17 to 3/29/19)  
  **STE disciplines:**  
  • Life Science  
  • Earth and Space Sciences  
  • Physical Science  
  • Technology/Engineering | Choose three STE disciplines. For each discipline, select one core idea and submit  
  • Six completed STE Summary Sheets (available in Appendix B), each addressing one entry point or access skill in the core idea; plus  
  • Three pieces of primary evidence, each attached to its corresponding STE Summary Sheet.  
  • Include at least three different science practices in each discipline.  
  (See pages 35-39 for detailed information) |
### Grade 6

<table>
<thead>
<tr>
<th>ELA</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
</table>
| **Language** (based on standards from the “Vocabulary Acquisition and Use” cluster) | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| **Reading** | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart  
**Note:** The title of the published text or photocopy of the text, if teacher-created or web-based, must be included. |
| **Writing** (based on standards from the “Text Type and Purposes” cluster) | • Three different final writing samples in any text type; plus  
• One baseline writing sample in any text type; plus  
• Work description labels for each writing sample; plus  
• Three pre-scored writing rubrics, one for each final writing sample |
| **Mathematics** | **NEW for 2020** |
| **Statistics and Probability (SP)** (Note: replaces Ratios and Proportions) | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Statistics and Probability domain; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| **The Number System (NS)** | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in The Number System domain; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
## Grade 7

<table>
<thead>
<tr>
<th>ELA</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
</table>
| **Language** (based on standards from the “Vocabulary Acquisition and Use” cluster) | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |                                                                                                                                                                                                                                                                                                                                                         |
| **Reading:**  
  • Literature,  
  • Informational Text,  
  • Literacy in Science and Technical Subjects, or  
  • Literacy in History/Social Studies | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart  
  **Note:** The *title of the published text* or *photocopy* of the text, if teacher-created or web-based, must be included. |                                                                                                                                                                                                                                                                                                                                                         |
| **Writing** (based on standards from the “Text Type and Purposes” cluster) | • Three different final writing samples in any text type; plus  
  • One baseline writing sample in any text type; plus  
  • Work description labels for each writing sample; plus  
  • Three pre-scored writing rubrics, one for each final writing sample |                                                                                                                                                                                                                                                                                                                                                         |
| **Mathematics** | **Required Portfolio Evidence**                                                                                                                                                                                                                                                                                                                                 |
| **Ratios and Proportional Relationships (RP)** | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Ratios and Proportional Relationships domain; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |                                                                                                                                                                                                                                                                                                                                                         |
| **Geometry (G)** | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Geometry domain; plus  
  • Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |                                                                                                                                                                                                                                                                                                                                                         |
<table>
<thead>
<tr>
<th>ELA</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
</table>
| Language (based on standards from the “Vocabulary Acquisition and Use” cluster) | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| Reading:  
• Literature,  
• Informational Text,  
• Literacy in Science and Technical Subjects, or  
• Literacy in History/Social Studies | • One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on either the Literature or Informational ELA–Reading strand; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart  
Note: The title of the published text or photocopy of the text, if teacher-created or web-based, must be included. |
| Writing (based on standards from the “Text Type and Purposes” cluster) | • Three different final writing samples in any text type; plus  
• One baseline writing sample in any text type; plus  
• Work description labels for each writing sample; plus  
• Three pre-scored writing rubrics, one for each final writing sample |
| Mathematics | Required Portfolio Evidence |
| Expressions and Equations (EE) | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Expressions and Equations domain; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| Geometry (G) | • One data chart measuring the student’s achievement of the measurable outcome, on at least eight different dates, based on one entry point or access skill in the Geometry domain; plus  
• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart |
| Science and Technology/Engineering | Required Portfolio Evidence  
Evidence may be compiled over two consecutive school years in this subject (i.e., from 7/1/17 to 3/29/19) |
| STE disciplines:  
• Life Science  
• Earth and Space Sciences  
• Physical Science  
• Technology/Engineering | Choose three STE disciplines. For each discipline, select one core idea and submit  
• Six completed STE Summary Sheets (available in Appendix B), each addressing one entry point or access skill in the core idea; plus  
• Three pieces of primary evidence, each attached to its corresponding STE Summary Sheet.  
• Include at least three different science practices in each discipline. (See pages 35-39 for detailed information) |
<table>
<thead>
<tr>
<th>ELA</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong> &lt;br&gt;(based on standards from the “Vocabulary Acquisition and Use” cluster)</td>
<td>• One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on <strong>one</strong> standard in the “Vocabulary Acquisition and Use” cluster of the ELA–Language strand; plus &lt;br&gt;• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart</td>
</tr>
<tr>
<td><strong>Reading:</strong> &lt;br&gt;- Literature, &lt;br&gt;- Informational Text, &lt;br&gt;- Literacy in Science and Technical Subjects, or &lt;br&gt;- Literacy in History/Social Studies</td>
<td>• One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on <strong>either</strong> the Literature or Informational ELA–Reading strand; plus &lt;br&gt;• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart &lt;br&gt;&lt;br&gt;Note: The <strong>title of the published text or photocopy</strong> of the text, if teacher-created or web-based, must be included.</td>
</tr>
<tr>
<td><strong>Writing</strong> &lt;br&gt;(based on standards from the “Text Type and Purposes” cluster)</td>
<td>• Three different final writing samples in any text type; plus &lt;br&gt;• One baseline writing sample in any text type; plus &lt;br&gt;• Work description labels for each writing sample; plus &lt;br&gt;• Three pre-scored writing rubrics, one for each final writing sample</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Required Portfolio Evidence</td>
</tr>
<tr>
<td>Any <strong>three</strong> of five conceptual categories in High School Mathematics (see Fall 2019 Resource Guide) &lt;br&gt;- Number and Quantity &lt;br&gt;- Algebra &lt;br&gt;- Functions &lt;br&gt;- Geometry &lt;br&gt;- Statistics and Probability</td>
<td>For each of the three selected conceptual categories: &lt;br&gt;• One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates, based on one standard in the selected Mathematics conceptual category; plus &lt;br&gt;• Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart &lt;br&gt;Measurable outcomes may be based on entry points selected either from high school or from lower grade levels in related domains, according to the table shown on page 35.</td>
</tr>
</tbody>
</table>
High School: Grade 9 or 10 Science and Technology/Engineering (STE)
(The STE portfolio may be submitted *either* in grade 9 or 10.)

<table>
<thead>
<tr>
<th>Science and Technology/Engineering</th>
<th>Required Portfolio Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of <em>either:</em></td>
<td>Evidence may be compiled over two consecutive school years in this subject</td>
</tr>
<tr>
<td>• Biology</td>
<td>(i.e., from 7/1/18 to 4/3/20)</td>
</tr>
<tr>
<td>• Introductory Physics</td>
<td></td>
</tr>
<tr>
<td>• Chemistry</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>• Technology/Engineering</td>
<td></td>
</tr>
<tr>
<td>(See pp. 35-39 for details)</td>
<td></td>
</tr>
</tbody>
</table>

**NEW for 2020**

Select one **STE discipline**:

1) For either *Biology* OR *Introductory Physics*, use the “next-generation” Resource Guide and select **three (3) core ideas** in the selected discipline. For each core idea, submit:
   - Six STE Summary Sheets (available in Appendix C), each addressing one entry point or access skill in the core idea.
   - Choose three (3) pieces of primary evidence and attach each piece to its corresponding STE Summary Sheet.
   - Include at least **three different science practices** for each core idea.

2) For either *Chemistry* OR *Technology/Engineering*, use the “legacy” Resource Guide and select **three (3) standards** in the selected discipline. For each standard, submit:
   - One data chart measuring the student’s achievement of the measurable outcome on at least eight different dates; plus
   - Two additional pieces of primary evidence, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart
PART III

Compiling the Portfolio

Portfolio Evidence
Compiling the Portfolio

A. Portfolio Contents Checklist

The student’s MCAS-Alt portfolio must include the required forms (unless noted otherwise) listed below, in addition to the portfolio evidence. Place a check next to each item included in the portfolio. All forms may be photocopied from originals found in Appendix B or may be completed using the Forms and Graphs Online application. Consent forms in English and Spanish are available in the Appendix.

☐ Artistic cover (recommended, but not required) designed and produced by the student, inserted in the front window of the three-ring portfolio binder.

☐ Portfolio Cover Sheet containing important demographic information about the student, inserted as the first page of the portfolio.

☐ Student’s Introduction to the Portfolio produced by the student using his or her primary mode of communication describing “what I want others to know about me as a learner and about my portfolio.”

☐ Verification Form signed by the parent(s), guardian, or primary care provider signifying that they have reviewed their child’s portfolio, or, at a minimum, was invited to do so. In the event no signature was obtained, the school must include a record of attempts to invite the parent(s), guardian, or primary care provider to view the portfolio.

☐ Consent Form to Photograph and/or Videotape a Student, kept on file at the student’s school, if images or recordings of the student are included in the portfolio. This consent form gives permission only for the student to be recorded digitally in photographs or video for the MCAS-Alt portfolio and is not a consent form for the student to participate in an alternate assessment. Please do not substitute a “blanket” consent form for this purpose.

☐ Weekly schedule documenting the student’s program of instruction, including participation in the general academic curriculum.

☐ School calendar, placed in the left inside pocket of the binder, indicating dates in the current school year (including summer school dates, if applicable) in which the school is in session, and days, such as snow days and professional development days, on which school was not in session. (Note: Submit the previous school year’s calendar, as well, if assessing Science and Technology/Engineering over a two-year period.)

☐ Strand Cover Sheet placed at the beginning of each portfolio strand submitted. Each portfolio strand includes a set of evidence that addresses a specific measurable outcome.

☐ Completed MCAS-Alt Skills Survey for each Strand/Domain/Discipline submitted. Place a completed print version of the survey just after the Strand Cover Sheet in each strand.

☐ Work Description form attached to each piece of primary evidence, providing required information about the work sample, photograph, or video clip. If work description labels are not used, all required information must be written directly on each piece of evidence.
B. General Guidelines to Create a Portfolio Strand

1. Review the section on Required Assessments in Each Grade (pp. 13-20) to determine the strands and subjects required for assessment in the student’s grade.

2. Conduct the MCAS-Alt Skills Survey (see Section C below) in the required strands/domains/conceptual categories.

3. Refer to the Fall 2019 Resource Guide in the content area being assessed (see Figure 2) and select a learning standard in the student’s grade for the strand/domain/conceptual category required for assessment in the student’s grade.

4. Determine the appropriate level of complexity for the student based on the results of the MCAS-Alt Skills Survey and select a specific entry point or access skill from the Resource Guide that seems challenging and attainable for the student.
   - entry point: grade-level academic content at a lower level of complexity
   - access skill: motor or communication skill addressed during a standards-based activity. Note: Only a small number of students with the most complex and significant cognitive disabilities will address access skills if they are not yet able to address even the lowest entry points.

5. Create a measurable outcome based on the entry point or access skill (see pp. 24–26)

6. Begin assessing the student on his or her acquisition of the skill. Collect evidence for the portfolio, including work samples and data for a chart. Document the percent of accuracy and independence for each date on which the skill is assessed.

C. Administering the MCAS-Alt Skills Survey

NEW for 2020 The MCAS-Alt Skills Survey is a new required component of the MCAS-Alt and must be completed for each portfolio strand prior to selecting entry points and collecting data and evidence. The survey will help determine a student’s current level of knowledge, skills, and abilities so that challenging entry points can be selected in each strand. The survey will also familiarize teachers with the range of entry points within each strand, domain, conceptual category, and discipline.

The survey lists the important skills in each strand/domain/conceptual category/discipline from least to more complex. Teachers may use classroom observations and assignments, progress reports, sample tasks or trials, or locally administered assessments to determine the degree to which the student can perform each skill listed in the survey.

Submission of a completed skills survey is required in the student’s portfolio for each required portfolio strand. Omission will result in a score of “Incomplete” in the strand. Instructions for administering the skills survey, and applying the results, are available here if completing by hand; or the survey may be completed using the Forms and Graphs Online application.

How to administer the Skills Survey

Conduct a brief assessment of each skill in the required strand/domain for a student in that grade. Check one box (A-E) for each skill in the required strand/domain(s), as shown in the excerpt below. Teachers may use any combination of the following methods to conduct a brief assessment of each skill:

- observations, informal assessments, progress reports, classroom work; OR
- 2-4 tasks (using examples provided on the survey form or tasks designed by the teacher that are accommodated for each student’s instructional level and needs
Excerpt from the MCAS-Alt Skills Survey in ELA–Reading (for all grades)

### Reading (Informational or Literary Text)

<table>
<thead>
<tr>
<th>Based on a literary or informational text read by or to the student, student can:</th>
<th>A 0% (unable)</th>
<th>B Up to 25% (rarely)</th>
<th>C Up to 50% (occasionally)</th>
<th>D Up to 75% (more often, but not always)</th>
<th>E Up to 100% (almost always)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the main character(s) in the text.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. Identify the setting of the text.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. State key details from the text.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. Identify events (or ideas) presented in the text.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>5. Identify the central (main) idea of the text.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>6. Explain why or how something occurred in the text.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>7. Identify and define unknown words in the text; or match words or phrases from the text to their meaning.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>8. Differentiate between a fact and the author’s opinion.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>9. Describe the author’s point of view.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

If column A (“unable to perform the skill”) is checked for all skills in the strand/domain, consider assessing an access skill (i.e., a motor or communication skill).

If columns D and/or E are checked for all or most of the skills in the strand/domain, the IEP team should consider whether the standard MCAS test (paper- or computer-based) or a grade-level or competency portfolio would be more appropriate for the student in that subject.

### D. Selecting a Skill for Assessment

The Resource Guide for each subject is organized into **strands, domains/conceptual categories, or disciplines** for each grade (or grade span in STE). **Standards** in each grade are grouped into **clusters or core ideas** of related standards within each strand/domain, conceptual category or discipline.

A list of standards is provided in the Resource Guide, followed by a list of **entry points** in each grade or grade span that describe outcomes at successively lower levels of complexity linked with grade-level standards (see Excerpt from the Resource Guide below); and **access skills** (available in the lowest grade or grade span listed for each strand, domain, conceptual category, or discipline). Review the entry points at the level determined for the student based on the results of the MCAS-Alt Skills Survey. It is acceptable to select entry points for assessment from an **earlier grade level**, where available, to meet the needs of the student.
Teachers may select entry points for assessment either:

1. **as written** in the Fall 2019 Resource Guide in the subject being assessed, without making any changes.

2. **with minor modifications**, provided the essential meaning and intent of the entry point is maintained. For example, if the entry point says “Solve word problems involving the addition of fractions using manipulatives” in the Number and Operations–Fractions domain, the words “using manipulatives” may be removed, since manipulatives are not the only way to perform the skill. However, “addition of fractions” must be included.
   - Entry points as they appear in the Resource Guide may not be excessively modified by the teacher, since this will result in a score of Incomplete unless approval was previously obtained in writing from the Department prior to portfolio submission. If in doubt as to whether a modification of an entry point is acceptable, please contact the Department at mcas@doe.mass.edu.

3. **with multiple related skills** (i.e., the entry point includes more than one skill, such as “addition and subtraction”)
   - When two or more related skills in an entry point are connected by “and,” the teacher may select one or both skills for assessment, and edit the measurable outcome to reflect one skill. For example, if the entry point says, “Group objects into fives and tens,” one or both skills may be assessed (i.e., grouping into only fives or only tens). If one skill is chosen to be assessed, the measurable outcome must reflect only that skill. However, if both skills are selected for the measurable outcome, then both skills must be assessed during each activity and described in each brief description of the activity.
   - If more than one skill is listed in an entry point connected by “or” (e.g., “Identify the meaning of words, phrases, or sentences”), then any or all of the skills may be assessed on each date.
   - **Note:** entry points containing “and” may not be changed to “or,” since this is considered excessively modifying the entry point and will result in a score of Incomplete in the strand.
E. Developing and Assessing a Measurable Outcome

Measurable outcomes are created by first selecting an entry point (or access skill for students who are unable to access the lowest-complexity entry points), as follows:

- Using the MCAS-Alt Skills Survey as a guide, select either an entry point or access skill from the Resource Guide that is challenging and attainable for the student.
- Select the desired percent of accuracy and independence that would constitute sufficient mastery of the skill (e.g., 80 percent accuracy and 80 percent independence). These criteria are selected by the teacher for instructional purposes only and need not be attained before submission of the portfolio.
- Review the examples below to see how the entry points (bolded) have been transformed into measurable outcomes by adding the student’s name and percent accuracy and independence (italics):
  - Example 1: Pasquale will record measurement data for multiple objects using a single unit scale with 75 percent accuracy and 90 percent independence.
  - Example 2: Naila will identify angles of geometric shapes as either obtuse, acute, or right with 80 percent accuracy and 100 percent independence.
- A measurable outcome based on an access skill may require different criteria to determine accuracy, such as in the example below where the student’s ability to respond within a specific time frame (i.e., latency) is being measured.
  - Example 1: Harvey will respond to material related to key details in a literary text within 15 seconds of the directive with 75 percent accuracy and 100 percent independence.
- Instructional activities should assess only the skill(s) listed in the measurable outcome. Data charts and primary evidence must document only the student’s performance of the measurable outcome.
- If the measurable outcome changes as a result of the student attaining mastery, then begin a new data chart.

Portfolio Evidence

A. Requirements in Each Portfolio Strand

Core Set of Evidence

Each portfolio strand requires the submission of a “core set of evidence,” which includes a minimum of one data chart and two pieces of additional primary evidence (See Figure 1).

Note: Exceptions to the “core set of evidence” rule include the ELA–Writing assessment and all Science and Technology/Engineering assessments, except high school Biology and Introductory Physics, which are discussed in the section entitled Unique Portfolio Requirements in Certain Subjects, beginning on page 26.

The Department strongly encourages teachers to include more than the required minimum amount of evidence to reduce the chances of a content area being scored Incomplete.
B. Guidelines to Create a Data Chart

A data chart is required in each ELA−Language, ELA−Reading, Mathematics, and high school “legacy” Science and Technology/Engineering strands. Data charts provide evidence of a student’s progress over time in mastering the skill described in the measurable outcome.

Data Chart formats

Any of the following three data chart formats may be used to collect data on the student’s performance and submitted in the MCAS-Alt portfolio. Blank data charts are available in Appendix B or in Forms and Graphs Online. Sample completed data charts are available in Appendix A.

- **Field data charts**, which are most effective for collecting response-by-response data on many repeated tasks, trials, or activities conducted during a single session. This allows relevant information for each response to be collected while the activity is conducted. Field data charts are also effective for tasks that do not yield tangible work samples (see example on page 85).

- **Bar graphs** and/or **line graphs**, which are effective for documenting a student’s performance over a period of time, and visually portray the student’s trend and overall performance “at a glance” (see examples on pp. 83–84)

Blank and sample completed data charts are provided in Appendix A. Teachers are encouraged, though not required, to use the Forms and Graphs Online application to complete their data charts.

Each data chart must include:

- the student’s name, content area, grade-level standard, and measurable outcome being assessed
- percent accuracy and independence on a minimum of 8 different dates on which school is in session. Percentages for multiple activities conducted on a single date should be combined and averaged. (Note: Do not include activities in which the student performed zero percent accuracy and zero percent independence)
- activities on the first recorded date that begin below 80 percent accuracy and/or 80 percent independence to indicate that the student is being taught a skill that he or she has not already mastered
- a brief description beneath each data point that clearly describes what the student did and how the student addressed the skill, taking care to document only the specific skill listed in the measurable outcome; for example:
o (Student) determined the meaning of ten synonyms from the context of a story (What) by completing answers on a worksheet (How).

o ...answered six comprehension questions orally (How) after reading Missing Links (What).

o ...completed ten 2-digit-by-1-digit multiplication problems (What) on the computer (How).

o ...classified objects into solid, liquid, and gas categories (What) using an interactive whiteboard (How).

o ...retold a birthday party story in chronological order (What) using a topic board (How).

Or the following brief descriptions of an activity assessing an access skill:

o (Student) moved 10 plastic coins into a piggy bank (What) as they were counted (How);

o .... imitates the action required to divide objects in half (What) using foam balls (How).

Collecting Data on Student Performance

Collecting data on student’s performance is an essential part of good instruction and ongoing assessment. Instructional data can help educators make valid and objective decisions about what to teach based on what the student has or has not already learned, and documents vital information on the effectiveness of the instruction provided.

Data can be collected either during routine classroom instruction, in the community, or during tasks and activities set up specifically for assessing the student. Record data only for skills that are based directly on the measurable outcome. When unrelated or multiple skills are included on the same data chart, the data will be inconclusive, and the chances of scoring Incomplete will increase.

It may take time to find a method that feels comfortable and to establish a consistent routine for collecting data. When data are collected consistently and systematically, summarized clearly, and analyzed objectively, educators can maximize instructional time and provide high-quality evidence for the MCAS-Alt portfolio. This will also increase the likelihood of the student’s success.

Instructional approaches should be individualized, even if similar activities are taught in a group setting, and the resulting data should be unique to the student.

When designing instruction for data and/or evidence collection, consider the following:

- Which accommodations and accessibility features support the student to perform as independently as possible?

- Which instructional adaptations or modifications are needed?

- Does the data change depend on where and when the instruction occurs?

- Does the data change based on who is delivering the instruction?

- Does the level of student engagement change with the use of various materials during instruction?

If the student’s data chart indicates that he/she is not making effective progress toward meeting the original measurable outcome, or has made very rapid progress in learning the skill, consider the following possibilities:

- the complexity of the skill may need to be altered, a new measurable outcome established, and a new data chart created

- the activity format or materials may need to be altered

- the method if instruction may need to be altered
C. Primary Evidence

In addition to a data chart, at least two additional pieces of primary evidence must be included that document the student’s performance of the skill selected for assessment in the measurable outcome. The pieces of primary evidence may be included as data points on the chart or may be submitted separately and not included on the data chart, at the teacher’s discretion. Primary evidence should provide tangible documentation of the student’s performance of the skill listed in the measurable outcome. (Note: Work and Video Description labels are available in Appendix B and in the Forms and Graphs Online application).

Each piece of additional primary evidence must include the following information, either on a work description attached to the evidence, or written directly on each piece of primary evidence:

- student’s name
- date of completion of the activity
- percentage of accuracy of the student’s overall performance on each date (i.e., percent of correct versus incorrect responses)
- percentage of independence (i.e., percent of independent versus non-independent responses)
- a brief description of the task or activity

The following types of primary evidence may be included in the portfolio:

- **Work samples** produced by the student showing:
  - the student’s authentic performance;
  - percentages of accuracy and independence calculated based on the total number of tasks;
  - a brief description of the activity on an attached work description or STE Task/Evidence sheet;

- **Photographs** that document the skill listed in the measurable outcome and clearly show an image of the final product of instruction, including:
  - percentages of accuracy and independence based on the number of trials
  - photographs are encouraged if the actual work samples are either:
    - three-dimensional products
    - temporary in nature (e.g., a model or presentation)
    - too large, fragile, or perishable to include in the portfolio
  - the sequence of steps leading to a final product that cannot be included in the portfolio (e.g., a pattern of shapes created by a student using manipulatives).

- **Video samples** that clearly show images that:
  - document the student performing the measurable outcome
  - are no more than three minutes in length
  - include a transcription of the audio portion, if difficult to understand
  - are submitted on a flash drive that is clearly labeled on a Video Description form with the student’s name and SASID, with the specific file name indicated, and is securely attached within the portfolio binder;

- **Digital evidence** in any of the following formats: Word, PowerPoint, .pdf, .txt, or .jpg (JPEG) documented on a flash drive.

**Note:** Remember to obtain prior written consent from the parent, guardian, or student (if 18 years or older) before including photographic or video images of the student in the portfolio. If a student’s peers are shown in an image or video, consent must also be obtained for those
“incidental” images of students. **Consent forms** for these purposes are provided in Appendix B and in [Forms and Graphs Online](#) and must be kept on file at the school.

- **Teacher-scribed work samples** for students who cannot produce written work or whose hand-writing is illegible that document:
  - a series of trials conducted during a single session;
  - the student’s responses (i.e., levels of accuracy and independence) for each item/trial;
  - detailed information describing the materials, context of the activity, and expected response (see the example in Appendix A).

### D. Calculating Accuracy and Independence

The overall percent of accuracy and independence must be documented for each activity on the data chart and in the additional pieces of primary evidence. Upon completion of each activity, the teacher must calculate the overall percentage of accuracy and independence based on the average values for accuracy and independence for all activities conducted on that date. Percent accuracy and percent independence are recorded for that date on the data chart, or on a work description label (or written directly on the evidence) for each piece of additional primary evidence. The portfolio strand score will be calculated based on an average of the percentages of accuracy and independence in the final **one-third time frame** in which the activities were conducted.

The percent of **accuracy** for each activity must indicate the percent of correct responses in relation to the number of total responses (e.g., 8/10 correct = 80%). Teachers must score each activity by marking responses on the work samples that are incorrect, so scorers can verify the overall percentage of accuracy. Incorrect responses may not be corrected by the teacher and submitted as accurate responses.

The percent of **independence** for each activity must indicate the percent of independent responses in relation to the number of total responses (e.g., 3 prompts out of 15; therefore, 12/15=80% independent). An independent response occurs when the student responds to an instructional demand **without the use of prompts or assistance** that would guide them to give a response. Teachers should mark all prompted responses on the work samples to assist in verifying and calculating the overall percentage of independence.

**Cues and Prompts versus Accommodations**

- **Accommodations** given to the student are **not** considered “prompts” for calculating independence (e.g., use of a text reader, scribe, or calculator) because they allow the student to respond independently during the activity.
- **Cues and prompts** that **guide or assist the student to respond** must be included as non-independent responses in the calculation of independence. Telling the student to “**pick up your pencil**” or “**focus on your work**” should not be considered prompts in the calculation of independence.
- **Any prompted response is 0 percent independent**, regardless of the type of prompt used with the student during an activity. The use of a “scale” or “prompt hierarchy” that bases the percentage of independence on the kind of prompt used are **not** relevant for calculating the percent of independence. Hand-over-hand assistance is **always** considered a prompted, non-independent response.

**Figure 3** illustrates the calculation of accuracy and independence during an instructional activity. After **each** response, the teacher indicates whether the student’s response was correct or incorrect (accuracy), and whether the response was independent or prompted (independence).
**Measurable Outcome:** The student will answer comprehension questions based on informational text with 80% accuracy and 100% independence.

**Brief description:** Student orally responded to five comprehension questions about “Tornadoes,” a text read aloud in class.

**Figure 3**

Calculating Accuracy and Independence for a Series of Responses

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Accurate or Inaccurate</th>
<th>Independent or Prompted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Correct response (accurate) (+)</td>
<td>Verbal prompt (not independent)</td>
</tr>
<tr>
<td>Question 2</td>
<td>Incorrect response (inaccurate) (-)</td>
<td>Verbal prompt (not independent)</td>
</tr>
<tr>
<td>Question 3</td>
<td>Correct response (accurate) (+)</td>
<td>Gestural prompt (not independent)</td>
</tr>
<tr>
<td>Question 4</td>
<td>Incorrect response (inaccurate) (-)</td>
<td>Verbal prompt (not independent)</td>
</tr>
<tr>
<td>Question 5</td>
<td>Correct response (accurate) (+)</td>
<td>No prompt (independent)</td>
</tr>
</tbody>
</table>

| Overall Percent | (3/5 correct) | 60% accurate | (1/5 independent) | 20% independent |

**E. Evidence of Self-Evaluation**

*Self-evaluation* activities document the student’s choices, decisions, and preferences before, during, and after instruction, including evidence that the student performed any of the following activities:

- reflecting on his or her performance; for example, the teacher can ask the student:
  - What did we do during this activity? What did I learn?
  - What did I do well? What am I good at? Was this too easy?
  - How could I do better? Where do I need help?
  - What should I work on next? What would I like to learn?
- planning and goal setting
- using a “K-W-L” chart or questionnaire (What I know, what I want to learn, what I learned)
- choosing an activity or next steps in an activity
- selecting a problem-solving strategy
- monitoring own progress or use of a strategy (e.g., by checking off steps as each is completed)
- deciding when to continue or end participation in an activity (e.g., “more” or “all done”)
- identifying and correcting (or editing) his/her own responses
- graphing his/her own performance or progress on a chart, table, or graph
- determining his/her own score using a rubric
- selecting work for his/her own portfolio

**Note:** Placing a **sticker** or **stamp** on the primary evidence or on the work description label (in the section marked *self-evaluation*) does not constitute self-evaluation and does not demonstrate reflection of the student’s own performance. Similarly, selecting a “motivator” does not constitute self-evaluation.
F. Evidence of Generalized Performance

*Generalized performance* reflects the student’s application of knowledge and/or skill in demonstrating the measurable outcome to other learning situations using a range of **instructional approaches and activity formats**, including any of the following instructional elements:

- media and materials (e.g., using art materials, written text, manipulatives, digital devices)
- activity formats (e.g., participating in classroom projects, small-group discussions, paired research, science investigations)
- presentation formats (e.g., using oral, written, or multimedia approaches)
- response format (e.g., handwritten, word-processed, oral, creation of a visual display, video)
- application of skills in community settings (e.g., at the grocery store)

Documenting in the brief description *how* the student addressed the measurable outcome will be reflected in the score for Generalized Performance.

G. Supporting Documentation

Supporting documentation consists of portfolio products that show or describe the *context* of the learning activity, but not the student’s actual performance of a final product. Examples may include:

- photographs or videos that show the setting, instructional approach, or materials, but not the final product of a student’s performance;
- reflection sheets or other documentation of self-evaluation activities;
- templates, organizers, manipulatives, screen shots from a computer program, etc.

H. Unique Requirements in Each Subject

This section describes the collection of evidence for portfolio strands that do not conform to the “core set of evidence” approach described on pp. 26–27.

**ELA–Writing**, which must include:

- **One baseline writing sample**, or “early attempt” at expressive communication. The baseline sample should be dated *prior* to the final samples and may either be an outline, graphic organizer, or draft in any text type (“text types” are described on the following page).
- **Three final writing samples**, each based on a different topic, picture or assignment, that demonstrate the student’s *expressive communication skills* and use the student’s *primary mode of communication* in any text type.

Writing samples must be based on one of the following **entry points** (or on an access skill listed in the Resource Guide or Forms and Graphs Online):

- “Use the student's primary mode of communication to express or create a writing sample that is a(n)
  1. opinion/argument
  2. narrative (including poetry)
  3. informative/explanatory text”
- Note: Entry points may not include motor skills, such as letter formation, tracing letters, holding a writing tool, scribbling, etc.

- **Mark the following on each final work sample or on an ELA–Writing Work Description:**
  - the measurable outcome
  - percent independence
A pre-scored writing rubric for each final writing sample, with scores indicated by the teacher according to the descriptions listed for each score point on the rubric.
   - Use one scoring rubric for each writing sample, regardless of writing type.

Self-evaluation listed on the work description, or examples included in the ELA–portfolio.
   - Note: Self-evaluation is not included in the Writing scoring rubric.

Students who communicate at a pre-symbolic language level should be assessed based on the access skills listed in the Resource Guide. The portfolio strand must include three (3) final written products (e.g., generated by the teacher or classmates) indicating the student’s independence and how he or she addressed the access skill during its creation.

No data charts are required in the ELA–Writing strand.

Narrative writing samples may not include sequencing of bathroom-related activities which will not be scored nor included in the minimum requirement of three final writing samples.

Any combination of the following writing types may be submitted:

1. Opinion (grades 3–5)/Argument (grades 6–8 and 10): stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence from a text, where possible.

2. Informative/Explanatory text: conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.

3. Narrative: Prose that tells a story based on real or imagined events from a text or personal experience. The narrative can be fiction, drama (script), a personal reflection, or an event sequence; OR Poetry that uses figurative language (e.g., similes, metaphors), imagery, sounds of words (e.g., rhyme), meter, and/or repetition to express emotion or tell a story.

Primary Mode of Communication

In preparing writing samples for the portfolio, students must use their primary mode(s) of communication to convey thoughts, express ideas, and demonstrate knowledge and skills, and may include any of the following communication formats:

- handwritten
- using a word processor or similar device
- dictating to a scribe (with verbatim transcription)
- using a symbol-based communication system, including a voice output device (with supporting documentation to show the context of the activity and choices made by the student)
- assistive technology (word prediction, speech-to-text, etc.)

Pre-scoring Each Final Writing Sample

Prior to submission, teachers will score each of their student’s three final writing samples using the state-provided scoring rubric and include the completed (i.e., pre-scored) rubric with each final writing sample. Do not score the baseline sample but do include the percentage of independence on the baseline work description.

Students should:

- produce each writing sample as independently as possible, including all text revisions based on suggestions and guidance from the teacher; or the sample should be marked as having been completed by the teacher, if that is the case.
Teachers should:

- carefully review the score-point criteria in the writing rubric and determine the characteristics that are reflected in the writing sample to be scored. Teachers may also wish to focus their writing instruction in the areas that would result in a more favorable score in the future.
- be aware that the scores submitted on the writing rubrics must reflect the responses generated by the student, not the work of nor corrections or text provided by the teacher. MCAS-Alt scorers will verify the scores submitted by the teacher and may lower a score if it does not accurately reflect the work of the student.
- reflect the revisions made by the teacher in the percentage of independence.
- scribe verbatim what the student has dictated, if the student is dictating a response. The scribe may assume capital letters, spelling, and basic punctuation, but may not change or embellish what was dictated.
- base the percent independence for each final sample either on the number of prompts per word, per sentence, or per paragraph, at the teacher’s discretion, depending on the length and complexity of the writing sample (see example in Figure 4 below).
- consider submitting the student’s open-responses to comprehension questions for the ELA–Reading strand or Science and Technology/Engineering as the basis for his or her ELA–Writing sample, as well, since these have already been produced and can serve a dual purpose.

**Figure 4**

*Calculating Percent Independence on a Writing Sample based on prompts provided for each sentence*

ELA–Reading

The ELA–Reading strand primarily focuses on the comprehension of text, including the understanding of words, phrases, and sentences in the context of a text, rather than in isolation. Evidence in this strand must be based either on informational or literary text but may not include both.

Each piece of primary evidence and each brief description on the data chart must refer by name to the text from which words, phrases, or excerpts were selected for assessment, including either:

- the title of the published text; or
- a photocopy of the text (excerpt), if it is teacher-created, taken from a digital source (e.g., a website such as TeacherspayTeachers or EdHelper), or an untitled worksheet. In those
cases, only a brief excerpt of the text is required; do not submit the entire text and do not submit only the cover.

- In cases where the book title makes it difficult to discern whether the text is informational or literary, provide a sample of the text.

Mathematics

Grade 6 Required Domains has changed

Statistics and Probability will replace Ratios and Proportional Relationships in 2019–2020 as a required mathematics domain for the grade 6 mathematics portfolio. The second mathematics domain required for assessment in grade 6 will remain The Number System.

Using Entry Points from Earlier Grades in Related Domains for Students in Grade 10

For each student taking the grade 10 MCAS-Alt in mathematics, educators are required to assess one measurable outcome in each of three high school conceptual categories selected by the teacher. The teacher may select entry points from lower grade levels in related domains, as shown in Figure 5. MCAS-Alt requirements in grade 10 mathematics are described on page 19 of this manual.

Science and Technology/Engineering (STE)

STE portfolios for students in grades 5 and 8 (all STE disciplines) and high school (Biology and Introductory Physics in grades 9 or 10) will be based on the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework, using the portfolio structure and requirements described below.

High school Chemistry and Technology/Engineering will continue to be based on the “legacy” 2001/2006 standards. Separate versions of the Resource Guide to the Curriculum Frameworks for Students with Disabilities in STE are available here.

Features of the 2016 STE Standards and Entry Points

- The STE disciplines remain unchanged in the 2016 framework.
- The 2016 framework emphasizes the use of science practices that promote student engagement in scientific inquiry and engineering design skills, in addition to the content within each discipline.
The eight science practices are:

1. Asking (Scientific) Questions and Defining Problems
2. Planning and Carrying Out Investigations (to gather data and perform experiments to answer a scientific question)
3. Using Mathematical and Computational Thinking (to answer scientific questions)
4. Analyzing and Interpreting Data (to recognize patterns and analyze and organize data)
5. Developing and Using Models (to think about and make sense of an experience and make predictions, using 2-D and 3-D representations, constructions, displays, illustrations, and simulations)
6. Constructing Explanations and Designing Solutions (to explain phenomena and use evidence to support explanations)
7. Engaging in Argument from Evidence (to support a claim and critique competing arguments)
8. Obtaining, Evaluating, and Communicating Information (to research, record, evaluate, and present information from scientific texts and digital sources)

- Science practices are grouped in the STE Resource Guide according to the following scheme:
  - Practices #1–2 are included under the heading “Investigations and Questioning.”
  - Practices #3–4 are included under the heading “Mathematics and Data.”
  - Practices #5–8 are included under the heading “Evidence, Reasoning, and Modeling.”

- Each STE entry point and access skill combines the science content with a science practice in the Resource Guide (See Figure 6).

Figure 6.
Excerpt from the High School STE Resource Guide

<table>
<thead>
<tr>
<th>CORE IDEA</th>
<th>ENTRY POINTS to Life Science Standards in Grades 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Molecules to Organisms: Structures and Processes</td>
<td>Investigations and Questioning</td>
</tr>
<tr>
<td>1. Asking questions/defining problems</td>
<td>• Use observations and/or data to ask questions about the life cycles of animals and plants (birth, growth, reproduction, and death)</td>
</tr>
<tr>
<td>2. Use observations and/or data to ask questions about animal structures</td>
<td>• Use data and/or observations to identify patterns about the effect of sunlight on the growth of plants</td>
</tr>
<tr>
<td>3. Use observations and/or data to ask relevant questions about the life cycles of animals and plants (birth, growth, reproduction, and death)</td>
<td>• Use data and/or observations to identify relationships between animal life cycles</td>
</tr>
</tbody>
</table>
Collecting Evidence for the Spring 2020 STE Portfolio

- The new portfolio structure and format encourages the instruction and assessment of science units, rather than simply isolated skills.
- Evidence may be collected over two school years (i.e., the current and one prior school year). For the spring 2020 MCAS-Alt:
  - All STE portfolio strands begun during the 2019–2020 school year must use the STE assessment format described below, and must be based on the Fall 2019 Resource Guide in STE. (STE portfolios begun in 2018–2019 may continue to use the same assessment format and structure to complete the portfolio.)
  - STE portfolio strands in high school Biology and Introductory Physics must use the STE assessment format described below, and must be based on the Fall 2019 Resource Guide in STE.
  - STE portfolio strands in high school Chemistry and Technology/Engineering will continue to use the previous portfolio format and structure (i.e., one data chart and two pieces of evidence) based on the “legacy” standards and entry points found in the Resource Guide in those disciplines.

Note: Educators who wish to assess Chemistry or Technology/Engineering will need to contact MCAS-Alt@measuredprogress.org for instructions on using Forms and Graphs Online to access the “legacy” standards and entry points.

STE Portfolio Format and Structure: Grades 5 and 8

The format described below is intended to encourage the teaching of a unit of science instruction based on a core idea:

**Step 1: Choose any three (3) of the following disciplines** for each student’s STE portfolio:
- Earth and Space
- Life Science
- Physical Science
- Technology/Engineering

**Step 2: Conduct the STE Skills Survey** available here (downloadable paper format) and in Forms and Graphs Online (digital format) to determine the grade-span for each science practice at which to select entry points for the student.

**Step 3:** For each discipline, select one core idea (topic) that will challenge and engage the student.

**Step 4:** Select six (6) entry points within each selected core idea. At least three (3) different science practices must be addressed within the six selected entry points. If entry points seem too complex or challenging at the grade level of the student, select entry points from earlier grade-level clusters in the same core idea.

**Step 5:** Complete one STE Summary Sheet for each (of six) entry points in the selected core idea. Include the following information on the top portion of each STE Summary Sheet. (Teachers are encouraged complete this form using Forms and Graphs Online).
Step 6: Attach at least three pieces of primary evidence (i.e., work samples, photographs, or digital evidence) to each corresponding completed STE Summary Sheet.

- If evidence is **attached** to a completed STE Summary Sheet (see p. 105), be sure to include:
  - percent of overall accuracy and independence from the attached piece of evidence
  - a description of the activity, including what student was asked to do and how they did it

- If evidence is **NOT attached** to its STE Summary Sheet, complete the bottom portion of the STE Summary Sheet with the following information:
  - percent of accuracy and independence for each task or response
  - the questions or tasks and the student’s responses
  - a description of the activity, including the assignment, procedure, and materials used
  (Note: Evidence that is not attached may include large, fragile, or temporary products, such as a model or the results of an investigation.)

Step 7: Complete the STE Strand Cover Sheet (see page 105)

STE Portfolio Format and Structure: **High School** (either in grade 9 or 10)

Step 1: Choose one (1) of the following disciplines for each student’s STE portfolio:
- Biology OR Introductory Physics

Step 2: Conduct the MCAS-Alt Skills Survey in the discipline available [here](downloadable paper format) and in [Forms and Graphs Online](digital format) to determine the grade-span for each science practice at which to select entry points for the student.

Step 3: Select three (3) **core ideas** within the chosen discipline from the next-generation STE Resource Guide that engage and challenge the student.

Step 4: Select six (6) **entry points** within each selected core idea. **Three (3) different science practices must be addressed** within the six selected entry points. If entry points seem too complex at the grade level of the student, select entry points from earlier grade-level clusters in the same core idea. (Use the Skills Survey information to assist with selection)

Follow Steps 5, 6, and 7 above for each of the three **core ideas** and include examples of self-evaluation.

OR

Step 1: Choose one (1) of the following disciplines for each student’s STE portfolio:
- Chemistry OR Technology/Engineering
Step 2: Conduct the MCAS-Alt Skills Survey in the discipline, (downloadable paper format here) and in Forms and Graphs Online (digital format) to determine the level of complexity at which to select entry points for the student.

Step 3: Use the “legacy” Resource Guide to select three (3) standards in the selected discipline.

Step 4: For each standard, submit the following:

- **One data chart** measuring the student’s achievement of the measurable outcome on at least eight different dates; plus
- **Two additional pieces of primary evidence**, plus work description forms, showing the student’s achievement of the measurable outcome identified on the data chart
- **Examples of self-evaluation**
PART IV

Scoring Portfolios and Reporting Results
Scoring the MCAS-Alt

A. Scoring Student Portfolios

MCAS-Alt portfolios are scored by trained and qualified scorers whose performance is closely monitored by the Department to ensure that the score of each portfolio is accurate. All portfolios with missing or incomplete information, with evidence that is determined to be unmatched to the required Massachusetts curriculum framework standards for a student in that grade, or that includes evidence for a student who is performing at or close to grade-level expectations, will receive an additional round of review by expert scorers to ensure that results are accurate.

Through verification of the standards being assessed in the Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities and the application of a universal scoring rubric, the evidence of the student’s performance is evaluated and scored against research-based criteria on how students with significant cognitive disabilities learn and demonstrate knowledge and skills. The MCAS-Alt Rubric for Scoring Portfolio Strands was developed with assistance and feedback from hundreds of teachers and a statewide advisory committee. The criteria for scoring portfolios are listed and described on the following pages, and are detailed in the 2019 Guidelines for Scoring Student Portfolios.

The scoring of MCAS-Alt portfolios reflects the level at which a student learns, understands, and applies the knowledge and skills outlined in the Massachusetts curriculum frameworks. The MCAS-Alt portfolio measures progress over time, as well as the highest achievement attained by the student on the assessed standards, and incorporate the frequency of the use of cues, prompts, and other assistance provided to the student in determining an overall score.

B. MCAS-Alt Rubric for Scoring Portfolio Strands

The MCAS-Alt Rubric for Scoring Portfolio Strands is shown on page 43, with an explanation of each rubric area on pages 44–48.

The Rubric for Scoring Portfolio Strands is used to generate scores in each portfolio strand based on each rubric area: Level of Complexity (1–5), Demonstration of Skills and Concepts (M or 1–4), and Independence (M or 1–4). Scores are also generated for Self-Evaluation (M, 1, or 2) and Generalized Performance (1 or 2). A score of “M” means there was insufficient evidence or information to generate a numerical score in a rubric area.

Trained and qualified scorers examine each strand of the portfolio and apply the following criteria in order to produce a score in each rubric area, based on the evidence found in the portfolio:

- **Level of complexity** at which the student addresses standards in the Massachusetts curriculum framework in the subject being assessed, either at grade-level, through entry points, or through access skills
- **Completeness** of all portfolio materials
- **Demonstration of skills and concepts (accuracy)** of the student’s responses to questions, or of his or her performance of specific tasks
- **Independence** of the student in responding to questions, demonstrating knowledge and skills, or performing tasks
- **Self-evaluation** during or after each task or activity (e.g., reflection, self-correcting, goal-setting)
• **generalized performance** of the same skill using different instructional approaches, activity formats, or methods of response

**C. Using the Scoring Rubric to Guide the Development of Student Portfolios**

In order for a portfolio to receive the highest score, it must include evidence that the student has learned challenging academic skills and is able to perform those skills accurately and independently. Evidence taken together should address all areas of the scoring rubric, including self-evaluation and generalized performance. However, a single piece of portfolio evidence cannot, by itself, provide evidence of student learning in every rubric category. A variety of portfolio products must be submitted that support and complement one another and the Department encourages submission of additional products beyond the minimum required for a “core set of evidence,” in case some evidence is not scorable.

The MCAS-Alt Rubric for Scoring Portfolio Strands (see following pages) serves several purposes:

• to inform educators and parents of the criteria that will be used to evaluate portfolios
• to score portfolios
• to guide teachers in planning and designing standards-based instruction that yields high-quality products for the student’s portfolio
### MCAS-Alt RUBRIC for Scoring Portfolio Strands

<table>
<thead>
<tr>
<th>Level of Complexity</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.</td>
<td>Student primarily addresses motor and communication “access skills” during instruction based on curriculum framework standards in this strand.</td>
<td>Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.</td>
<td>Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.</td>
<td>Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.</td>
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</tbody>
</table>

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<tr>
<th>M</th>
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</thead>
<tbody>
<tr>
<td>Demonstration of Skills and Concepts (Accuracy)</td>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).</td>
<td>Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).</td>
<td>Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).</td>
</tr>
<tr>
<td>Independence</td>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).</td>
<td>Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).</td>
<td>Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.</td>
<td>Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.</td>
<td>Student plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.</td>
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<tr>
<td>Generalized Performance</td>
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</tbody>
</table>

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. |  |  |  |  |
### Expanded Version of the MCAS-Alt Rubric for Scoring Portfolio Strands

#### 1) LEVEL OF COMPLEXITY

To what extent is the portfolio evidence aligned with the standards required for assessment in this subject?

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<tbody>
<tr>
<td><strong>Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.</strong></td>
<td>Student primarily addresses motor, and communication &quot;access skills&quot; during instruction based on curriculum framework standards in this strand.</td>
<td>Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.</td>
<td>Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.</td>
<td>Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.</td>
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</table>

**What each score means in this rubric area:**

1. The evidence in this strand documents instruction that is either **unrelated or unmatched to the Massachusetts curriculum framework standards required for assessment**. Either the standards being assessed were not required in the portfolio of a student enrolled in the grade or the evidence does not document the student’s participation in a standards-based activity. If a score of 1 is given in Level of Complexity, other rubric areas will not receive a score.

2. The evidence indicates that the student is being exposed to the academic curriculum but is **not yet addressing academic content and skills** in this subject. He or she is working on communication, and/or motor skills (“access skills”) **during** instructional activities based on curriculum frameworks assessed in that grade, which may include exploring methods, tools, and materials in the content area.

3. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards in this strand, but **standards have been modified to a lower level of complexity** (i.e., below grade-level expectations) compared with standards addressed by a typical student in this grade. Modified standards are called “entry points” and are described in detail in the Department publication *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*.

4. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards **at grade-level expectations; although only a small number of standards (1 or 2) are included** in the portfolio strand.

5. The evidence indicates that the student is addressing academic content based on curriculum framework standards **at grade-level expectations, and a broad range of standards (3 or more) are included** in the portfolio strand.

**NOTE:** A score of 5 in this rubric area is required for a student to be considered for a score of **Partially Meets Expectations** or higher (or **Needs Improvement** or higher for legacy portfolios); and in high school, for a student to earn a Competency Determination. The student must submit the specific portfolio evidence described in the section entitled Grade-Level and Competency Portfolios for Students Who are Achieving at Grade-Level.
2) DEMONSTRATION OF SKILLS AND CONCEPTS
How accurate was the student’s performance of the skills and concepts being assessed?

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<tr>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).</td>
<td>Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).</td>
<td>Student’s performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).</td>
<td>Student’s performance is accurate and is of consistently high quality in this strand (76–100% accurate).</td>
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</table>

Summary:
This rubric area measures the degree to which the student gave the correct or desired response(s) during a task or activity. Teachers must provide the student’s percentage of accuracy on (or attached to) each piece of primary evidence, and for each data point on the data chart. The percent of accuracy for points on the data chart is calculated by averaging the percentage(s) of accuracy on all tasks and activities performed by the student in the assessed strand or standard on a single date.

What each score means in this rubric area: the “final 1/3 time frame”
Each strand, with the exception of the ELA-Writing, will be scored for Demonstration of Skills and Concepts by first identifying the “final 1/3 time frame” on the data chart. If fewer than twelve data points are listed on the data chart the final three points will be calculated. An overall average accuracy percentage will be calculated by the scorer based on the percentage of accuracy for all data points during or after the final 1/3 time frame of the data chart. Based on the average percentage of the data points and evidence in the final 1/3 time frame, the overall score for Demonstration of Skills and Concepts (i.e., 1–4) in the strand is determined using the scoring rubric above.

A score of “M” (missing or insufficient evidence) will be given in both Demonstration of Skills and Concepts and in Independence when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student’s performance of the measurable outcome on at least eight different dates that shows the student’s overall (i.e., average) accuracy and independence for each date; the percentage must begin below 80 percent for either accuracy or independence or both. A brief description must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.

- **two additional pieces of primary evidence** (labeled correctly), such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

A score of “M” will also be given for primary evidence that is not labeled either directly on the evidence or on attached work description labels with the student’s name, date of completion, percentage of accuracy, and percentage of independence.

NOTE: See the combined Writing Rubric in Appendix C for information on Demonstration of Skills and Concepts for the Writing strand.
### INDEPENDENCE

How much support and direct assistance does the student require to demonstrate knowledge and skills?

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<tbody>
<tr>
<td>M</td>
<td>The portfolio strand contains insufficient information to determine a score.</td>
<td>Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).</td>
<td>Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).</td>
<td>Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).</td>
</tr>
</tbody>
</table>

Summary:
This rubric area measures the frequency with which cues and prompts (either verbal, visual, gestural, or physical) were used to assist the student in responding to a task, activity, or assignment. The percent of independence for a single point on a data chart is calculated by averaging the percentage(s) of independent responses on all tasks and activities performed by the student on a single date based on the measurable outcome. *Any prompt given to the student during an instructional activity will count as a non-independent response* and the percentage of independence calculated as 0%.

Scoring in this rubric area: the “final 1/3-time frame”
Each strand will be reviewed by the scorer for Independence who will identify the “final 1/3-time frame” on the data chart (or the final three points, if fewer than twelve points are listed on the chart). An average score will be calculated for independence based on the percentage of independence for all data points during or after the final 1/3-time frame of the data chart. Based on the average of the data points and evidence, the overall score in the strand is then determined using the scoring rubric above.

A score of “M” (missing or insufficient evidence) will be given in both Demonstration of Skills and Concepts and in Independence when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student’s performance of the measurable outcome on at least eight different dates that shows the student’s overall accuracy and independence for each date; the percentage must begin below 80 percent for either accuracy or independence or both. A brief description must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.

- **two additional pieces of primary evidence** (labeled correctly), such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.
4) SELF-EVALUATION

How aware is the student of his or her performance, and how often does he or she make decisions or choices that affect the performance?

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<tr>
<td>Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was <strong>not found</strong> in the student's portfolio in this content area.</td>
<td>Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only <strong>one example</strong> of self-evaluation was found in this strand.</td>
<td>Student frequently plans, self-corrects monitors, sets goals, and reflects in this content area — <strong>multiple examples</strong> of self-evaluation were found in this strand.</td>
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</table>

**Summary:**

Self-evaluation, or “thinking about learning,” measures how well and how frequently the student:
- reflects on his or her performance
- plans and sets goals
- chooses an academic/standard-based activity or next steps in the activity
- selects a problem-solving strategy
- monitors his or her progress or use of a strategy (e.g., checks off steps as each is completed)
- decides when to continue or end participation in an activity
- self-corrects as necessary
- determines own score using a rubric

Evidence of **self-evaluation** must be clearly labeled with the student’s name and date and may be included on the work description label. If it is included on a piece of primary evidence directly, then it should be briefly described by the teacher (for example, “student corrected his/her incorrect answer,” or “student chose this piece of work for the portfolio”).
5) **GENERALIZED PERFORMANCE**
How frequently does the student demonstrate knowledge and skills in different contexts, and during instruction that uses multiple approaches and formats?

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<tr>
<td>Student demonstrates knowledge and skills in <strong>one</strong> context or uses <strong>one</strong> approach and/or method of response and participation in this strand.</td>
<td>Student demonstrates knowledge and skills in <strong>multiple</strong> contexts or uses <strong>multiple</strong> approaches and/or methods of response and participation in this strand.</td>
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</table>

**Summary:**
Students with significant cognitive disabilities often have difficulty **generalizing** skills in new settings and situations. This area measures the use of effective classroom strategies for ensuring that students are able to retain and transfer what they have learned (National Alternate Assessment Center, 2005).

Generalized Performance reflects the number of **instructional approaches and activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following elements of instruction:
- **media and materials** (using art materials, written text, manipulatives, computer)
- **activity formats** (classroom projects, small group discussions, paired research, experiments)
- **presentation formats** (oral, written, multimedia)
- **method of response** (handwritten, word-processed, oral, creation of a visual display, on a video)
- **application of skills and/or knowledge** in community settings

**Scoring Information:**
The score for Generalized Performance will not be increased based on changes in the **setting** or **people** who assist the student.

The score in Generalized Performance will always be at least 1, since portfolio evidence will always demonstrate at least **one** approach or context.

**Age-appropriate instructional materials:** When the evidence in the portfolio indicates that materials used during instruction were inappropriate to the student’s chronological age, the Generalized Performance score in the strand will be lowered to 1.
Calculating the Overall Achievement Level in the Content Area

To determine the overall achievement level in a content area, each portfolio strand in the content area is scored separately using the Rubric for Scoring Portfolio Strands. Subscore is assigned to each strand by applying the score combinations shown in Table 2 below. An overall achievement level is then determined based on calculating the average of all subscores in the assessed strands of a content area and rounding to the nearest achievement level (i.e., where In=1, Aw=2, Em=3, Pg=4, and NI+=5). Scores in Self-Evaluation and Generalized Performance are not included in the calculation of the overall achievement level.

Table 2
Calculating a “Subscore” in Each Portfolio Strand

A subscore is calculated for each portfolio strand based on the score combinations shown below using the Rubric for Scoring Portfolio Strands. Then, each subscore is combined to yield an overall score in the content area.

<table>
<thead>
<tr>
<th>Level of Complexity = 1</th>
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<tbody>
<tr>
<td><strong>Demonstration of Skills &amp; Concepts</strong></td>
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<tr>
<td><strong>Independence</strong></td>
<td><strong>Level of Complexity</strong></td>
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</table>
| In                     | Aw + or NI+             | Needs Improvement, Proficient, or Advanced (High School Chemistry and Technology/Engineering)
Including MCAS-Alt Results in Reporting and Accountability

A. Achievement Levels

For each student who takes the MCAS-Alt, one of the following achievement levels will be reported in each content area of the portfolio:

Grades 3–10 (Alternate Achievement Standards)

- **Incomplete**—Insufficient evidence and information was included in the portfolio to allow an achievement level to be determined in the content area.

- **Awareness**—Students demonstrate very little understanding of 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 demonstrate a simple understanding that is below grade-level expectations of a limited number of 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 demonstrate a partial understanding that is below grade-level expectations of selected 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.

Grades 3–10 (“Next-generation” MCAS Grade-Level Achievement Standards for ELA and Mathematics):

- **Partially Meets Expectations**—Students performing at this level on this test partially meet grade-level expectations for knowledge, skills, and understanding. These students may need coordinated assistance and/or additional instruction to succeed at the next grade level.

- **Meeting Expectations**—Students performing at this level on this test meet grade-level expectations for knowledge, skills, and understanding, and are academically prepared to succeed at the next grade level.

- **Exceeding Expectations**—Students performing at this level on this test exceed grade-level expectations for knowledge, skills, and understanding, and are academically well prepared to succeed at the next grade level.

High School Science and Technology/Engineering – “Legacy” MCAS Grade-Level Achievement Standards:

- **Needs Improvement**—Students demonstrate a partial understanding of grade-level subject matter and solve some simple problems.

- **Proficient**—Students demonstrate a solid understanding of challenging grade-level subject matter and solve a wide variety of problems.

- **Advanced**—Students demonstrate a comprehensive understanding of challenging grade-level subject matter and provide sophisticated solutions to complex problems.
B. Student Outcomes

The state’s alternate achievement standards reflect the collaboration, input, and professional judgment of numerous stakeholders who have affirmed that those achievement levels represent the highest possible standards achievable by students taking the MCAS-Alt; and that those standards are appropriate and aligned to ensure that a student who meets those standards is on track to pursue productive post-secondary education, vocational training, and/or competitive integrated employment.

C. School and District Results

Portfolio Feedback Forms containing preliminary school and district performance-level results are posted to DropBox Central on the Department’s Gateway Portal in mid-June. Final results are available online in the fall and reflect changes made due to discrepancies reported to the Department and the findings of MCAS-Alt score appeals filed in late June. Students’ portfolios are returned to schools in mid-September.

District level results include an achievement-level for each student attending school or program in a district, as well as for those students who reside in the district and attend publicly funded out-of-district placements, such as educational collaboratives or approved and unapproved private special education schools.

To meet federal requirements for reporting disaggregated and aggregated results of statewide assessments for all students, the results of MCAS-Alt are included in school, district, and statewide reports of MCAS results as achievement levels only. The alternate achievement levels of Incomplete, Awareness, Emerging, and Progressing will be included in the lowest MCAS achievement level for school and district reporting.

D. Parent/Guardian Reports

The contents and appearance of the MCAS-Alt Parent/Guardian Report have been updated for 2019 MCAS-Alt and beyond. In September, districts will receive shipments of MCAS-Alt Parent/Guardian Reports, which provide a detailed description of a child’s score in each area of the scoring rubric and an overall achievement level in each subject of the alternate assessment.

Districts are responsible for sending a parent/guardian report to the home of each student who took the MCAS-Alt. If the student is also reported as an English learner, a copy in the student’s home language must also be sent. Print copies of the translations of the report “shell” in the state’s ten most frequently spoken languages are provided in the shipment of MCAS-Alt Parent/Guardian Reports. Translated report “shells” are also available online in ten languages.

E. School and District Accountability

MCAS-Alt results will be included in the accountability system, together with the results of students who took the standard MCAS tests. Details on the state’s accountability system are available here. Accountability determinations for schools that administer “next-generation” MCAS tests in grades 3–8 and 10 will be based on a combination of indicators, including:

- average scaled MCAS scores in ELA, mathematics, and science and technology/engineering (this replaces Composite Performance Index points used previously)
- an assigned MCAS-Alt scaled score equivalent (see next page)
- 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
Table 1 shows the score scale for next-generation MCAS tests. The use of average scaled MCAS scores as an accountability indicator necessitates assigning an average “equivalent” scaled score to the results of students who took the MCAS-Alt in each subject, as well as students who submitted “grade-level” and “competency” portfolios, as shown in Table 2.

### Table 1

**“Next-Generation” MCAS Tests**  
**Scaled Score Ranges**

<table>
<thead>
<tr>
<th>Standard MCAS Achievement level</th>
<th>Scaled Scores</th>
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<tbody>
<tr>
<td>Not Meeting Expectations (NM)</td>
<td>440-469</td>
</tr>
<tr>
<td>Partially Meeting Expectations (PM)</td>
<td>470-499</td>
</tr>
<tr>
<td>Meeting Expectations (M)</td>
<td>500-529</td>
</tr>
<tr>
<td>Exceeding Expectations (E)</td>
<td>530-560</td>
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</tbody>
</table>

### Table 2

**“Next-Generation” MCAS Scaled Score Equivalents Assigned to MCAS-Alt Scores**  
(ELA and mathematics (grades 3–10) and STE (grades 5 and 8 only)

<table>
<thead>
<tr>
<th>MCAS-Alt achievement level, based on alternate achievement standards</th>
<th>Assigned MCAS Scaled Score Equivalent</th>
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<tbody>
<tr>
<td>Incomplete (INP)</td>
<td>455</td>
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<tr>
<td>Awareness (AWR)</td>
<td>470</td>
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<tr>
<td>Emerging (EMG)</td>
<td>485</td>
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<tr>
<td>Progressing (PRG)</td>
<td>500</td>
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### Table 3

**Grade-level and Competency MCAS-Alt Scaled Score Equivalents**

<table>
<thead>
<tr>
<th>MCAS-Alt achievement level, based on grade-level achievement standards</th>
<th>Scaled Score</th>
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<tbody>
<tr>
<td>Partially Meeting Expectations (PM)</td>
<td>470</td>
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<tr>
<td>Meeting Expectations (M)</td>
<td>500</td>
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<tr>
<td>Exceeding Expectations (E)</td>
<td>530</td>
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</table>
F. Policy on Storage and Destruction of Returned MCAS-Alt Portfolios

In September of each year, the Department of Elementary and Secondary Education (ESE) returns scored MCAS-Alt portfolios to the school that submitted them in the spring. Once returned, an MCAS-Alt portfolio becomes part of a student’s temporary record and must be kept by the school in a secure location. Under the Massachusetts Student Records Regulations, a temporary record contains everything that is not in the transcript and that is “clearly of importance to the educational process.” Principals or their designees are required to periodically review temporary student records and to destroy portions that are “misleading, dated, or irrelevant.” Prior to destroying these records, schools must give parents and eligible students written notice of the intent to destroy records, and of parents’ rights to receive copies of these records before they are destroyed (603 CMR 23.06(2)).

Regardless of the obligation to review and periodically purge temporary records of “misleading, dated, or irrelevant” documents, schools must destroy students’ temporary records no later than seven years after the student transfers, graduates, or withdraws from public school (i.e., a student’s temporary records must be destroyed within seven years after the student exits). However, schools may destroy “misleading, dated, or irrelevant” documents prior to this time by providing written notice to the student and his/her parent of the approximate date of destruction of the record and of their right to receive these materials in whole or in part prior to their destruction.

The Department recommends the following time periods for schools to retain MCAS-Alt portfolios after the Department has returned them to the schools, based on the general view that, over time, the importance of the portfolios to the educational process diminishes and ultimately becomes dated and irrelevant:

- grades 3–8 ELA and Mathematics portfolios: two years after return of portfolios to school
- grades 5 and 8 Science and Technology/Engineering (STE) portfolios:
  - three years after grade 5 STE portfolios are returned to school
  - two years after grade 8 STE portfolios are returned to school
- high school ELA, Mathematics, and STE portfolios: two years after the student exits public education

After the recommended time period, if the student is no longer in the district, or if the parent doesn’t want the portfolio after receiving notice of the approximate date of destruction and the parent’s right to receive these materials, the school may destroy the portfolio.

Despite these recommendations, schools and districts should be aware of circumstances in which it may be prudent to retain MCAS-Alt portfolios longer than the recommended time periods and treat the destruction of MCAS-Alt portfolios for specific students on a case-by-case basis. However, in all cases, records must be destroyed within the seven-year period described above.

Please Note:

Districts are reminded that the district must furnish a copy of the portfolio to the eligible student or parent upon request, per (603 CMR 23.07(2)).

Additionally, when a student is transferring from one Massachusetts district to another, the Department recommends that the previous district send the student’s current and/or most recent MCAS-Alt portfolio to the new district.
PART V

“Grade-Level” and “Competency” Portfolios
for Students Who Are Achieving At Grade-Level

Required Forms
“Grade-Level Portfolios” for Students in Grades 3–8

A. Background

Students who are achieving at or near grade-level expectations in their classroom work, but who are unable to participate in standard MCAS tests even with the use of accommodations due to the nature of their disabilities, should be considered for the “grade-level” MCAS-Alt portfolio. See the section on Participation Guidelines (pages 8–11) for a description of the characteristics of a relatively small number of students who should be considered for the “grade-level” MCAS-Alt, under “Option 3.”

Students who submit grade-level portfolios will be eligible to earn a score of Partially Meeting Expectations, Meeting Expectations, or Exceeding Expectations if they independently demonstrate the grade-level knowledge and skills described for each standard assessed in their grade.

The Department strongly encourages collaboration between general and special educators in the creation of grade-level portfolios.

B. Requirements for the “Grade-Level” Portfolio:

See Table 7 for the grade-level portfolio requirements in each grade and content area, and be aware of the following information:

- The “grade-level” portfolio consists only of work samples; no data charts are required.
- Multiple work samples must be submitted for each standard that assess all aspects of each selected standard (i.e., parts a., b., c., etc.)
- Work samples must show evidence of the student’s thinking and independent problem-solving by showing all work completed by the student to get the answers.
- The portfolio should include, where appropriate, any graphic organizers, drafts, scoring rubrics, or tools used by the student.
- A completed “Grade-Level” Portfolio Cover Sheet (see page 59) must be placed in the front of the three-ring portfolio binder.
- A completed “Grade-Level” Portfolio Work Description (see page 60) must be attached to each work sample.
Table 7
“Grade-Level” Portfolio Requirements in Each Grade and Content Area

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science and Technology/Engineering**</th>
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| 3     | Work samples sufficient to document all aspects of the following standards:  
- Any three Reading standards for Literature  
- Any three Reading standards in Informational Text  
- Four final writing samples, one in each of three text types* plus one additional sample selected by the student | Work samples sufficient to document all aspects of the following standards:  
- Any three standards in Operations and Algebraic Thinking (OA) from different cluster headings  
- One standard from Number and Operations in Base Ten (NBT)  
- 3.NF.A.2 and 3.NF.A.3 in Number and Operations–Fractions (NF)  
- Any three standards in Measurement and Data (MD) from different cluster headings  
- One standard in Geometry (G) | N/A |
| 4     | Work samples sufficient to document all aspects of the following standards:  
- Any three Reading standards for Literature  
- Any three Reading standards in Informational Text  
- Four final writing samples, one in each of three text types* plus one additional sample selected by the student | Work samples sufficient to document all aspects of the following standards:  
- Any two standards in Operations and Algebraic Thinking (OA) from different cluster headings  
- Any two standards in Number and Operations in Base Ten (NBT) from different cluster headings  
- Any three standards in Number and Operations–Fractions (NF) from different cluster headings  
- Any two standards in Measurement and Data (MD) from different cluster headings  
- One standard in Geometry (G) | N/A |
<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science and Technology/Engineering**</th>
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| 5     | • Any three **Reading** standards for *Literature*  
• Any three **Reading** standards in *Informational Text*  
• Four final writing samples, one in each of three text types* plus one additional sample selected by the student | • One standard in **Operations and Algebraic Thinking (OA)**  
• Any three standards in **Number and Operations in Base Ten (NBT)** from different cluster headings  
• Any three standards in **Number and Operations–Fractions (NF)**  
• Any two standards in **Measurement and Data (MD)** from different cluster headings  
• One standard in **Geometry (G)** | • Any three standards in each of **three different** STE strands (9 standards in all) selected by the teacher:  
| 6     | • Any three **Reading** standards in *Literature*  
• Any three **Reading** standards in *Informational Text*  
• Four final writing samples, one in each of three text types* plus one additional sample selected by the student. Informational/explanatory text may focus on discipline-specific content in:  
| o History/Social Studies  
| o Science, or  
| o Technical Subjects | • 6.RP.A.1 or 6. RP.A.2; and 6. RP.A.3 in **Ratios and Proportional Relationships (RP)**  
• Any three standards in **The Number System (NS)** from different cluster heading  
• Any three standards in **Expressions and Equations (EE)** from different cluster headings  
• One standard in **Geometry (G)**  
• One standard in **Statistics and Probability (SP)** | N/A |
<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA Work samples sufficient to document all aspects of the following standards:</th>
<th>Mathematics Work samples sufficient to document all aspects of the following standards:</th>
<th>Science and Technology/Engineering** Work samples sufficient to document all aspects of the following standards:</th>
</tr>
</thead>
</table>
| 7     | • Any three Reading standards in *Literature*  
• Any three Reading standards in *Informational Text*  
• Four final writing samples, one in each of three text types* plus one additional sample selected by the student.  
Informational/explanatory text may focus on discipline-specific content in:  
  o History/Social Studies  
  o Science, or  
  o Technical Subjects | • 7.RP.A.1 or 7.RP.A.2; and 7.RP.A.3 in *Ratios and Proportional Relationships* (RP)  
• Any two standards *The Number System* (NS)  
• Any two standards in *Expressions and Equations* (EE) from different cluster heading  
• Any two standards in *Geometry* (G) from different cluster heading  
• Any two standards in *Statistics and Probability* (SP) from different cluster heading | N/A |
| 8     | • Any three Reading standards in *Literature*  
• Any three Reading standards in *Informational Text*  
• Four final writing samples, one in each of three text types, *plus one additional sample selected by the student.  
Informational/explanatory text may focus on discipline-specific content in:  
  o History/Social Studies  
  o Science, or  
  o Technical Subjects | • One standard in *The Number System* (NS)  
• Any three standards in *Expressions and Equations* (EE) from different cluster heading  
• Any two standards in *Functions* (F) from different cluster heading  
• Any three standards in *Geometry* (G) from different cluster heading  
• One standard in *Statistics and Probability* (SP) | • Any three standards in each of three different STE strands (9 standards in all) selected by the teacher:  
  o Earth and Space Science  
  o Life Science  
  o Physical Science  
  o Technology/Engineering |

* The ELA–Writing strand in the “grade-level” portfolio must include one writing sample in each text type described below, plus one additional writing sample, including all drafts showing revisions made by the student:
  • **Opinion** (grades 3–5)/**Argument** (grades 6–8) stating a claim, opinion, preference, or analysis based on a text or topic, citing reasons and evidence from a text, where appropriate.
  • **Informative/Explanatory text** conveying or explaining facts, information, or ideas on a topic, including descriptions from a text.
  • **Narrative**, either **prose** or **poetry**, documenting real or imagined experiences or events using effective literary techniques, descriptive details, and a clear sequence.

** Work samples for the STE grade-level portfolio may be collected over a period of two consecutive school years (the school year in which they are due for submission and one prior school year).
2020 MCAS Alternate Assessment

Grade-Level Portfolio Cover Sheet

Include at the front of the portfolio only for student in grades 3–8 for whom a grade-level portfolio is submitted.

For this Grade-Level Portfolio, indicate the content area(s) submitted:

☐ ELA

☐ Mathematics

☐ Science and Technology/Engineering
## WORK DESCRIPTION for “Grade-Level” Portfolio

For students in Grades 3-8

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date work was produced:</th>
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</tbody>
</table>

Student’s grade: __________

Content Area (Check one):
- [ ] English Language Arts
- [ ] Mathematics
- [ ] Science and Technology/Engineering

Strand/Domain: ______________________________________________________

Learning Standard: __________________________________________________

Brief description of the assignment or activity in the attached work sample:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What was the student’s overall percent of accuracy on this assignment?

(Level of **Accuracy** = __________ %)

How much of this assignment was done independently by the student (i.e., without the use of prompts, guidance, coaching, or suggestions)

(Level of **Independence** = __________ %)

If Independence percentage is less than 100%, **what type of assistance** did the student receive on the attached work sample?

____________________________________________________________________

____________________________________________________________________

Describe any **accommodations** the student received (e.g., scribe, read-aloud, calculator, assistive/augmentative technology, etc.). **Note:** Use of accommodations does not affect the Independence percentage.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
“Competency Portfolios” to Meet the High School CD Requirement

A. Requirements to Earn a Competency Determination (CD) in Each Subject

When the IEP team or the 504 plan determines that a high school student is working at, near, or above grade-level expectations, but is unable to demonstrate knowledge and skills on the standard MCAS tests, even with the use of accommodations, due to the nature and severity of their disability, the team or 504 coordinator should consider designating the student to submit a competency portfolio.

If the student demonstrates in his or her portfolio a level of achievement comparable to or higher than that of a student who has achieved a passing score on the English language arts (ELA), mathematics, or science and technology/engineering (STE) MCAS tests in those subjects, the student will be awarded a Competency Determination (CD) in the subject.

The requirements for compiling and submitting competency portfolios are described in this section. Note that the requirements for high school Biology and Introductory Physics competency portfolios have changed for 2019–2020 to reflect the adoption of the 2016 curriculum frameworks and the “next-generation” MCAS tests. The Department strongly encourages collaboration between general and special educators on the development of competency portfolios.

Content experts, under the supervision of the Department, will review and score each competency portfolio, make individual recommendations in each subject, and provide feedback to the school submitting the portfolio. To earn a CD in a content area, the student’s portfolio must:

1. demonstrate that the student has completely and independently addressed all required standards and strands/conceptual categories in the subject being assessed, as described in the portfolio requirements for ELA, Mathematics, and/or STE;
2. include work samples compiled under the direct supervision of staff in the district, collaborative, or approved private special education school submitting the appeal. Data charts like those required in other MCAS-Alt portfolios are not required in competency portfolios;
3. reflect a performance that is equivalent to or higher than a student who has received a passing score on the high school ELA, Mathematics, and STE MCAS tests;
4. include a completed Competency Portfolio Cover Sheet (see page 75) in the front of the three-ring portfolio binder;
5. include a completed 2020 High School Competency Portfolio Work Description (see pp. 76–81) attached to each work sample.

Students who do not earn a score of at least Proficient (legacy MCAS retest) or Meeting Expectations (next-generation MCAS test) on the ELA and/or mathematics MCAS must also fulfill the requirements of an Educational Proficiency Plan (EPP), plus meet local graduation requirements in order to be eligible for a diploma.
**B. Standards Assessed in Competency Portfolios**

Please note the changes described below regarding the version of the Massachusetts Curriculum Frameworks on which to base the competency portfolio in each subject.

For competency portfolios submitted in **spring 2020**:

- **English Language Arts (ELA)**
  - ELA competency portfolios submitted for the first time or resubmitted **in spring 2020** must include evidence based on the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*. (*Note:* competency portfolio requirements based on the 2017 ELA framework are provided in this section of the manual)
  - ELA competency portfolios submitted for the first time **prior to spring 2019** and resubmitted in spring 2020 or later may continue to include evidence based on the *2001/2011 Massachusetts Curriculum Framework for English Language Arts and Literacy*. (*Note:* competency portfolio requirements based on the 2001/2011 ELA framework are posted here.)

- **Mathematics**
  - Mathematics competency portfolios submitted for the first time **in spring 2020** or later must include evidence based on the *2017 Massachusetts Curriculum Framework for Mathematics*. (*Note:* competency portfolio requirements based on the 2017 mathematics framework are posted in this section of the manual.)
  - Mathematics competency portfolios submitted for the first time **prior to spring 2019** and resubmitted in spring 2020 or later may continue to include evidence based on the *2000/2011 Massachusetts Curriculum Framework for Mathematics*. (*Note:* competency portfolio requirements based on the 2000/2011 mathematics framework are posted here.)

- **NEW for 2020:** Science and Technology/Engineering
  - STE competency portfolios in Introductory Physics and Biology submitted for the first time **in spring 2020** must include evidence based on the *2016 Massachusetts Curriculum Framework for Science and Technology/Engineering*. STE competency portfolio requirements based on the 2016 standards are provided in this section of the manual.
  - STE competency portfolios submitted for the first time **prior to spring 2020** and resubmitted in spring 2020 may continue to include evidence based on the *2006 Massachusetts Curriculum Framework for Science and Technology/Engineering*. (*Note:* competency portfolio requirements based on the 2006 STE framework are posted here.)
  - STE Competency Portfolios in Chemistry or Technology/Engineering must include evidence based on the *2006 Massachusetts Curriculum Frameworks for Science and Technology/Engineering*. (*Note:* competency portfolio requirements based on the 2006 STE framework are posted here.)
C. Resubmitting Competency Portfolios beyond Grade 10 for the Competency Determination

There is no requirement to resubmit a competency portfolio, unless the IEP team or 504 plan has determined that the student is working at or close to a grade 10 level of achievement and is attempting to earn a CD in one or more subjects. Portfolios may include evidence produced and accumulated over multiple years of high school and may be resubmitted annually until such time as the student has earned a score that is equivalent to the passing score on the test in that subject.

Students who previously submitted a competency portfolio but scored below the passing score are encouraged to resubmit their portfolios by Friday April 3, 2020, by providing additional clearly-labeled work samples in each subject. Results for students in grade 12 will be provided to schools and districts before the end of May, so they may receive their diploma during traditional graduation ceremonies; or if they did not achieve a passing score, their portfolios may be resubmitted one additional time by Friday, June 26, 2020, with results provided in early August. Students in grades 10 and 11 will receive their results when MCAS scores from the prior school year are reported. Districts are encouraged to continue working with students on their competency portfolios even beyond grade 12 and resubmitting them according to published deadlines.

Requirements to Earn a Competency Determination

ENGLISH LANGUAGE ARTS (ELA)

The English language arts competency portfolio requirements are listed below, and have been updated to incorporate the standards contained in the 2017 Massachusetts Curriculum Framework for English Language Arts and Literacy.

ELA competency portfolios must include the following evidence, at minimum, to be considered for the Competency Determination:

- Four (4) essays of at least two pages each; AND
- Two (2) short responses of at least 2 paragraphs each, as described below

Each essay and short response must:

- be in response to one or more grade 10 texts (the 2017 Massachusetts Curriculum Framework for English Language Arts and Literacy, Appendix B, contains a list of suggested authors and works);
- be clearly identified with a title, student's name, and date on which it was completed;
- include multiple drafts that:
  - are written entirely by the student, not rewritten by the teacher;
  - indicate a progression of the student's thinking in each successive draft;
  - show independent edits by the student, with meaningful revisions incorporated into subsequent drafts; and
  - do not consist of plot summaries, multiple-choice worksheets, short-answer tests, or quizzes;
- include a completed English Language Arts High School Competency Portfolio Work Description attached to each work sample (See page 76)

Use the guidance on the following page, plus the ELA standards for a student in grades 9–10 available here, to determine which work samples to submit. An ELA portfolio may include evidence produced over a period of more than one school year, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.
**ELA high school competency portfolios must include the following**
(from the 2017 *Massachusetts Curriculum Framework for English Language Arts and Literacy*):

| Reading | Two short responses (one based on grade 10 literature and one based on an informational text), including all drafts, in which the student produces writing that demonstrates comprehension of text and knowledge in the cluster areas of the **Grades 9–10 Reading Standards** for Literature; Informational Text; and/or Literacy in History/Social Studies, Science, and Technical Subjects (available here). Each short response should be based on a different cluster area listed below:
|          | 1. **Key Ideas** – Analyze a text and draw conclusions supported by textual evidence, determine a theme or central idea, and/or provide a brief analysis of how complex characters interact, develop, or advance the plot of a narrative text;
|          | 2. **Craft and Structure** – Analyze the author’s use of language, structure of text, purpose of the text, and/or a character’s point of view; and,
|          | 3. **Integration of Knowledge and Ideas** – Evaluate, support, or respond to a claim by the author(s) of one or more texts, citing evidence; analyze documents of literary or historical significance; analyze a critical response to a text (e.g., book review).

| Writing  | Four essays (at least one in each writing type described below and one chosen by the student), including all drafts, based on one or more grade-10-level texts in which the student produces:
|          | 1. an **argument** to support a claim (persuasive) on a topic of the student’s own choosing, citing textual evidence;
|          | 2. an **informational/explanatory text** that conveys complex ideas and concepts through effective selection, organization, and analysis;
|          | 3. a **narrative** to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences; and
|          | 4. an essay in any writing type selected from 1–3 above.

| Language | The language strand is demonstrated within each essay listed above in which the student shows an ability to understand and independently analyze and appropriately apply:
|          | • **knowledge of language**, including making effective choices for meaning or style, and appropriate application in different contexts;
|          | • **conventions of standard English** grammar and usage, including punctuation, capitalization, and spelling; and,
|          | • **vocabulary acquisition and use**, including the use of grade-appropriate general academic and domain-specific words; and literal/figurative language.
MATHEMATICS

The Mathematics competency portfolio requirements are listed below, and have been updated to incorporate the standards contained in the 2017 Massachusetts Curriculum Framework in Mathematics.

Mathematics high school competency portfolios must include the following evidence, at minimum, to be considered for the competency determination:

- at least four examples or problems solved correctly by the student that demonstrate each aspect of all required standards, as described in the tables below;
- submission of additional work samples in each standard is encouraged. Submission of multiple-choice, matching, and fill-in-the-blank worksheets is discouraged;
- an overall score (percent accuracy) given by the teacher for each work sample, with incorrect answers clearly marked;
- work samples produced as independently as possible by the student; (Note: corrections made by the teacher may not be submitted as the student's own work);
- a completed Mathematics High School Competency Portfolio Work Description attached to each work sample (See page 77);
- a clear indication on the work description of the accommodations and type(s) and frequency of assistance provided to the student, including percent independence;
- original student work, if possible, rather than photocopies;
- work samples without models or solved sample problems included with the submitted work

Mathematics portfolios may include evidence produced over a period of more than one school year, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

Number and Quantity
Submit at least four examples solved correctly by the student for each aspect of the three clusters identified in the table below.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Portfolio Requirements (from the 2017 Massachusetts Curriculum Framework for Mathematics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-RN.A</td>
<td>□ Evaluate numerical exponential expressions. For example, (10^4 = 10,000); (2^7 \cdot 3^3 = 3456)</td>
</tr>
<tr>
<td></td>
<td>□ Evaluate numerical expressions involving rational numbers (using order of operations).</td>
</tr>
<tr>
<td></td>
<td>(\frac{8-4^2 \cdot 5}{3^3} = 3)</td>
</tr>
<tr>
<td></td>
<td>□ Rewrite exponential expressions with variables using the properties of exponents.</td>
</tr>
<tr>
<td></td>
<td>(\frac{x^4}{x^3} = x; \quad \frac{a^8b^6c^2}{a^3b^7c^{-1}} = \frac{a^2c^3}{b^4})</td>
</tr>
<tr>
<td>N-RN.B</td>
<td>□ Perform operations (add, multiply, etc.) on rational and irrational numbers using approximations of irrational numbers. For example, (2\sqrt{6} + 7 \approx 2(2.45) = 4.9 + 7 = 11.9; \quad \sqrt{3} \cdot 19 \approx 1.7 \cdot 19 \approx 33)</td>
</tr>
<tr>
<td>N-Q.A</td>
<td>□ Identify appropriate quantities for descriptive modeling. For example, A city has 25,068 registered voters. For an election, 15,943 ballots were cast. About what percentage of the city’s registered voters cast a ballot in the election? A woman drove on a trip across the country. She drove for about 10 hours each day for 5 days, for a total of 3022 miles. What was the approximate average rate of speed, in miles per hour, that she drove during her trip?</td>
</tr>
<tr>
<td></td>
<td>□ Solve word problems involving rounding and dimensional analysis. For example, A traveler drove a distance of 36 miles in 50 minutes. Approximate the travelers average speed, in miles per hour.</td>
</tr>
</tbody>
</table>
Algebra
Submit at least four examples solved correctly by the student for each aspect of any four of the five clusters or groups of clusters identified in the table below (including at least four examples of each of the tasks shown in bold below.)

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Portfolio Requirements (from the 2017 Massachusetts Curriculum Framework for Mathematics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-SSE.A</td>
<td>□ Create expressions that describe a variety of contexts. For example, a truck rental that costs $12 per hour plus a flat fee of $30 can be represented by the expression 12h + 30.</td>
</tr>
<tr>
<td>A-SSE.B</td>
<td>□ Interpret parts of mathematical expressions. For example, for the expression 2p^4 − 11, 2 is the coefficient, 4 is the exponent, and −11 is the constant.</td>
</tr>
<tr>
<td></td>
<td>□ Interpret parts of linear expressions. For example, for the linear expression −3x + 100, interpret −3 as the rate of change (slope) and 100 as the initial value (y-intercept).</td>
</tr>
<tr>
<td></td>
<td>□ Translate between standard and slope-intercept forms of linear equations to reveal slope and y-intercept. For example, the equation 3x − 2y = 4 is equivalent to y = (\frac{3}{2}x - 2) and thus the line it represents has a slope of (\frac{3}{2}) and a y-intercept of −2. Create an equation, in standard form, of a line that has a slope of −6 and a y-intercept of 3.</td>
</tr>
<tr>
<td>A-APR.A</td>
<td>□ Add, subtract and multiply polynomials (including monomials and binomials). For example, (2t^2(1 - t) = 2t^2 - 2t^3); ((2a + 3b + c) - (-7a + 3b) = 9a + c); ((x - 3)(x + 3) = x^2 - 9)</td>
</tr>
<tr>
<td></td>
<td>□ Factor polynomial expressions using Greatest Common Factor. For example, (2x^5 - 8x^2 - 10x = 2x(x^4 - 4x - 5))</td>
</tr>
<tr>
<td>A-CED.A</td>
<td>□ Create equations and/or inequalities in one variable from a context. For example, Jo has saved $40 and needs a total of $300 to buy a laptop. She will save $20 per week. How many weeks will it take to have enough money to buy the laptop? ((300 = 20n + 40)). Student may create equations, inequalities, or some of each.</td>
</tr>
<tr>
<td></td>
<td>□ Create equations in two variables from a context. For example, Grant needs 2 pounds of apples and raspberries for a pie ((r + a = 2)). He has $6 to spend, and apples cost $2.50 per pound and raspberries cost $5 per pound ((2.5a + 5r = 6)).</td>
</tr>
<tr>
<td></td>
<td>□ Graph linear equations on a coordinate plane. For example, graph (y = -\frac{2}{3}x + 6)</td>
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<tr>
<td></td>
<td>□ Rearrange formulas to highlight a quantity of interest. For example, given the formula for the volume of a cylinder, solve for the height.</td>
</tr>
<tr>
<td>A-REI.A</td>
<td>□ Explain each step in the solutions of equations (with or without the formal property name). For example, “Addition property of equality” or “I added the same number to both sides of the equation” are equally acceptable as justification.</td>
</tr>
<tr>
<td>A-REI.B</td>
<td>□ Show when equations have no solution and explain why. For example, (2x + 11 = 2x - 12) has no solution because (11 \neq -12).</td>
</tr>
<tr>
<td></td>
<td>□ Solve linear equations in one variable. For example, (4n - 11 = 25)</td>
</tr>
<tr>
<td></td>
<td>□ Solve inequalities in one variable. For example, (2x - 5 &lt; -3); (4y + 11 \geq 9y - 9); (-2x \leq 6)</td>
</tr>
<tr>
<td>A-REI.C</td>
<td>□ Solve systems of linear equations algebraically and/or graphically. For example, find the solution of (y = 2x + 4), (y = -\frac{3}{4}x + 15) by using substitution or elimination.; Given two lines graphed on a coordinate plane, estimate the coordinates of the point of their intersection.</td>
</tr>
<tr>
<td>A-REI.D</td>
<td>□ Show whether ordered pairs are solutions of a graphed linear equation. For example, show whether the points ((1, 7)), ((3, 13)), or ((6, 16)) lie on the graph of (y = 3x + 4).</td>
</tr>
<tr>
<td></td>
<td>□ Graph the solutions of inequalities in two variables on a coordinate plane. For example, graph the solution of the inequality (y \geq \frac{1}{2}x - 4).</td>
</tr>
<tr>
<td></td>
<td>□ Determine inequalities in two variables from their graphs. For example, given a half-plane and its boundary line on a coordinate plane, determine the inequality that describes it.</td>
</tr>
</tbody>
</table>
Functions
Submit at least four examples, solved correctly by the student, for each aspect of any two of the three clusters or groups of clusters identified in the table below.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Portfolio Requirements (from the 2017 Massachusetts Curriculum Framework for Mathematics)</th>
</tr>
</thead>
</table>
| F-IF.A   | □ Distinguish between functional and non-functional relationships. For example, given a relation shown in a table, a mapping, a set of ordered pairs, a graph or an equation, determine whether the relation is a function.  
□ Extend a linear sequence given a rule or numbers in the sequence. For example, the first three numbers in a linear sequence are 4, 11, 18... what is the 6th number in the sequence? The rule for a linear sequence is "subtract 4" and the first number in the sequence is 124. What are the first 5 numbers in the sequence?  
□ Evaluate functions for inputs in their domains. For example, if \( f(x) = -2x - 14 \), evaluate \( f(2) \), \( f(20) \), and \( f(200) \).  
□ Evaluate functions for inputs in their domains in terms of a context. For example, the relationship between degrees Celsius and degrees Fahrenheit can be represented by the function \( C(F) = \frac{5}{9}(F - 32) \). Find \( ^\circ C \) for 50°F, 77°F, and 86°F. |
| F-IF.B   | □ Determine the domain and the range of functions. For example, given a relation shown in a table, a mapping, a set of ordered pairs, a graph, an equation, or a verbal description, determine both the domain and the range of the relation.  
□ Calculate (or estimate from a graph) the average rates of change of functions over specific intervals. For example, determine the average change in temperature from 10 a.m. and 5 p.m., given the temperatures at those times; determine the average change in the population of a town from 1980 to 2010, given a table of populations and years.  
□ Graph linear functions and interpret the slope and the rate of change. For example, profit earned from a car wash can be represented by the function \( P(c) = 11c - 55 \). Graph the function, and interpret the slope as the price charged per car, the y-intercept as the cost of the supplies, and the x-intercept as the number of cars needed to wash to break even.  
□ Compare properties and/or key features of two linear functions presented in different ways. For example, given a graph of a company’s profits over time, and a table of values of the yearly profits of another company, show which company exhibits greater growth. |
| F-IF.C   | □ Recognize situations in which a quantity changes at a constant rate. For example, from a graph or a table of values.  
□ Construct linear functions from graphs, descriptions, or tables of values (including ordered pairs). For example, given the weight of a boy at age 3 was 38 lbs. and his weight at age 15 was 170 lbs., a function that models the boy’s weight as a function of his age from 3 years old to 15 years old is \( w(a) = 11a + 5 \).  
□ Compare the values of a linear function and an exponential function as the value of the independent variable increases by showing that eventually, for the same input, the output of an exponential function will exceed the output of the linear function. For example, if \( f(x) = 600x \) and \( g(x) = 6^x \), then \( f(2) > g(2) \), but \( g(5) > f(5) \). |
| F-LE.A   | □ Distinguish between situations that are modeled by linear and exponential functions (or neither). For example, the total amount of money deposited in a bank account as a function of a constant weekly deposit is linear, while the current balance in the account as a function of time is exponential.  
□ Recognize situations in which a quantity changes at a constant rate. For example, from a graph or a table of values.  
□ Construct linear functions from graphs, descriptions, or tables of values (including ordered pairs). For example, given the weight of a boy at age 3 was 38 lbs. and his weight at age 15 was 170 lbs., a function that models the boy’s weight as a function of his age from 3 years old to 15 years old is \( w(a) = 11a + 5 \).  
□ Compare the values of a linear function and an exponential function as the value of the independent variable increases by showing that eventually, for the same input, the output of an exponential function will exceed the output of the linear function. For example, if \( f(x) = 600x \) and \( g(x) = 6^x \), then \( f(2) > g(2) \), but \( g(5) > f(5) \). |
### Geometry

Submit at least four examples solved correctly by the student for each aspect of any four of the five clusters or groups of clusters identified in the table below, including at least four examples of each of the tasks shown in **bold**.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Portfolio Requirements (from the 2017 Massachusetts Curriculum Framework for Mathematics)</th>
</tr>
</thead>
</table>
| G-CO.A   | ☐ Determine the coordinates of points on a grid after a transformation or a series of transformations. For example, give the coordinates of point B after \( \triangle ABC \), graphed on a coordinate plane, is reflected across the x-axis.  
☐ Perform transformations on figures on a coordinate plane. For example, given a triangle on a coordinate plane, draw the triangle after rotating it 90° counterclockwise.  
☐ Distinguish between transformations or series of transformations, that yield congruent figures and those that do not. For example, a translation of 5 units left followed by a 180° clockwise rotation yields a congruent figure, while a reflection across the y-axis followed by a dilation with scale factor 2, with respect to the origin, does not. |
| G-CO.C   | ☐ Solve problems that involve vertical angles, corresponding angles, and alternate interior angles. For example, in a diagram with parallel lines and one or more transversals, solve for a missing angle measure or missing angle measures.  
☐ Solve problems using the triangle sum theorem (including isosceles triangles). For example, determine a missing angle measure in a triangle with angle measures of 63° and 108° or with algebraic expressions for angle measures; determine the measures of the angles in a triangle if they are in the ratio 7:11:12. |
| G-SRT.A  | ☐ Determine the coordinates of dilated figures. For example, give the coordinates of point R, graphed on a coordinate plane, after \( \square PQRS \) is dilated by scale factor of \( \frac{1}{2} \) with respect to the origin. Use scale factors that produce similar, but not congruent, figures.  
☐ Determine missing side lengths and angle measures in similar figures. For example, given a diagram with similar triangles, solve for a missing side length by using proportions.  
☐ Use the Pythagorean Theorem to solve word problems. For example, find the height of a building, given the distance from the top of the building to a point a given distance from the base of the building. |
| G-SRT.B  | ☐ Determine the coordinates of the midpoints of line segments graphed on a coordinate plane. For example, find the midpoint of the line segment with endpoints (8,0) and (2,−2).  
☐ Using the coordinates of their vertices, calculate the perimeter and the area of figures on a coordinate plane. For example, given a triangle, graphed on a plane, with vertices at (−1, 7), (5, 7), and (1,−2), calculate its perimeter, in units, and its area, in square units. |
| G-GPE.B  | ☐ Use volume formulas for cylinders, cones, and spheres to solve problems. For example, given a cone with a radius of 14 cm and a height of 27 cm, calculate its volume, in cm³; Given a sphere with a volume of 4200 in³, calculate its diameter, in inches. |
Statistics and Probability
Submit at least four examples solved correctly by the student for each aspect of any two of the three clusters or groups of clusters identified in the table below, unless indicated otherwise. At least four examples must be submitted for each of the tasks shown in **bold**.

<table>
<thead>
<tr>
<th>Clusters</th>
<th>Portfolio Requirements (from the 2017 Massachusetts Curriculum Framework for Mathematics)</th>
</tr>
</thead>
</table>
| S-ID.A   | - Create and analyze dot plots, histograms, and box plots. For example, given a set of data, create a histogram and determine the interval that includes the median; given a set of data, create a dot plot and describe its distribution. At least one analysis must be shown for each display created.  
- Compare centers and spreads of two or more data sets. For example, given two box plots, compare the medians and interquartile ranges; add an additional value to a set of data and compare the measures of center and spread of the data sets before and after the value was added. |
| S-ID.B   | - Calculate relative frequencies (joint, marginal, and/or conditional) from two-way tables. For example, from a table showing spring sports played by student athletes, determine the percentage of senior athletes who play golf (joint), the percentage of the athletes that are juniors (marginal), or the percentage of sophomore athletes who play softball (conditional). All examples may be drawn from the same table.  
- Create scatter plots from data, fit trend lines to the scatter plots, and determine equations for the linear functions described by the data. Only two of these are required.  
- Describe the intensity and nature of the correlation of data from scatter plots. For example, the correlation is strong and it is negative; the data indicates that there is no correlation. These examples may be drawn from the scatter plots created by the student.  
- Interpret the slope and y-intercept of a line of best fit, shown in a scatter plot, in terms of a context. For example, identify the slope of a line of best fit as a rate of change, and its y-intercept as an initial value, based on a context. |
| S-ID.C   | - Describe events as subsets of a sample space as unions, intersections, or complements of events. For example, for the sample space of rolling two number cubes, the event “rolling a sum of four” is the subset \{1,3\}, \{2,2\}, \{3,1\}, the event “rolling exactly one two AND an even total” is the subset \{2,4\}, \{2,6\}, \{4,2\}, \{6,2\}, and the event “rolling doubles OR a sum of eleven” is the subset \{1,1\}, \{2,2\}, \{3,3\}, \{4,4\}, \{5,5\}, \{5,6\}, \{6,5\}, \{6,6\}. The event “rolling an even sum” is the complement of the event “rolling an odd sum”.  
- Construct and interpret two-way frequency tables using two associated variables. For example, construct a table comparing seniors and juniors who have roles in the school’s musicals and dramatic shows and indicate whether there is any association between the students’ grade level and the type of show in which they appear.  
- Compute probabilities of compound events. For example, calculate the probability of rolling two number cubes and getting a sum of seven or eight. |
HIGH SCHOOL SCIENCE AND TECHNOLOGY/ENGINEERING

STE portfolios may be submitted either in grade 9 or 10 and must be based on one of the following disciplines. The requirements will differ according to the discipline selected.

- Biology
- Introductory Physics
- Chemistry
- Technology/Engineering

For either **BIOLOGY** or **INTRODUCTORY PHYSICS**:

STE portfolios submitted for the first time in spring 2020 must reflect the standards contained in the 2016 *Massachusetts Science and Technology/Engineering Curriculum Frameworks*. (Note: Resubmitted portfolios that were begun based on the 2006 *Science and Technology/Engineering Curriculum Framework* may continue to assess those standards). The core ideas in each discipline are listed below.

The Biology and Introductory Physics portfolios must include

- evidence of five (5) required standards in the selected discipline as shown in the table below (bold and underlined), PLUS:
- three (3) additional standards at the teacher’s discretion in Biology, or
- four (4) additional standards at the teacher’s discretion in Introductory Physics

In addition, a minimum of 4 different science practices must be documented throughout the work submitted in the portfolio in either of these disciplines.

<table>
<thead>
<tr>
<th>BIOLOGY</th>
<th>INTRODUCTORY PHYSICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Ideas:</strong></td>
<td><strong>Core Ideas:</strong></td>
</tr>
<tr>
<td>From Molecules to Organisms: Structures and</td>
<td>Matter and Its Interactions</td>
</tr>
<tr>
<td>Processes <em>(HS-LS1-1)</em></td>
<td></td>
</tr>
<tr>
<td>Ecosystems: Interactions, Energy, and</td>
<td>Motion and Stability: Forces and Interactions</td>
</tr>
<tr>
<td>Dynamics <em>(HS-LS2-1 and HS-LS2-5)</em></td>
<td><em>(HS-PS2-9 and HS-PS2-10)</em></td>
</tr>
<tr>
<td>Heredity: Inheritance and Variation of Traits</td>
<td>Energy <em>(HS-PS3-1 and HS-PS3-4a)</em></td>
</tr>
<tr>
<td><em>(HS-LS3-3)</em></td>
<td>Waves and their Applications in Technologies</td>
</tr>
<tr>
<td>Biological Evolution: Unity and Diversity</td>
<td>for Information Transfer <em>(HS-PS4-1)</em></td>
</tr>
<tr>
<td><em>(HS-LS4-5)</em></td>
<td></td>
</tr>
</tbody>
</table>
For either **CHEMISTRY** or **TECHNOLOGY/ENGINEERING**: 

STE portfolios in these disciplines must reflect the standards in the 2006 *Science and Technology/Engineering Curriculum Framework*. Topics in each discipline are shown in the tables below.

The Chemistry and Technology/Engineering portfolios must include evidence of at least one standard in each topic, at the teacher’s discretion, with a total of at least ten standards in all, as shown on the following page.

<table>
<thead>
<tr>
<th>CHEMISTRY</th>
<th>TECHNOLOGY/ENGINEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>1. Properties of Matter</td>
<td>1. Engineering Design</td>
</tr>
<tr>
<td>2. Atomic Structure and Nuclear Chemistry</td>
<td>2. Construction Technologies</td>
</tr>
<tr>
<td>7. Solutions, Rates of Reaction, and Equilibrium</td>
<td></td>
</tr>
<tr>
<td>8. Acids and Bases and Oxidation-Reduction Reactions</td>
<td></td>
</tr>
</tbody>
</table>

*All STE portfolios should include the following information and materials:*

- work samples created by the student that demonstrate all aspects of standards selected for the discipline
- a completed STE High School Competency Portfolio Work Description in the selected discipline attached to each work sample (or collection of related work samples) produced for the portfolio (see pp. 78–81)
- a score (percent accurate) given by the teacher for each work sample. Work samples must be produced as independently as possible by the student, with all corrections clearly marked. Work samples may not be corrected by the teacher and submitted as the student’s own work.
- written evidence of the student’s thinking and problem-solving indicating the process used to solve each problem (i.e., show all student work)
- a clear indication of the type(s) and frequency of assistance provided to the student by the teacher (i.e., percent independence and any accommodations used by the student), either written directly on each piece or described on the High School Competency Portfolio Work Description

- Note: submission of multiple-choice, matching, or fill-in-the-blank worksheets is discouraged.

Work samples generated during one or more of the following activities must be provided in the portfolio that document the student’s scientific knowledge, skills, and understanding in the selected discipline at the grade 9 or 10 level, as identified by the appropriate version of the Massachusetts *Science and Technology/Engineering Curriculum Framework*:
• conducting investigations:
  o For example, the student engages in exploratory activities in which he or she identifies a key question, designs a process for gathering information and investigating the question, and incorporates scientific knowledge to produce a response, inference, conclusion, or analysis of findings.

• performing laboratory experiments:
  o For example, the student develops a hypothesis, designs or identifies a procedure for testing the hypothesis, performs a controlled experiment or series of trials, collects data accurately, summarizes and analyzes the results, and draws conclusions.

• conducting research:
  o For example, the student undertakes an activity in which he or she locates and applies available scientific knowledge and/or data from texts, articles, research summaries, etc., in order to describe a process or aspect of the discipline and provides a synthesis of the knowledge acquired, supportable conclusions, and an analysis of findings.

• conducting data analysis:
  o For example, the student accurately collects data generated either by the student, class, or teacher or data compiled from external sources and describes, synthesizes, and analyzes the data to articulate patterns, explain relationships between variables, and draw conclusions.

• completing an independent writing activity:
  o For example, the student writes a persuasive essay or answers a series of guided open-response questions that provide an analysis of scientific materials or data in support of a particular conclusion or point of view.

• developing a scientific model to represent a natural system:
  o For example, the student relates and explains how components of a natural system work together and creates a visual representation of that model.

• solving a technology/engineering design problem by creating a model or prototype:
  o For example, the student demonstrates technical knowledge and an understanding of the steps of the Engineering Design Process by describing a particular design challenge, analyzing relevant information, making predictions, and developing a prototype or model to test the predictions.
Work Description Forms

The work description forms (and links to digital versions) are provided below and on the following pages that should be used to describe each portfolio product in the competency portfolio based on “next-generation” standards.

Links to “legacy” versions of the work description forms in digital format are provided below but printed versions are not provided in this manual.

Blank forms may be completed by hand or completed online using fillable forms available at the links below.

“Next-Generation” Competency Portfolio Work Descriptions

- **ELA** (for competency portfolios submitted for the first time in 2020 based on the 2017 ELA curriculum framework; or that were submitted in 2019 and will be resubmitted in 2020)
- **Mathematics** (for competency portfolios submitted for the first time in 2020 based on the 2017 ELA curriculum framework; or that were submitted in 2019 and will be resubmitted in 2020)
- **Science and Technology/Engineering** (based on the 2016 STE curriculum framework)
  - Biology (for competency portfolios submitted for the first time in 2020)
  - Introductory Physics (for competency portfolios submitted for the first time in 2020)

“Legacy” Competency Portfolio Work Descriptions

- **ELA** and **Mathematics** (for competency portfolios submitted in 2018 or earlier that were based on the 2011 curriculum frameworks and will be resubmitted in 2020)
- **Science and Technology/Engineering (STE)** (based on the 2001/2006 Curriculum Framework in Science and Technology/Engineering)
  - Biology (for competency portfolios that were submitted in 2019 or earlier based on the 2001/2006 STE curriculum framework and will be resubmitted in 2020)
  - Introductory Physics (for competency portfolios that were submitted in 2019 or earlier based on the 2001/2006 STE curriculum framework and will be resubmitted in 2020)
  - Chemistry (for all competency portfolios in this discipline)
  - Technology/Engineering (for all competency portfolios in this discipline)
If this is a high school Competency Portfolio, indicate the content area(s) submitted:

☐ ELA
☐ MATHEMATICS
☐ SCIENCE AND TECHNOLOGY/ENGINEERING (STE)

HIGH SCHOOL DISCIPLINE (Select one):

☐ BIOLOGY
☐ CHEMISTRY
☐ INTRODUCTORY PHYSICS
☐ TECHNOLOGY/ENGINEERING
This Work Description refers to the high school standards contained in the 2017 Massachusetts Curriculum Framework for English Language Arts and Literacy.

The ELA competency portfolio must include at least six (6) writing samples based on grade 10 texts:
- two (2) short responses (one based on Reading-Literary and one based on Reading-Informational text)
- four (4) essays (one in each of three Writing types and one in student’s choice of writing type), plus
- multiple drafts, with edits and revisions applied by the student
- one completed ELA Work Description attached to each writing sample

Additional ELA competency portfolio requirements are available at www.doe.mass.edu/mcas/alt/cd-reqs/.

Please complete the information below and attach this form to the work sample.

The attached writing sample is based on the following grade 10 text:
Name of text: ____________________________________________________________ (check one): ☐ Literary ☐ Informational

The attached sample is a (check one): ☐ Draft ☐ Final

Below, select either A, B, or C, as appropriate.

|   | □ Reading (short response of 1-2 paragraphs) | ELA Anchor Standards documented in this writing sample (select one):
|   | ☐ Key Idea ☐ Craft and Structure ☐ Integration of Knowledge and Ideas |
|---|---|---|
| B. | ☒ Writing (1-2 page essay) | Writing type (select one):
|   | ☒ Argument ☐ Informational/ Explanatory ☐ Narrative |
| C. | □ Language | Language standards that are documented in the attached sample (select one or more):
|   | ☐ Conventions of Standard English ☐ Knowledge of language ☐ Vocabulary Acquisition and Use |

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = %)

How much work did the student do independently? (Level of Independence = %)
If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do to complete the attached work sample (i.e., what was the assignment)?
### WORK DESCRIPTION

**for “Next-Generation” High School Competency Portfolio in MATHEMATICS**

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date work was produced:</th>
</tr>
</thead>
</table>

This Work Description refers to the clusters of standards contained in the *2017 Massachusetts Curriculum Framework for Mathematics*.

**Evidence submitted in the Mathematics competency portfolio must include:**
- a minimum of four examples or problems solved correctly by the student for each aspect of the selected cluster or group of clusters listed below.
- evidence of the student’s thinking and problem solving (i.e., all student work is shown that leads to the solution)
- work produced as independently as possible by the student, with incorrect answers and corrections marked (Note: Work corrected by the teacher may not be submitted as the student’s own work.)

Additional ELA competency portfolio requirements are available at [www.doe.mass.edu/mcas/alt/cd-reqs/](http://www.doe.mass.edu/mcas/alt/cd-reqs/).

Please indicate the conceptual category (e.g., Number and Quantity) and cluster or group of clusters documented in the attached work sample.

<table>
<thead>
<tr>
<th>Category</th>
<th>Clusters/Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Quantity</td>
<td>N-RN.A, N-RN.B, N-Q.A</td>
</tr>
<tr>
<td>Functions</td>
<td>F-IF.A, F-IF.B, C, F-LE.A</td>
</tr>
</tbody>
</table>

**ON THE ATTACHED WORK SAMPLE:**

What score did the student receive? (Level of Accuracy = ____ %)

How much work did the student do independently? (Level of Independence = ____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do to complete the attached work sample (i.e., what was the assignment)?
2020 MCAS Competency Portfolio

WORK DESCRIPTION
for “Next-Generation” High School Competency Portfolio in Science and Technology/Engineering

BIOLOGY

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date work was produced:</th>
</tr>
</thead>
</table>

A minimum of eight Biology standards must be documented: 5 required standards, plus 3 at the discretion of the educator. In addition, a minimum of 4 different science practices must be documented throughout the work submitted in the Biology portfolio. Standards are based on the 2016 Science and Technology/Engineering Curriculum Framework.

Evidence submitted in the Biology competency portfolio must include:
- work samples that, taken together, document all aspects of the standard being assessed. Drafts may be included.
- a clear description of each activity and an explanation, analysis of findings, and/or conclusion(s).
- work samples produced as independently as possible by the student, with all corrections clearly marked.
- percent of accuracy for each piece of student work, with all incorrect answers marked.
- percent of independence indicated below, plus a description of the assistance given to the student.
- Work samples may not be corrected by the teacher and submitted as the student’s own work.

Below, please indicate the learning standard documented in the attached work sample. Required standards are boldfaced and underlined.

<table>
<thead>
<tr>
<th>Molecules to Organisms</th>
<th>☐ HS-LS1-1</th>
<th>☐ HS-LS1-2</th>
<th>☐ HS-LS1-3</th>
<th>☐ HS-LS1-4</th>
<th>☐ HS-LS1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ HS-LS1-6</td>
<td>☐ HS-LS1-7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecosystems</td>
<td>☐ HS-LS2-1</td>
<td>☐ HS-LS2-2</td>
<td>☐ HS-LS2-4</td>
<td>☐ HS-LS2-5</td>
<td>☐ HS-LS2-6</td>
</tr>
<tr>
<td></td>
<td>☐ HS-LS2-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heredity</td>
<td>☐ HS-LS3-1</td>
<td>☐ HS-LS3-2</td>
<td>☐ HS-LS3-3</td>
<td>☐ HS-LS3-4</td>
<td></td>
</tr>
<tr>
<td>Biological Evolution</td>
<td>☐ HS-LS4-1</td>
<td>☐ HS-LS4-2</td>
<td>☐ HS-LS4-4</td>
<td>☐ HS-LS4-5</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the science practice(s), if any, documented in the attached work sample.

| ☐ 1. Asking questions and defining problems | ☐ 5. Using mathematics and computational thinking |
| ☐ 2. Developing and using models | ☐ 6. Constructing explanations and designing solutions |
| ☐ 3. Planning and carrying out investigations | ☐ 7. Engaging in argument from evidence |
| ☐ 4. Analyzing and interpreting data | ☐ 8. Obtaining, evaluating, and communicating information |

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = ________ %)

How much was done independently by the student? (Level of Independence = ________ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do to complete the attached work sample (i.e., what was the assignment)?
2020 MCAS Competency Portfolio

WORK DESCRIPTION

for “Next-Generation” High School Competency Portfolio in
Science and Technology/Engineering

INTRODUCTORY PHYSICS

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student’s Name: ___________________________ Date work was produced: ___________________________

A minimum of seven Introductory Physics standards must be documented: 5 required standards, plus 2 at the
discretion of the educator. In addition, a minimum of 4 different science practices must be documented
throughout the work submitted in the Introductory Physics portfolio. Standards are based on the 2016 Science and
Technology/Engineering Curriculum Framework.

Evidence submitted in the Introductory Physics competency portfolio must include:
- work samples that, taken together, document all aspects of the standard being assessed. Drafts may be
  included.
- a clear description of each activity and an explanation, analysis of findings, and/or conclusion(s).
- work samples produced as independently as possible by the student, with all corrections clearly marked.
- percent of accuracy for each piece of student work, with all incorrect answers marked.
- percent of independence indicated below, plus a description of the assistance given to the student.
- Work samples may not be corrected by the teacher and submitted as the student’s own work.

Below, please indicate the learning standard documented in the attached work sample. Required standards
are boldfaced and underlined.

<table>
<thead>
<tr>
<th>Matter and Its Interactions</th>
<th>☐ HS-PS1-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion and Stability: Forces and Interactions</td>
<td>☐ HS-PS2-1 ☐ HS-PS2-2 ☐ HS-PS2-3 ☐ HS-PS2-4</td>
</tr>
<tr>
<td>☐ HS-PS2-5 ☐ HS-PS2-9 ☐ HS-PS2-10</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>☐ HS-PS3-1 ☐ HS-PS3-2 ☐ HS-PS3-3 ☐ HS-PS3-4a ☐ HS-PS3-5</td>
</tr>
<tr>
<td>Waves and Their Applications in Technologies for Information Transfer</td>
<td>☐ HS-PS4-1 ☐ HS-PS4-3 ☐ HS-PS4-5</td>
</tr>
</tbody>
</table>

Please indicate the science practice(s), if any, documented in the attached work sample.
☐ 1. Asking questions and defining problems ☐ 5. Using mathematics and computational thinking
☐ 2. Developing and using models ☐ 6. Constructing explanations and designing solutions
☐ 3. Planning and carrying out investigations ☐ 7. Engaging in argument from evidence
☐ 4. Analyzing and interpreting data ☐ 8. Obtaining, evaluating, and communicating information

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = __________ %)

How much was done independently by the student? (Level of Independence = __________ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do to complete the attached piece (i.e., what was the assignment)?
2020 MCAS Competency Portfolio

WORK DESCRIPTION
for “Legacy” High School Competency Portfolio in
Science and Technology/Engineering

CHEMISTRY

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student’s Name: ___________________________ Date work was produced: _______________________

A minimum of ten Chemistry standards must be documented in all, with each topic in this discipline addressed at least once in the portfolio. Standards are based on the 2006 Science and Technology/Engineering Curriculum Framework.

Each work sample must include:
- a clear description of the activity, a summary of the student’s observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below.
- Work may not be corrected by the teacher and submitted as the student’s own work.

Please indicate the topic(s) and learning standard(s) documented in the attached work sample.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properties of Matter</td>
<td>1.1</td>
</tr>
<tr>
<td>Atomic Structure and Nuclear Chemistry</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>Periodicity</td>
<td>3.1, 3.2</td>
</tr>
<tr>
<td>Chemical Bonding</td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td>Chemical Reactions and Stoichiometry</td>
<td>5.1, 5.2</td>
</tr>
<tr>
<td>States of Matter, Kinetic Molecular Theory, and Thermochemistry</td>
<td>6.1, 6.2</td>
</tr>
<tr>
<td>Solutions, Rates of Reaction, and Equilibrium</td>
<td>7.1, 7.2</td>
</tr>
<tr>
<td>Acids and Bases and Oxidation-Reduction Reactions</td>
<td>8.1, 8.2</td>
</tr>
</tbody>
</table>

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _______ %)

How much was done independently by the student? (Level of Independence = _______ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?
2020 MCAS Competency Portfolio

WORK DESCRIPTION

for “Legacy” High School Competency Portfolio in
Science and Technology/Engineering

TECHNOLOGY/ENGINEERING

(Attach one WORK DESCRIPTION to each work sample in the portfolio.)

Student’s Name: ___________________________ Date work was produced: ___________________________

A minimum of ten Technology/Engineering standards must be documented in all, with each topic in this discipline addressed at least once in the portfolio. Standards are based on the 2006 Science and Technology/Engineering Curriculum Framework.

Be sure to include:

• a clear description of the activity, a summary of the student’s observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
• a score (% accurate) for each piece of student work with all incorrect answers marked.
• work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below.
• Work may not be corrected by the teacher and submitted as the student’s own work.

Please indicate the topic(s) and learning standard(s) documented in the attached work sample.

| Topic                                | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 4.1 | 4.2 | 4.3 | 4.4 | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 7.1 | 7.2 | 7.3 |
|--------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Engineering Design                   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Construction Technologies            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Energy and Power Technologies—Fluid Systems |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Energy and Power Technologies—Thermal Systems |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Energy and Power Technologies—Electrical Systems |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Communication Technologies           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Manufacturing Technologies           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = ________ %)

How much was done independently by the student? (Level of Independence = ________ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?
Examples of Completed Forms
LINE GRAPH (Instructional data summarizing the student's performance on each date.)

Complete all information below. At least eight (8) different dates are required.

Student Name: Sample Student
Content Area/Strand: English Language Arts/Language

Measurable Outcome: Student will identify words/pictures/symbols that have the opposite meaning as a given word (antonym) with 80% accuracy and 80% independence.

Learning Standard: L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Accuracy: 80%
Independence: 80%

Date (m/d/y)

0/10/19
0/17/19
10/18/19
10/22/19
10/23/19
10/25/19
10/26/19
11/1/19
11/2/19

Brief Description (What was student asked to do and how did he/she do it?)

- Identified words that have the opposite meaning as a given word by completing a worksheet where he had to cut out text/pictures and match to antonym.
- Worked 1:1 with the teacher to identify words that have the opposite meaning as a given word by matching word/picture cards to antonym cards.
- Worked 1:1 with staff on a file folder to identify words that have opposite meanings as a given word by doing a worksheet where he drew a line connecting pictures/text with opposite meanings.
- Identified words that have the opposite meaning as a given word by matching puzzle pieces together that have antonyms on each puzzle piece.
- Identified words that have the opposite meaning as a given word by doing a file folder matching pictures/text with antonym meanings.
- Identified words that have the opposite meaning as a given word by doing a worksheet in a group lesson where he had to stick a picture/text to an antonym picture/text on the front board.
- Identified pictures/words that have the opposite meanings as a given picture/word by doing a file folder activity where he had to match antonym pictures.
- Identified words that have the opposite meaning as a given word in a lesson where he had to stick a picture/text to an antonym picture/text on the front board.

Percentage

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
DATA METHOD 2: BAR GRAPH (Instructional data summarizing the student's performance on each date)

Complete all information below. At least eight (8) different dates are required.

**Student Name:** Amy Farrah Fowler
**Content Area/Strand:** English Language Arts/English Language Arts - Language

**Measurable Outcome:**
Amy will show/express the meaning of common idioms with 80% accuracy and 100% independence.

<table>
<thead>
<tr>
<th>Date (m/d/y)</th>
<th>A</th>
<th>I</th>
<th>A</th>
<th>I</th>
<th>A</th>
<th>I</th>
<th>A</th>
<th>I</th>
<th>A</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11/19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
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<td>100</td>
<td>50</td>
<td>100</td>
<td>75</td>
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<td></td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>75</td>
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<td>9/20/19</td>
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<td>75</td>
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<td>10/3/19</td>
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<td>75</td>
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<td>75</td>
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<td>75</td>
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<td>75</td>
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<td>10/11/19</td>
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<td>100</td>
<td>75</td>
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<td>11/1/19</td>
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<td>75</td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>75</td>
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<td>11/5/19</td>
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<td>100</td>
<td>75</td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>75</td>
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<tr>
<td>11/14/19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>75</td>
</tr>
</tbody>
</table>

**Brief Description**
(What was the student asked to do and how did he/she do it?)
- Baseline: Student was given 10 idioms and asked to express their meaning either aloud or by drawing.
- Student was given 5 idioms after reading Amelia Bedelia book. She was asked to express the meaning of the idioms on a worksheet.
- Student was given 10 silly sayings and 10 idioms. She was asked to express the meaning of the idioms by matching the silly sayings to the idioms.
- Student was given 10 silly sayings and 10 idioms and was asked to express the meaning of the idioms by matching the silly sayings to the idioms.
- Played a game about idioms with peers. Data is on indicaco of expressing meanings on her turn only. 8 opportunities were given.
- During partner work, each student was given idioms and asked to express the silly and real meaning in pictures, drawings, and words on a template, individual data taken.
- After being read the idiom, student would express the meaning on the whiteboard. Small group activity, individual acd/cd taken by paraprofessional.
- Student went through 12 flashcards that had idioms written on them. She had to express their meaning out loud.
- Student was given a quiz on idioms. She had to match the "silly statement" with the actual meaning of the idioms by drawing a line between two columns (10 idioms).

**Learning Standard:** L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
### DATA METHOD 1: FIELD DATA CHART

**Student Name:**
**Content Area/Strand:** English Language Arts - Language

**Learning Standard:** L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**Measurable Outcome:** The student will attend visually, aurally, or tactually to materials related to vocabulary acquisition within 15 seconds with 80% accuracy and 60% independence.

---

**Date (mo/day/yr):**
- 10/17/2019
- 11/12/2019
- 11/19/2019
- 11/22/2019
- 12/13/2019
- 1/9/2020
- 1/23/2020
- 2/27/2020
- 3/6/2020
- 3/16/2020

**Accuracy and Independence:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>+ / P</td>
<td>+ / P</td>
<td>+ / I</td>
<td>- / P</td>
<td>- / P</td>
<td>- / P</td>
<td>+ / P</td>
<td>- / P</td>
<td>+ / P</td>
<td>- / P</td>
</tr>
<tr>
<td>Independence</td>
<td>- / P</td>
<td>- / P</td>
<td>+ / I</td>
<td>- / P</td>
<td>+ / P</td>
<td>+ / P</td>
<td>- / P</td>
<td>+ / I</td>
<td>- / P</td>
<td>+ / P</td>
</tr>
</tbody>
</table>

**% Accuracy: SUMMARY for this date**
- 50
- 60
- 70
- 20
- 50
- 50
- 75
- 90
- 90
- 60

**% Independence: SUMMARY for this date**
- 38
- 30
- 50
- 20
- 0
- 38
- 50
- 40
- 60
- 50

**Brief Description (What was student asked to do and how did he/she do it?):**
- During a literacy group, was read chapter 8 (Margalo) in Stuart Little. A story box of objects was used to represent vocabulary from the text.
- During a literacy group, was read chapter 10 (Springtime) in Stuart Little. A story box of objects was used to represent vocabulary from the text.
- During a literacy group, was read chapter 11 (The Automobile) in Stuart Little. A story box of objects was used to represent vocabulary from the text.
- During a literacy group, was read chapter 13 (Ames’ Crossing) in Stuart Little. A story box of objects was used to represent vocabulary from the text.
- During a literacy group, was read chapter 15 (Heading North) in Stuart Little. A story box of objects was used to represent vocabulary from the text.
- During literacy group, was read a poem about snow. During the reading, a story box of objects was used to represent vocabulary from the text.
- During morning meeting the class discussed the topics of attendance, the calendar (month and day of the week), and the weather. Tactile objects and images were used to represent vocabulary from the text.
- During literacy group, was read chapter 2 (The Shadow) in Peter Pan. A story box of objects was used to represent vocabulary from the text.
- During a literacy group, was read chapter 3 (Come Away, Come Away) in Peter Pan. A story box of objects was used to represent vocabulary from the text.

Data was taken on whether the student attended within 15 seconds of being shown the object.
Example of a Teacher-Scribed Work Sample
(Additional examples are available at www.mcas-alt.org/materials)

**Grade Level:** 7th Grade  
**Content Area (Subject):** Math  
**Strand:** Ratios and Proportional Relationships  
**Learning Standards:** 7.RP.A.2 Recognize and represent proportional relationships between quantities.  
**Measureable Outcome:** Will turn on technology used to demonstrate ratios and proportional relationships by pressing an access switch to turn the page of a teacher made story on the computer about ratios and proportions with 80% accuracy and 100% independence. Will turn on the technology within 15 seconds of a directive.

**Brief Description:** During a math work session, turned on technology by pressing an access switch to turn the page of a teacher made book on the computer within 15 seconds of a directive. The book taught about ratios and proportional relationships by showing her a series of farm animals using the phrase “for every” to talk about how many of each appendage each animal had. (ex: for every cow there are 4 legs)

<table>
<thead>
<tr>
<th>Trial Number</th>
<th>Page Number</th>
<th>Did she turn on technology by pressing her switch to activate the reading?</th>
<th>Latency In seconds</th>
<th>What was the ratio on the page?</th>
<th>+/-</th>
<th>I/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every pig there is one tail</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>4 seconds</td>
<td>For every pig there is one tail</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Yes</td>
<td>14 seconds</td>
<td>For every sheep there are 2 ears</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every cow there are 4 legs</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>No</td>
<td>15+ seconds</td>
<td>For every cow there are 4 legs</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Yes</td>
<td>10 seconds</td>
<td>For every cow there are 4 legs</td>
<td>+</td>
<td>P</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>Yes</td>
<td>3 seconds</td>
<td>For every duck there is 1 beak</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>Yes</td>
<td>1 second</td>
<td>For every goat there are 2 horns</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>Yes</td>
<td>11 seconds</td>
<td>For every horse there are 4 legs</td>
<td>+</td>
<td>I</td>
</tr>
<tr>
<td>10</td>
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</table>

**Accuracy:** 67%  
**Independence:** 89%

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**Massachusetts Comprehensive Assessment System**

2020 Educator’s Manual for MCAS-Alt
Blank Forms for the MCAS-Alt
2020 MCAS-Alt

PORTFOLIO COVER SHEET
(This page must appear as the first page of the portfolio.)

1) Student’s Name: _____________________________________________________________

2) State-Assigned Student Identifier (SASID): 10 __________

3) Student’s grade as reported in the Student Information Management System (SIMS): ________

4) School, Educational Collaborative, or Program attended by the student:

____________________________________________________________________________

5) District-School Code:

District: ____________________ School: ____________________ (See http://profiles.doe.mass.edu)

6) Address of School or Program: __________________________________________________

7) Student’s sending district, if program is outside the district in which the student lives:

____________________________________________________________________________

8) Contact Information:

   Teacher’s Name: ____________________

   School telephone and email: ____________________

9) Content area(s) included in this portfolio (check all that apply):

   ☐ English Language Arts  ☐ Mathematics  ☐ Science and Technology/Engineering

10) Will this student take a standard MCAS test in any content area in spring 2020?
    If yes, in which content area(s)?

   ☐ English Language Arts  ☐ Mathematics  ☐ Science and Technology/Engineering
2020 MCAS-Alt

STRAND COVER SHEET

(A completed Strand Cover Sheet must be included at the beginning of each strand being submitted.)

1) Student’s Name: ____________________________________________________________

2) Student’s grade as reported in the Student Information Management System (SIMS): ______

3) a. Content Area (Subject): ________________________________________________

   b. Strand: ________________________________________________________________

   c. Learning Standard: ____________________________________________________
      (List the standard number for the grade in which the student was reported in SIMS)

4) Level of complexity: Student addressed the learning standard in this strand…

   ☐ through an “access skill” practiced during academic instruction
   ☐ through an “entry point” (Resource Guide, Page____) (For a student working at
   “grade-level,” use the Work Description for Grade-Level or Competency
   Portfolios, instead of this form)

   (Resource Guide, Page____)

5) Measurable outcome: Select a challenging skill from the Resource Guide that the student is expected to learn as a result of instruction at the appropriate level of complexity, and the percent of accuracy and independence required for mastery. (for example, “student will summarize key events in a literary text with 80% accuracy and 100% independence”).

   The student will…

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill, including augmentative or alternative communication (AAC) system, if used:

   ________________________________________________________________
   ________________________________________________________________

Primary Evidence Checklist

(Check boxes if product is included and labeled) Name Date Accuracy Independence

Required Evidence:

1. MCAS-Alt Skills Survey in this strand ☐ ☐ ☐ ☐

2. Data chart showing measurable outcome listed above ☐ ☐ ☐ ☐

3. Evidence #1 based on same measurable outcome: ☐ ☐ ☐ ☐

4. Evidence #2 based on same measurable outcome: ☐ ☐ ☐ ☐
2020 MCAS-Alt
Science and Technology/Engineering (STE)
STE STRAND COVER SHEET

(A completed STE Strand Cover Sheet must be included at the beginning of each STE discipline)

1) Student’s Name ______________________________________________________________
2) Student’s grade, as reported in the Student Information Management System (SIMS) ______
3) STE Discipline: ______________________________________________________________
4) Core Idea: __________________________________________________________________

Below, list each STE Summary Sheet included in the portfolio (six are required):

<table>
<thead>
<tr>
<th>Practice # (1–8)</th>
<th>Evidence Attached (Y/N)</th>
<th>STE Summary Sheet Description</th>
<th>Self-Evaluation (Y/N)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

I have completed the MCAS-Alt Skills Survey in STE, using (check one):

_____ Forms and Graphs Online
_____ Paper-based format

I understand that I must print out and include one copy of the completed skills survey in the portfolio.
2020 MCAS-Alt

Parent, Guardian, or Primary Care Provider
VERIFICATION FORM

Student’s Name: ________________________________________________

School: _______________________________________________________

Please check below:

_____ I HAVE BEEN GIVEN AN OPPORTUNITY TO REVIEW THE CONTENTS OF MY
CHILD’S PORTFOLIO.

__________________________________________ Date: _____________________

Signature of Parent, Guardian, Primary Care Provider, or Student (if over 18 years of age)

_____ PARENT OR GUARDIAN DID NOT VIEW THE PORTFOLIO, BUT WAS
INVITED TO DO SO ON THE DATES LISTED IN THE SPACE BELOW.

_______________________________________________________________________________

OPTIONAL: Comments may be provided by the parent, guardian, or primary care provider regarding
the child’s MCAS-Alt portfolio (continue on reverse side if necessary):

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Please encourage parents to contact the Department of Elementary and Secondary Education directly
with comments/questions at mcas@doe.mass.edu.

This form must be included in the student’s MCAS-Alt portfolio.
2020 Evaluación MCAS Alterna

Padre, Guardián, o Proveedor de Cuidado Principal
FORMA DE VERIFICACIÓN

Nombre del Estudiante: __________________________________________

Escuela: ___________________________________________________________________________

Marque abajo:

_____ YO HE TENIDO LA OPORTUNIDAD DE REPASAR EL CONTENIDO DEL PORTAFOLIO
DE MI HIJO/A.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Firma del Padre, Guardián, or Proveedor de Cuidado Principal, or estudiantes de 18 años, y fecha

_____ EL PADRE O GUARDIÁN NO REVISÓ EL PORTAFOLIO, PERO FUÉ INVITADO A
HACERLO EN LAS FECHAS INDICADAS ABAJO.

OPCIONAL: Comentarios del padre, guardián, or proveedor principal sobre el portafolio de MCAS
(continuar en el otro lado si es necesario):

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Anime a los padres a ponerse en contacto con el Departamento de Educación Elemental y Secundaria
directamente con comentarios o preguntas de MCAS a mcas@doe.mass.edu.

Este formulario debe ser incluido en el portafolio del estudiante.
**CONSENT FORM**

to Photograph and Audio/Videotape a Student

*(Please keep on file at school)*

*To Teachers:*

Please share the attached *Consent Form* with the parent(s) or guardian of a student participating in the MCAS-Alt for whom photographs, videotape, or audiotape will be submitted. Informed consent by the parent/guardian is required for this specific use. If consent is not obtained, electronic images and recordings of the student may not be created or submitted in the portfolio.

Please keep a signed copy of this *Consent Form* in the student’s file. It is not necessary to include this form in the portfolio.

Consent is necessary only for the creation of electronic images or recordings of the student. The signed IEP signifies consent by the parent to have the student participate in the MCAS-Alt.
To Parents or Guardians:

State and federal laws require all students in Massachusetts to participate in the Massachusetts Comprehensive Assessment System (MCAS), the state’s student assessment program. Massachusetts gives MCAS tests in three subjects: English Language Arts, Mathematics, and Science and Technology/Engineering. A student’s IEP team determines whether a student with a disability should take standard MCAS tests, either with or without test accommodations, or whether the student requires an alternate assessment. The MCAS-Alt provides a method for assessing the academic performance of students with significant cognitive disabilities who are unable to take standard MCAS tests, even with accommodations.

Description of the MCAS-Alt: During the school year, your child’s teacher will collect educational information documenting your child’s achievements. The teacher will compile this information in a portfolio and send it to the Department of Elementary and Secondary Education where it will be reviewed and scored by qualified scorers. Portfolios are scored in April and May and will be returned to your child’s school in the fall. Your child’s portfolio must remain in his or her file at the school until he or she no longer attends the school.

Components of the MCAS-Alt: Your child’s MCAS-Alt portfolio will include some or all of the following:

- Samples of student work: a collection of your child’s best classroom work demonstrating his or her performance at different times during the year
- Photographs, videotape, or audiotape: documentation of your child participating in classroom activities and assignments through video or audio recordings, or photography.
- Performance tasks: a record of your child’s participation in tasks and classroom activities related to the Massachusetts curriculum frameworks, such as listening, communicating, and using objects and materials appropriately.
- Your child’s weekly school schedule: a schedule of the academic courses taken by the student.
- Other documentation: your child’s introduction to the portfolio, and a verification letter signed by parents stating that they have reviewed their child’s portfolio or were invited to do so.

Submission of the Portfolio: In late March, your child’s teacher will submit your child’s portfolio to the Department of Elementary and Secondary Education to be scored. In all, no more than 20 people outside your child’s school will view this material, including staff from the Department of Elementary and Secondary Education, the state’s test contractor, and professional scorers under formal agreement with the Department trained for the purpose of scoring alternate assessments.

Confidentiality of Your Child’s Student Records: The information submitted as part of the MCAS-Alt constitutes student record material that is confidential under state and federal law. The people who review and score the information will be instructed regarding the confidentiality of the material. Your child’s name and other identifying information will not be released to third persons other than those with
whom the Department has contracted for purposes of implementing the MCAS-Alt. Portfolios are returned to your school and must be kept on file as part of your child’s temporary record.

Revocation of Consent: You may revoke your consent to allow your child to be recorded, photographed, or video-taped for purposes of the MCAS-Alt at any time and for any reason. However, your child will still be required to participate in the MCAS-Alt.

Obtaining More Information about the MCAS-Alt: If you have any questions about the MCAS-Alt or your child's participation, please contact the Massachusetts Department of Elementary and Secondary Education at 781-338-3625 or by email at mcas@doe.mass.edu.

This Consent Form must be signed by one or both of the child’s parents or guardians. Consent signifies agreement to your child being recorded on video, audio, or photography for purposes of the MCAS-Alt.

Within thirty days of receiving this form, sign and return it to your child’s teacher or principal.

Statement of Consent:

I have read and understand all of the information in this Consent Form. I knowingly and voluntarily allow my child’s school to release information about my child:

_________________________________________________________________________________
(child’s name)

…who is a student attending:

_________________________________________________________________________________
(name and address of school)

I will allow my child to be photographed, videotaped, or recorded for purposes of the MCAS-Alt and for my child's school to release information about my child that is created and collected pursuant to the terms of this agreement to the Massachusetts Department of Elementary and Secondary Education and Measured Progress for review by trained professionals. I understand that I may withdraw my consent at any time, with no penalty, by contacting my child’s teacher, Measured Progress, or the Massachusetts Department of Elementary and Secondary Education.

Signature of Parent or Guardian: ______________________________________________________

Date: _________________________
FORMA DE PERMISO
Lineas Directivas para Obtener Permiso de los Padres o Guardián
Para poder tomar Videos, Audiograbación o Fotografías del Estudiante

Para los Maestros:
Favor compartir la Forma de Permiso incluida con los padres o guardián de cualquier estudiante que está participando en la Evaluación MCAS Alterna durante el año escolar actual. Se requiere permiso para que un estudiante sea fotografiado o grabado para este propósito. Si no se obtiene permiso, no se podrán crear imágenes electrónicas y grabaciones del estudiante.

Favor notar
No es necesario obtener permiso para que un estudiante participe en la Evaluación MCAS Alterna, solamente para crear imágenes electrónicas o grabaciones del estudiante, y para ciertos componentes de los archivos confidenciales del estudiante.
Para Padres o Guardián:

Como usted sabe, las leyes estatales y federales requieren que todos los estudiantes en Massachusetts participen en la evaluación MCAS (Sistema de Evaluación Comprehensiva de Massachusetts), por sus siglas en inglés), el programa de exámenes para estudiantes del estado. Massachusetts administra exámenes MCAS en tres áreas: Artes de Lenguaje en Inglés, Matemáticas, y Ciencias y Tecnología/Ingeniería. El Equipo del Plan Educativo Individual del estudiante determina si un estudiante con impedimentos debe de tomar el exámen estandarizado MCAS, sea con o sin acomodos, o si el estudiante requiere una evaluación alterna. La Evaluación MCAS Alterna demuestra un medio para examinar el desempeño académico de estudiantes que no pueden participar en exámenes estandarizados MCAS, por causa de su discapacidad, aún con acomodos.

La participación de su hijo/a en la Evaluación MCAS Alterna constituirá cumplimiento del requisito, para que él o ella sea examinado/a a través de MCAS en el área en la cual se ha determinado anteriormente, que su hijo/a requiere una evaluación alterna.

Descripción Corta: La Evaluación MCAS Alterna requiere que durante el año escolar actual, el maestro de su hijo/a, a lleve a cabo ciertas actividades en el salón de clase con su hijo/a y recogerá información que refleje el desempeño educacional de su hijo/a. El maestro de su hijo/a recopilará esta información en un portafolio, y proveerá la información al Departamento de Educación Elemental y Secundaria para ser repasado por un equipo de repaso y personal específico de Medidas de Progreso (Measured Progress), el contratista de evaluaciones alternas del estado. El Equipo que repasa el portafolio incluye profesional anotadores entrenados/as, personal del Departamento y sus agentes contratistas. Los portafolios serán revisados y calificados durante la primavera por calificadores entrenados/as, para asegurar consistencia.

Componentes de la Evaluación MCAS Alterna: La Evaluación MCAS Alterna de su hijo/a consistirá de todos o algunos de los siguientes:

1. Ejemplos de Trabajo del Estudiante: Colección de ejemplos del mejor trabajo de su hijo/a demostrando el nivel en cada área de su hijo/a está trabajando;
2. Fotografías, grabaciones de video o audio: Documentación de la participación de su hijo/a en actividades del salón de clase y asignaciones a través de grabaciones de videos, audios, o fotografías;
3. Trabajos Escolares: La participación de su hijo/a con el maestro en tareas y actividades del salón de clase relacionados al Currículo tales como escuchando, comunicándose y usando objetos y materiales en el salón de clase;
4. Horario Semanal Escolar de su hijo/a: Esto demuestra los cursos académicos que toma su hijo/a.
5. Otra Documentación: Una introducción al portafolio creado por el estudiante; una carta firmada por los padres diciendo que ellos han repasado el portafolio de su hijo/a, o por lo menos fueron

Para Video y Grabación Audio y Fotografía de Estudiantes
invitados a hacerlo; y cualquier carta o cartas de apoyo provistas por los compañeros, empleadores, miembros de la comunidad, etc.

**Sometimiento del Portafolio para Repasar y Calificar:** A principios de abril, el maestro de su hijo/a someterá el portafolio del estudiante al Departamento para ser repasado por calificadores entrenados. En conjunto, no más de 20 personas fuera de la escuela de su hijo/a mirarán este material, todos ellos, sea personal del Departamento de Educación Elemental y Secundaria o personal contratista de exámenes del estado bajo acuerdo formal con el Departamento que están entrenados para el propósito de calificar evaluaciones Alternas.

**Confidencialidad de los Archivos de su Hijo/a/Estudiante:** La información creada y recogida como parte de la Evaluación MCAS Alterna constituye material de archivo del estudiante y es confidencial bajo la ley estatal y federal. Aquellas personas que constituyen el equipo de repaso de portafolio y quienes estarán repasando y evaluando la información con su consentimiento serán informados respecto a la confidencialidad del material. El nombre de su hijo/a y otra información que lo identifica no se dará a terceras personas fuera de las que el Departamento ha contratado para el propósito de creación y implementación de la Evaluación MCAS Alterna. Los portafolios son regresados a su escuela y deben permanecer archivados como parte del record temporero de su hijo/a.

**Revocación del Permiso:** Usted puede revocar su permiso para permitir que su hijo/a sea fotografiado y estar en video o audio para propósitos de la Evaluación MCAS Alterna en cualquier momento y por cualquier razón. Su decisión en hacerlo no afectará la relación entre usted o su hijo/a con la escuela o con el Departamento de Educación Elemental y Secundaria. Sin embargo, seguirá siendo requerido que su hijo/a participe en la Evaluación MCAS Alterna.

**Obteniendo Más Información Acerca de la Evaluación MCAS Alterna:** Si usted tiene alguna pregunta acerca de la Evaluación MCAS Alterna, o la participación de su hijo/a, favor comunicarse sea con el Departamento de Educación Elemental y Secundaria al tel: 781-338-3625 o por correo electrónico a mcas@doe.mass.edu.

Esta forma de permiso debe ser firmada por uno o ambos de los padres o guardianes del niño/a. Permiso significa estar de acuerdo que su hijo/a sea fotografiado o video grabado o audio grabado para propósito de la Evaluación MCAS Alterna.

Dentro de treinta días de recibir la forma, debe de ser firmada y devuelta al maestro del niño/a o Principal. El original debe de ser incluido en el portafolio de la Evaluación MCAS Alterna para someterla al Departamento, con una copia duplicada en el archivo temporal del estudiante.

**Declaración de Permiso:**

Yo hé leído y yo entiendo toda la información en esta Forma de Permiso. Yo conscientemente y voluntariamente autorizo a la escuela de mi hijo/a a dar la información acerca de mi hijo/a: ___________________________ en ____________________________________________.

(Nombre del niño/a)        (Nombre de la escuela y dirección)

a ser fotografiado, estar en video o audio grabado para propósitos de la Evaluación MCAS Alterna y para que la escuela de mi hijo/a dé la información acerca de mi hijo/a que es creada y recogida en términos de este acuerdo al Departamento de Educación Elemental y Secundaria de Massachusetts y Measured Progress para ser repasada por profesionales entrenados. Yo entiendo que puedo retirar mi permiso en cualquier momento, sin ninguna penalidad, comunicándome con el maestro/a de mi hijo/a, Measured Progress o el Departamento de Educación Elemental y Secundaria de Massachusetts.
2020 MCAS-Alt

CONSENT FORM
For Incidental Photographing and Video Recording of a Student
(Please keep on file at the school.)

To Parents or Guardians:
This year, the Department of Elementary and Secondary Education will work with your son or daughter’s school to conduct the MCAS-Alt. Your child’s teacher will be among those who use alternate assessments with a small number of students with significant cognitive disabilities who cannot take the standard MCAS tests, even with test accommodations.

One or more students in your child’s class will participate in the MCAS-Alt during the 2019–2020 school year. During this process, your child’s teacher may find it necessary to use cameras and/or tape recorders to obtain educational information on these students in order to determine how well they perform certain activities. It may be necessary for your child’s teacher to record the voice or image of the participating student when other students are present in the room. Therefore, there may be limited occasions during which your child may appear incidentally in videotapes and/or photographs or during which his/her voice may be recorded on audiotape. Your child will not be identified by name, nor would any student information or other materials be shared with others outside the school or district for this purpose. We request your consent to allow your child to appear in videotapes and photographs in this limited way. Thank you very much.

Student’s Name: ____________________________________________

School Name/School District: ____________________________________________

Teacher’s Name: _________________________________________________

Signature of Parent or Guardian: ____________________________________________

Date: ________________________________
Para los Padres o Guardián:
Este año el Departamento de Educación Elemental y Secundaria una vez más llevará a cabo la Evaluación MCAS Alterna en salones de clase a través del estado. El maestro de su hijo/a estará entre aquellos que usan evaluaciones alternas con un número pequeño de estudiantes con discapacidades significativas que no pueden tomar exámenes MCAS estandarizados, aún con acomodos de exámenes.

Uno o más estudiantes en la clase de su hijo/a participarán en la Evaluación MCAS Alterna durante el año escolar 2019–2020. Durante este proceso, el maestro de su hijo puede encontrar necesario el usar cámaras y grabadoras para obtener información educacional en estos estudiantes, para determinar cómo desempeñan ciertas actividades. Puede ser necesario para el maestro de su hijo/a el grabar la voz o imagen del estudiante, participando y envuelto en actividades de rutina en el salón de clase con otros estudiantes presentes en el salón. Por lo tanto, pueden haber ociasiones limitadas en la cual su hijo/a puede aparecer en grabaciones y/o fotografías, o su voz en grabaciones, aunque solamente incidentalmente. Su hijo/a no será identificado/a por nombre, ni se compartirán los archivos de su hijo/a con otros fuera de la escuela o distrito escolar para este propósito. Nosotros pedimos su permiso en que su hijo/a aparezca en videos y fotografías de esta manera limitada. Muchas gracias.

Nombre del Estudiante: ______________________________________________________________

Nombre de la Escuela/Distrito Escolar: __________________________________________________

Nombre del Maestro: ________________________________________________________________

Firma del Padre/Madre o Guardián: _____________________________________________________

Fecha : ____________________________________________________________________________
APPENDIX C

Work Descriptions, Blank Data Charts, Writing Scoring Rubric, and STE Summary Sheet
2020 MCAS-Alt
WORK SAMPLE DESCRIPTION
(Complete and attach one label to each work sample in the portfolio or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: __________________________
Date (m/d/y): ________________

Subject: □ ELA  □ Math  □ STE
Strand: ______________________________

ACCURACY: %
INDEPENDENCE: %

Learning Standard: __________________________
Measurable Outcome:

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)

Briefly describe what the student was asked to do and how he/she did it:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(Continue on reverse side if necessary.)
ENGLISH LANGUAGE ARTS - WRITING (BASELINE)
WORK SAMPLE DESCRIPTION
(Complete and attach one label to each Writing work sample or write this information directly on each piece.)

NAME: ___________________________ DATE: ___________________________

Independence: ________%  Measurable Outcome: __________________________

Text Type:  □ Narrative     □ Informative/Explanatory   □ Opinion/Argument

Briefly describe what the student was asked to do:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Continue on reverse side if necessary)

2020 MCAS-Alt

ENGLISH LANGUAGE ARTS - WRITING (FINAL)
WORK SAMPLE DESCRIPTION
(Complete and attach one label to each Writing work sample or write this information directly on each piece.)

NAME: ___________________________ DATE: ___________________________

Independence: ________%  Measurable Outcome: __________________________

Text Type:  □ Narrative     □ Informative/Explanatory   □ Opinion/Argument

Briefly describe what the student was asked to do:

________________________________________________________________________
________________________________________________________________________
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(Continue on reverse side if necessary)
## 2020 MCAS-Alt

### Video Description

Complete one form for each submitted video segment. Insert this page in the portfolio.

Videos must be submitted on a standard DVD or flash drive or it will not be scored.

**Name:**

**Content Area:**

**Strand:**

**Description of Each Video Sample in this Strand:**

<table>
<thead>
<tr>
<th>Sample #1 (TITLE):</th>
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<th><strong>Self-Evaluation</strong></th>
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<td>Date (m/d/y):</td>
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<td>(Must be completed by student or scribed at the direction of student; evidence of student choice must be shown)</td>
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<td>Measurable Outcome:</td>
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<td>Briefly describe what the student did and how they did it:</td>
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<td>Accuracy %</td>
<td>Independence %</td>
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<th>Sample #2 (TITLE):</th>
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<th><strong>Self-Evaluation</strong></th>
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### STE SUMMARY SHEET

**Directions:** Complete and submit one summary sheet for each selected entry point or access skill in the core idea (total of 6 summary sheets for each core idea). Document at least three different science practices among the six summary sheets. Select and attach three pieces of primary evidence to its corresponding STE Summary Sheet.

**Student’s Name:** ________________________________________ **Date (m/d/y):** ________

**Grade:** ________ **Discipline (Strand):** ________________________________

**Core Idea:** ________________________________________ **Science Practice (#1–8):** ______

<table>
<thead>
<tr>
<th>Entry Point</th>
<th>Access Skill</th>
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<td>Resource Guide, Page: _____</td>
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<td>Grade Span: ________________</td>
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**Brief Description of Activity** (including materials, instructional approach, and how the student addressed the entry point or access skill):

**Self-Evaluation:**

**SUMMARY for this activity:**

- **Accuracy:** _____ %
- **Independence:** _____ %

**EVIDENCE IS ATTACHED** (Check if YES)

*(NOTE: Evidence must be attached to at least three of the six STE Summary Sheets.)*

If evidence is NOT ATTACHED, complete the section below.

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<tr>
<th>Question/Task/Item</th>
<th>Expected Student Response</th>
<th>Actual Student Response</th>
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*(Continue on additional page, if necessary)*
### SCORING RUBRIC for ELA–Writing

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<td>Writing sample not submitted or unmatched to requirement.</td>
<td>Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry)</td>
<td>Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry);</td>
<td>Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry)</td>
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### Expression of Ideas and Content
- No main idea (informative), point of view (opinion), event sequence (narrative), or focus (poetry); or was unclear or off-topic; or used single word, picture, or symbol to express ideas; or all text provided by teacher
- Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry)
- Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry);
- Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry)

### Knowledge of Conventions
- Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage
- General meaning could be understood, though use of grammar was limited and/or contained errors or run-on sentences; or lacked poetry form (poetry)
- Complete sentences with some errors; grammar was effective; correct noun-verb agreement; some evidence of poetry form (poetry)
- Meaning was clear, with rare or no errors in grammar and overall usage; poetry form used appropriately (poetry)

### Text Structure
- Used single words, pictures, symbols without text; or all text provided by teacher
- Sentence fragments (phrases) or one complete sentence used to express ideas; produced two related lines (poetry)
- At least two complete sentences were used to express ideas; produced up to four related lines (poetry)
- A paragraph of at least three related, well-constructed sentences was used to express ideas; more than four related lines (poetry)

### Use of Vocabulary
- Vocabulary was unrelated to assignment; or all text was provided by teacher
- Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate
- Vocabulary was functional and relevant; used basic common words, with some descriptive language
- Vocabulary was clear and precise; used descriptive language, modifiers, connecting words and/or phrases

### Independence
- Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood
- Student required extensive, almost continuous prompts to complete writing sample (0-25% independent)
- Student required frequent prompts to complete writing assignment (26-50% independent)
- Student required some prompts to complete writing assignment (51-75% independent)
- Student required no, or very few, prompts to complete writing assignment (76-100% independent)
DATA METHOD: 1

LINE GRAPH  (Instructional data summarizing the student’s performance on each date)

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student’s Name:
Content Area/Strand: ___________________________ Learning Standard: ___________________________
Measurable Outcome: ________________________________________________________________

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Date (m/d/y)

Brief Description (What was the student asked to do and how did he/she do it?)
DATA METHOD 2: BAR GRAPH  (Instructional data summarizing the student’s performance on each date)

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

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Content Area/Strand: ____________________________ Learning Standard: ____________________________

Measurable Outcome: ____________________________

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Date (m/d/y)

Brief Description
(What was student asked to do and how did he/she do it?)
DATA METHOD: 3

FIELD DATA CHART *(student performance of a series of tasks, or collection of work samples, related to measurable outcome)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

| Student’s Name: | | Learning Standard: |
|-----------------|-------------------|
| Content Area/Strand: | Measurable Outcome: |

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<th>SUMMARY for this date</th>
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<tbody>
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<td>% Accuracy:</td>
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<td>% Independence:</td>
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Brief Description *(For each data point, what was student asked to do and how did he/she do it?)*
APPENDIX D

Why It’s Important to Include Students with Disabilities in MCAS

Frequently Asked Questions About the MCAS-Alt
Why It’s Important to Include Students with Disabilities in MCAS

Since 1998, students with disabilities in Massachusetts have been included in MCAS for the following reasons:

It’s the law. State and federal laws require the participation of all students in statewide assessments in order to measure their academic performance. The alternate assessment portfolio ensures that students with the most intensive disabilities have an opportunity to “show what they know” and receive instruction at a level that is challenging and attainable based on the Massachusetts curriculum frameworks.

Students who are tested are those who get taught. Students with disabilities have become more “visible” in their schools as a result of taking the MCAS and the MCAS alternate assessment and have a greater chance of being considered when decisions are made to allocate staff and resources to improve their academic achievement.

As a result of participation in MCAS, learning has improved as expectations are raised. Evidence indicates that students with disabilities learn more than expected when they are given opportunities to engage in challenging instruction with the necessary support. Indeed, the performance of students with disabilities on MCAS, and the rate at which these students meet state and local graduation requirements, has steadily increased.

Participation in MCAS helps to determine whether, and how much, students with disabilities are learning. In the past, it was not always possible to determine what had been taught and whether special education had been successful with a student; nor was it possible to compare outcomes among students and across programs, schools, and districts.

Standards-based instruction is for all students. All students are capable of learning at a level that engages and challenges them. One important reason to include students with significant cognitive disabilities in standards-based instruction is to explore their capabilities. While “daily living skills” are critical for these students to function as independently as possible, academic skills are also important. Standards in the Massachusetts curriculum frameworks are defined as “valued outcomes for all students.” Why, then, should separate standards be used with some students, and not others? And who, if anyone, should decide which students should receive instruction based on academic standards and which should not?

State graduation requirements apply to all students, even those taking MCAS alternate assessments. All students without exception are required to meet the Competency Determination standard on the ELA, mathematics, and one high school science and technology/engineering assessment in order to be eligible to earn a high school diploma. However, the majority of students who take alternate assessments are those with significant cognitive disabilities and therefore, the number earning a Competency Determination will likely remain low in relation to the number of students who meet the Competency Determination requirement on the standard MCAS tests.

For additional information and participation guidelines, please visit the Department’s MCAS Alternate Assessment website.

For additional information on meeting graduation requirements, please visit the Department’s Massachusetts Graduation Requirements website.
Frequently Asked Questions About the MCAS-Alt
(The Massachusetts Department of Elementary and Secondary Education receives many inquiries like the ones below concerning the MCAS Alternate Assessment (MCAS-Alt).)

Why assess students with disabilities on the alternate assessment?

Rationale: First of all, it’s the law. Students with disabilities must participate in MCAS in order to assess their performance of skills and knowledge of content found in the state’s curriculum frameworks. This means students with disabilities must take MCAS tests, either with or without accommodations, or take an alternate assessment if they cannot take the tests due to the severity of their disabilities.

Another reason for requiring alternate assessments is to measure the academic performance of students with the most significant cognitive disabilities. Before 2001, academic learning was not measured or reported for these students. Since taking alternate assessments, students have become more “visible” in their schools and have a greater chance of being considered when decisions are made to allocate staff and resources.

There is more to the alternate assessment than “passing” the test. The alternate assessment gives honest, accurate, and detailed feedback that can be used to identify challenging goals and instruction for each student. The evidence submitted in a portfolio ensures that students with the most intensive disabilities have an opportunity to “show what they know” and to receive instruction at a level that is challenging and attainable.

Portfolios require some effort. How can teachers manage the portfolio process efficiently?

Rationale: The Massachusetts Department of Elementary and Secondary Education has made school administrators aware of the need to coordinate this process in schools and to meet regularly with teachers who conduct alternate assessments to identify resources for teachers who need assistance. The Department encourages all adults who work with a student to be involved in developing his or her portfolio.

At statewide teacher training sessions held during the fall and winter, the Department emphasizes the need for teachers to begin collecting student work early in the school year and to complete all required forms and cover sheets well in advance of the submission deadline. Teachers report that after the first year of creating student portfolios, they find the process much easier, and they have developed strategies to organize and manage this task more efficiently. They have made the creation of alternate assessment portfolios a part of their daily instruction and have begun to use them to plan instruction, identify educational goals for students, write progress reports, and share information with parents. Thousands of teachers have conducted alternate assessments and are assisting each other in the process. Teachers find that portfolios help them document their students’ performance in order to focus their time and attention where it is most needed.

We encourage teachers to request assistance from the Department if they need it. Experts are available to help teachers who are new to the process.

How do we know that portfolios truly reflect what students have learned?

Rationale: If teachers follow instructions outlined in the most current version of the Educator’s Manual for MCAS-Alt, they can be assured the portfolio will receive the score it deserves based on the evidence submitted. Teachers should become familiar with the scoring rubric in the Educator’s Manual to make certain the portfolio samples and data charts address each rubric category. Each year, written feedback is provided directly to the teachers who created each portfolio. This feedback is intended to assist teachers to improve the portfolios the following year.
**Why teach and assess the same standards for students with significant cognitive disabilities?**

_Rationale:_ One reason to include students with significant cognitive disabilities in standards-based instruction is to more fully explore and expand their capabilities. Performance expectations for these students have traditionally been quite low, and data on their current levels of achievement are needed before determining which knowledge and skills to teach next. _Standards_ are defined as “valued outcomes for all students.” Therefore, why would separate standards be identified for some students, and not others? And who, if anyone, should decide which students should receive standards-based instruction and which students should not?

All students are capable of learning at a level that engages and challenges them. Teachers who have incorporated standards into their instruction cite unanticipated gains in students’ performance and understanding. Teachers have moreover become excited about new teaching possibilities as they use the curriculum resources provided by the Department of Elementary and Secondary Education to improve and enhance their instructional practices.

An additional advantage to using this approach is that some social, communication, motor, self-help, and other daily living skills can be addressed during activities in which standards are taught, as outlined in the Department’s publication _The Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities_. The _Resource Guide_ is available online.

**Why is the graduation rate low for students taking the alternate assessment?**

_Rationale:_ All students without exception are required to meet the Competency Determination standard by earning a minimum score of _Proficient_ on English Language Arts and Mathematics MCAS tests (_or Needs Improvement_, plus fulfilling the requirements of an Educational Proficiency Plan); and a minimum score of _Needs Improvement_ on a high school Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score equivalent to that of a student who met the CD requirement on the required high school tests. Massachusetts allows students with disabilities who take alternate assessments to meet the graduation requirement by submitting a “competency portfolio” that demonstrates a level of performance equivalent to a student who has achieved a passing score on the MCAS tests.

Since 2001, about 1,500 students have scored sufficiently well to meet the state’s graduation requirement in at least one subject. These students would not have earned a CD without this option. As students gain greater access to academic instruction and teachers become more proficient at documenting their students’ performance, this number may increase in the future. However, the alternate assessment is intended for students with significant cognitive disabilities, the number achieving a Competency Determination will likely remain low in comparison to the number of students who meet the CD requirement by taking standard MCAS tests.

For additional information, updates, materials, and participation guidelines, please visit the Department’s _MCAS Alternate Assessment_ website.

For additional information on Graduation Requirements, please visit the Department’s _Graduation Requirements_ website.