Administrators Overview:
Next-Generation MCAS, MCAS-Alt, and Students with Disabilities

Fall 2019

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and
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Accommodations and Competency Portfolio Coordinator
MCAS Overview, including Graduation Requirements
Accessibility and Accommodations
MCAS-Alt Overview
MCAS-Alt Statewide Results
Who Should Take the MCAS-Alt?
Grade-level and Competency Portfolios
Supporting Teachers Who Conduct MCAS-Alt
Information, Resources, and Contacts
MCAS Overview
MCAS Participation Requirements

• All publicly-funded students must participate in the MCAS assessments required for their grade. Districts should ensure that:
  o in- and out-of district students are assessed
  o ELs and students with disabilities are assessed
  o students’ grades are reported accurately in SIMS, especially those placed out-of-district.

• Participation in MCAS ensures that all students
  o receive instruction based on the MA Curriculum Frameworks
  o are included in statewide reporting and accountability
  o receive district resources, as needed, to achieve standards
IEP teams determine annually how students with disabilities will participate in MCAS in each subject.

- Options include:
  - computer-based MCAS testing
  - MCAS with accommodations, including paper-based testing
  - MCAS-Alt
  - Grade-level/Competency portfolios

- IEPs and 504 plans must list all assessment decisions, including accommodations and alternate assessments.

- **Reminder:** Assessments beyond grade 10 are optional, but team should determine whether student is expected to graduate.
  - If so, student should continue to take MCAS retests, or submit an MCAS appeal or competency portfolio.
New MCAS Score Scale, Achievement Levels, and Accountability

• “Next-Generation” MCAS Test Scale: 440 to 560 (previously 200-280)

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Score Range</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

• New “cut scores” on “next-generation” ELA and Math MCAS (above)

• School accountability determinations have changed.
  o No more CPI scale (0-100 points)
  o Instead, average scaled MCAS scores are determined for each school (plus other measures like absentee rate, student growth, graduation rate)
  o Equivalent MCAS score is assigned for MCAS-Alt: Incomplete (455), Awareness (470), Emerging (485), Progressing (500)
Massachusetts Graduation Requirements

• “All students who are attempting to earn a Massachusetts public high school diploma, including publicly funded students in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements.”

--- Massachusetts Education Reform Law of 1993, G.L. c. 69, § 1D

For the classes of 2021 and 2022:

• Students must earn a “next-generation” test score equivalent to a score of 240 on the grade 10 MCAS ELA and Mathematics tests (and a “legacy” 220 on STE), OR:
  o earn “next-gen” score equivalent to 220–238 (or equivalent of Needs Improvement on a competency portfolio), and
  o fulfill the requirements of an Educational Proficiency Plan (EPP).
Reporting MCAS Results Using a New Test Scale and Achievement Levels

• “Next-Generation” MCAS Test Scale:

<table>
<thead>
<tr>
<th>Level</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
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<td>500-529</td>
</tr>
<tr>
<td>Exceeding Expectations (E)</td>
<td>530-560</td>
</tr>
</tbody>
</table>

• An interim grade 10 passing standard for classes of 2021 and 2022 was established in Summer 2019 as a “similar level of achievement to the required standard on legacy tests.”

  o “Next-gen” **ELA** (455) and **Math** (469) equivalent to “legacy” 220 (*Needs Improvement*), plus fulfillment of an EPP.
  o “Next-gen” **ELA** (472) and **Math** (486) are equivalent to “legacy” 240 (*Proficient*).
  o “Next-gen” **ELA** (501) and **Math** (504) are equivalent to “legacy” 260 (*Advanced*).
  o A new graduation standard is possible for class of 2023 and beyond.
Science and Technology/Engineering (STE) Tests and MCAS Retests

- **Grades 5 and 8 STE** tests are based on “next-generation” standards in the 2016 Science Curriculum Framework.

- **High School STE** tests as follows:
  - February 2020 Biology: paper-based “legacy” test
  - June 2020 Biology and Intro Physics
    - Grade 9: computer-based “next-gen” tests
    - Grade 10-12: paper-based “legacy” tests
  - June 2020 Chemistry and Technology/Engineering
    - Grades 9-12: paper-based “legacy” tests

- Only paper-based “**legacy**” retests will be given in ELA and Mathematics in November 2019 and March 2020.
How should students participate in MCAS tests?

• Virtually all students in grades 3–8 and 10 are expected to take computer-based tests.
  - Paper tests are available as an accommodation for students unable to test on a computer due to a disability, if listed in an IEP or 504 plan.

• Provide the following to all students during testing:
  - Untimed test sessions
  - Blank scratch paper (including blank, lined, or graph paper)
  - Assistance, as needed, from a test administrator in using (navigating) the computer-based testing platform
  - Opportunities before testing to take Practice Tests and view the online Tutorial before testing (mcas.pearsonsupport.com/)
Important Team Decisions Prior to Spring 2020 Testing

• Teams should:
  o Review next-gen MCAS participation guidelines and accessibility/accommodations policies at www.doe.mass.edu/mcas/accessibility.
  o Determine whether student will take the test, or meets criteria to take MCAS-Alt.

• **Team decisions needed** for each student with a disability:
  1. Can student take test on computer?
     • List “paper-based test” as an accommodation, if needed.
     • Review Tutorial and take Practice Tests at mcas.pearsonsupport.com.
     • Students may be well-suited for computer-based testing if they need **typed responses, large print, answers written in test booklet, or monitor placement of responses.**
  2. Which computer-based features and accommodations will be needed?
     • For **read-aloud**, can student use **text-to-speech** (TTS) with headphones, or does student require a **human reader**?
Accessibility and Accommodations
New and Notable: Accommodations

• Students with the graphic organizer and/or reference sheet accommodation may only use the Department’s **pre-approved supplemental mathematics reference sheets** or **ELA graphic organizers**, available at: [http://www.doe.mass.edu/mcas/accessibility/organizers/](http://www.doe.mass.edu/mcas/accessibility/organizers/)
  - Familiarize students with these before testing

• Additional **ASL video** tests in high school Biology and Intro Physics

• Transition to **Unified English Braille (UEB)** from English Braille American Edition (EBAE) and Nemeth Code will include high school tests in Spring 2020.
  - All MCAS tests in grades 3–8 are already UEB.
Accessibility Features and Accommodations: Overview

- **Universal Accessibility Features** (UF): Available to all students, either on computer-based tests or as paper-based equivalent (see *Accessibility and Accommodations Manual*, pp. 3–4).
- **Designated Accessibility Features** (DF): Flexible test administration procedures available to any student, at the discretion of principal
  - Includes changes in test setting, group size, seating, scheduling (p. 4)
- **Accommodations** (A): Specific supports available only to students with disabilities and English learners
- **Special Access Accommodations** (SAs): Formerly called *nonstandard accommodations*, these may be provided to students who meet certain guidelines and criteria (see pp. 20–24).
- Narrated **Training Module** available at mcas.pearsonsupport.com.
Accommodated Test Forms

• Accommodated test forms are offered for computer-based MCAS tests, including
  o text-to-speech
  o screen reader for students that are Blind and use NVDA or JAWS, and
  o assistive technology edition for compatible software

• Accommodated test forms are offered for paper-based tests, including
  o Large-print
  o Braille
  o ASL video (gr. 10 mathematics, HS Biology and Introductory Physics)
  o Kurzweil (retests and high school STE tests).
Universal Accessibility Features (UF) for all students

<table>
<thead>
<tr>
<th>Computer</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter</td>
<td>Colored overlays</td>
</tr>
<tr>
<td><strong>Change background/font color</strong></td>
<td>Magnification device</td>
</tr>
<tr>
<td>Screen magnification/Zoom tool</td>
<td>Tracking device/straight edge</td>
</tr>
<tr>
<td><strong>Line reader tool</strong></td>
<td>Masking using blank card</td>
</tr>
<tr>
<td><strong>Answer eliminator</strong></td>
<td>Place marker</td>
</tr>
<tr>
<td>Item flag/bookmark</td>
<td></td>
</tr>
</tbody>
</table>

**Audio aids**

- Human read-aloud (or sign) **selected words** on Math or STE, as requested by student
- Repeat/clarify test directions
- Test admin redirects student’s attention to test
Change background/font color

Each mark on the number line represents one unit. Plot a point on the number line that represents the opposite of -5 units.

Select a place on the number line to plot the point.

Contrast Settings
- Black on White (Default)
- Black on Cream
- Black on Light Blue
- Black on Light Magenta
- White on Black
- Yellow on Blue
- Gray on Green

Continue →
A class of 25 students shares a class set of 100 markers. On a day with 5 students absent, which statement is true?

A. For every 5 students, there is 1 marker.
B. For every 4 students, there is 1 marker.
C. For each student, there are 4 markers.
D. For each student, there are 5 markers.
Answer Eliminator

Select the table with the correct opposite word.

A. Word Opposite
   Break, Join
   Learn, Forget

B. Word Opposite
   Hade, Wear
   Learn, Teach

C. Word Opposite
   Heavy, Soft
   Love, Hate

D. Word Opposite
   Hate, Love
   Front, Back
Designated Accessibility Features (DF) for any student, at principal’s discretion

<table>
<thead>
<tr>
<th>Computer or Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group test administration (up to 10 students)</td>
</tr>
<tr>
<td>Individual (one-to-one) test administration</td>
</tr>
<tr>
<td>Frequent supervised breaks</td>
</tr>
<tr>
<td>Test in separate location</td>
</tr>
<tr>
<td>Seating in a specified area of room, including study carrel</td>
</tr>
<tr>
<td>Adaptive or specialized furniture or lighting</td>
</tr>
<tr>
<td>Noise buffer/noise-cancelling earmuffs/headphones (no music)</td>
</tr>
<tr>
<td>Familiar test administrator</td>
</tr>
<tr>
<td>Student reads test aloud to self</td>
</tr>
<tr>
<td>Specific time of day</td>
</tr>
</tbody>
</table>

“Stop Testing” policy: If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student’s test materials. Student may sit quietly or be excused.
## Accommodations for Students with Disabilities

### Presentation Accommodations

<table>
<thead>
<tr>
<th>Computer-Based</th>
<th>Paper-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper test</strong>, if unable to use computer</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Large print test</td>
</tr>
<tr>
<td>Screen reader for student who is blind</td>
<td>Braille test (UEB in all grades)</td>
</tr>
<tr>
<td><strong>Text-to-speech/Human read-aloud for Math, STE</strong></td>
<td><strong>Human read-aloud for Math, STE</strong></td>
</tr>
</tbody>
</table>

  - Human signer for Math, STE, and test questions only for ELA
  - ASL Video editions of Grade 10 Math, and HS Biology and Intro Physics
  - Test administrator helps student track test items
A class of 25 students shares a class set of 100 markers. On a day with 5 students absent, which statement is true?

- A. For every 5 students, there is 1 marker.
- B. For every 4 students, there is 1 marker.
- C. For each student, there are 4 markers.
- D. For each student, there are 5 markers.
### Accommodations for Students with Disabilities (Continued)

<table>
<thead>
<tr>
<th>Response Accommodations</th>
<th>Computer-Based</th>
<th>Paper-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA graphic organizer or Math/STE reference sheet for grades 3–8 (only those created by ESE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human scribe or external speech-to-text device for Math/STE (Note: 504 plan needed for fractured writing arm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Answers recorded in test booklet</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Typed responses (No transcription necessary)</td>
<td></td>
</tr>
<tr>
<td>Responses recorded (audio or video), then transcribed by student during playback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor placement of test responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille writer, note-taker, or refreshable Braille display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Special Access Accommodations for Students with Disabilities
(formerly called Nonstandard Accommodations)

<table>
<thead>
<tr>
<th>Computer and Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-speech/Human reader for ELA</td>
</tr>
<tr>
<td>Signing the ELA reading passages</td>
</tr>
<tr>
<td>Scribe responses (or speech-to-text device) for ELA</td>
</tr>
<tr>
<td>Calculator or other mathematics tool, device, or manipulatives on non-calculator session of Math</td>
</tr>
<tr>
<td>Spell-checker for ELA (Note: Also available to all students for STE, but not Math)</td>
</tr>
<tr>
<td>Word prediction for ELA</td>
</tr>
</tbody>
</table>
Use Spell Check to check your work during your test. You see a red line underneath *misspelled* words.
## Accommodations Available for All English Learners (ELs)

<table>
<thead>
<tr>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Bilingual Word-to-Word Dictionary or Glossary</td>
</tr>
<tr>
<td><strong>Text-to-speech/human reader</strong> for Math and STE (in English)</td>
</tr>
<tr>
<td><strong>Scribe</strong> for Math and STE</td>
</tr>
<tr>
<td><strong>Grade 10 English/Spanish Mathematics Test or Retest,</strong></td>
</tr>
<tr>
<td><strong>if enrolled fewer than 3 years</strong></td>
</tr>
<tr>
<td><strong>Read aloud/repeat/clarify test directions in student’s native language,</strong></td>
</tr>
<tr>
<td><strong>if native language speaker is available</strong></td>
</tr>
<tr>
<td><strong>“Stop testing” policy</strong></td>
</tr>
</tbody>
</table>
In January:

• ESE will upload student demographic information to school and district DropBoxes, including selected accommodations from previous year’s tests.

• Schools will verify/update this information and:
  o Add students enrolled after October SIMS.
  o Add selected accommodations for grade 3 students.
  o Update selected accommodations, if needed.
  o Import file to Pearson Access Next (PAN)

• Register for spring tests: Schools will select paper- or computer-based tests for each student, and request accommodated forms (large-print, text-to-speech, Braille, etc.)

• ESE training will be offered in fall and winter (webinars, concalls, and face-to-face)
MCAS-Alt Overview
Purposes of Alternate Assessment

• To include students with significant cognitive disabilities in the assessment and accountability systems (It’s the law!)

• To ensure that standards-based skills and content are taught to all students at levels that are meaningful and challenging.

• To determine which knowledge and skills in the current versions of the Curriculum Frameworks students have learned.

• To provide information to schools and parents on the achievement of students with significant disabilities.
"Essence" of standard: Solve mathematical problems involving geometric shapes.

**Access Skills**
- Visually track geometric shapes.

**Entry Points**
- Match similar shapes of different sizes.
- Sort two-dimensional shapes by attribute (e.g., number of sides).
- Calculate the surface area of a cube.
- Calculate the diameter of a circle given its radius.

**Standard**
- High School Standard H.G-GMD.3
  Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
A complete Portfolio Strand includes *at least* the following...

- **MCAS-Alt Skills Survey** completed for each student in required strands
- **Data Chart** documenting performance of the measurable outcome on at least 8 different dates, with brief descriptions of each activity
- **First piece of primary evidence** showing performance of the measurable outcome
- **Second piece of primary evidence** showing performance of the measurable outcome

*PRIMARY EVIDENCE:*
- can include *work samples, videos, or photographs* (or series of photos) clearly showing a final product
- must assess the measurable outcome, and be labeled with name, date, brief description, and percent accuracy and independence.

*Exceptions:* ELA–Writing and Science and Technology/Engineering (STE)
ELA–Writing: Expressive Communication assessed in each MCAS grade

• ELA–Writing portfolio assesses expressive communication by the student.
  o sharing experiences, opinions, ideas, or facts/information
• The annual ELA–Writing requirement encourages students with significant cognitive disabilities to develop and use a primary method of communication
  o Handwriting/word processing/dictating to a scribe
  o Sign language
  o AAC symbol-based communication system
• Portfolio must include 3 writing samples in any text type (no data charts); plus a rubric for each sample, pre-scored by teacher.
  o Argument/opinion
  o Informative/explanatory text
  o Narrative, including Poetry
NEW for 2020: MCAS-Alt Skills Survey

- The skills survey requires pre-testing each student on a range of skills in the required strands/domains.
- Teachers select entry points based on results of skills survey.
- Results of skills survey must be included in the portfolio.
- Skills survey will be included in the portfolio score.
- This process will resolve several lingering challenges:
  - Familiarize teachers with the full range of standards and possible entry points
  - Help select more appropriate entry points (or access skills)
  - Discourage choosing entry points and access skills that are too easy
  - May result in moving some students off the MCAS-Alt to other MCAS formats (e.g., standard test or grade-level/competency portfolios)
  - Assist DESE to meet federal requirements
### Grade 5 Mathematics

#### Number and Operations in Base Ten (NBT)

<table>
<thead>
<tr>
<th>Using objects, manipulatives, technology, or paper-pencil, 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 than not)</th>
<th>E Up to 100% (almost always)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Count by ones to 10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Represent up to 5 objects with numerals, including 0.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. Compose numbers from 1 to 9 to create 10, using objects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Count by tens to 100.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Count forward beginning from a given number up to 100 (e.g., count on from 23).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Identify “ten more” (or “ten less”) than a given two-digit number.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. Add and subtract single-digit numbers.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. Add and subtract two-digit numbers.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9. Round a given amount of money to the nearest dollar (e.g., $2.57 rounds to $3.00).</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Round whole three-digit numbers to the nearest 100.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Multiply a one-digit number by a two-digit number.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Divide a three-digit number by a one-digit number (without remainders).</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Providing in the *Every Student Succeeds Act* (ESSA)

- Assessments based **entirely** on a portfolio design will no longer be permitted, USED says.
  
  “...student assessments for accountability...may [only] be *partially* delivered in the form of portfolios, projects, or extended performance tasks.”
  —Every Student Succeeds Act (ESSA)

- States must **redesign** or **replace** their portfolio assessments.

- Proposed solution: **add a component to the existing MCAS-Alt** that is:
  - Standardized
  - Meaningful
  - Measurable
  - Included in the Score
A complete Portfolio Strand includes at least the following...

- Data Chart
  - documenting performance of the measurable outcome on at least 8 different dates, with brief descriptions of each activity

- First piece of primary evidence*
  - showing performance of the measurable outcome

- Second piece of primary evidence*
  - showing performance of the measurable outcome

* PRIMARY EVIDENCE:
  - can include work samples, videos, or photographs (or series of photos) clearly showing a final product
  - must assess the measurable outcome, and be labeled with name, date, brief description, and percent accuracy and independence.

Exceptions: ELA—Writing and Science and Technology/Engineering (STE)
Student will determine the meaning of common suffixes with 85% accuracy and 85% independence.
“Zero-Prompt Instruction:”
Always Independent, Working on Accuracy

DATA METHOD 2: BAR GRAPH (Instructional data summarizing the student's performance on each date)

Student Name:
Content Area/Strand: English Language Arts/English Language Arts - Language
Learning Standard: L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Accuracy: Independence:

<table>
<thead>
<tr>
<th>Date (m/d/y)</th>
<th>11/9/18</th>
<th>11/13/18</th>
<th>11/14/18</th>
<th>11/16/18</th>
<th>11/19/18</th>
<th>11/29/18</th>
<th>12/12/18</th>
<th>12/19/18</th>
<th>1/3/19</th>
<th>1/15/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>100</td>
<td>A</td>
<td>27</td>
<td>100</td>
<td>A</td>
<td>30</td>
<td>100</td>
<td>A</td>
<td>56</td>
</tr>
<tr>
<td>A</td>
<td>57</td>
<td>100</td>
<td>A</td>
<td>64</td>
<td>100</td>
<td>A</td>
<td>85</td>
<td>100</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

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

- asked to identify words that have the opposite meaning as a given word by choosing the word that is most nearly opposite in meaning to the word in capital letters.
- asked to identify words that have the opposite meaning as a given word by circling the pairs of antonyms in each set, and by writing an antonym for each given word.
- asked to identify words that have the opposite meaning as a given word by writing a word from the antonym, and then by writing a sentence using the antonym.
- asked to identify words that have the opposite meaning as a given word by rewriting the story and replacing each underlined word with an antonym from the list.
"Errorless Teaching:"
Always Accurate, Working on Independence

**DATA METHOD 2: BAR GRAPH** *(Instructional data summarizing the student’s performance on each date)*

- **Student Name:** [Name]
- **Content Area/Strand:** Mathematics/Mathematics - Operations and Algebraic Thinking
- **Learning Standard:** 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
- **Measurable Outcome:** Extend a numerical pattern using a rule for addition and subtraction with 80% accuracy and 80% independence.

### Accuracy: Independence

<table>
<thead>
<tr>
<th>Date (m/d/y)</th>
<th>Accuracy</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/18</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>10/20/18</td>
<td>100</td>
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<td>12/20/18</td>
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</table>

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

- expressively identified the shape pattern using his Go-Talk given visual picture supports of patterns.
- expressively identified the number pattern using his Go-Talk given visual picture supports of patterns and manipulatives with numbers.
- expressively identified the number pattern by circling the ‘next’ pattern sequence and identifying the pattern on his Go-Talk given visual picture supports of patterns.
- expressively identified the shape pattern creating extensions using manipulatives and identifying the pattern on his Go-Talk given visual picture supports.
- expressively identified the shape pattern by matching the pattern name to the pattern given visual picture support of patterns.
- expressively identified the number pattern by pointing to the pattern used on a white board with visual picture supports of patterns.
- expressively identified the number pattern using his Go-Talk during morning circle given visual picture supports of patterns.
Working on **both** Accuracy and Independence

**DATA METHOD 2: BAR GRAPH**

- **Student Name:**
- **Content Area/Strand:** English Language Arts/English Language Arts - Reading Informational Text
- **Measurable Outcome:** will answer simple comprehension questions to demonstrate understanding of an informational text with 70% accuracy and 70% independence.

**Learning Standard:** RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Brief Description**

- Listened to the article “George Washington Carver” (K12reader.com) and was asked to answer simple comprehension questions.
- Listened to the article “Panda Pair” (Scholastic Teaching Resources), and was asked to answer simple comprehension questions.
- Listened to the article “A Bat Mystery” (ReadWorks.org), and was asked to answer simple comprehension questions.
- listened and followed along with the article “Dr. It’s Not Just For Movies” (K12reader.com) and was asked to answer simple comprehension questions in writing.
- Listened and followed along with the article “Herriet Tubman, Abolitionist” (EnchantedLearning.com) was read, and was asked to answer simple comprehension questions.
- Read the article “5 Reasons Why Bald Eagles are the Best” (National Geographic For Kids), and was asked to answer simple comprehension questions.
- Read the article “Abraham Lincoln” (EnchantedLearning.com), and was asked to answer simple comprehension questions.
- Read the article “A Woman Doctor” (Time for Kids), and was asked to answer simple comprehension questions.
What Does This Data Chart Tell You About the Student’s Achievement?

- Student mastered the skill after 2-3 attempts: probably too easy.
- Better to spend time teaching student more challenging skills.
How is a Portfolio Scored?

• Scored based on:
  o Level of Complexity of the skills addressed by student
  o Accuracy and Independence of student responses during the final 1/3 time frame.
  o Self-evaluation, or how frequently the student makes choices and decisions regarding their own learning
  o Generalized Performance, or how many instructional approaches were used to teach the knowledge or skill.

• Scores for Complexity, Accuracy, and Independence are combined for each strand and a subscore given.
How the overall strand score is determined from LOC, DSC, and IND scores

• Based on the “final 1/3 time frame” of the data chart, the scores in LOC, DSC, and IND are combined into a “strand score.”

For LOC=3, this table is used to calculate strand scores.  
(See Educator’s Manual, p. 49)

• Then, all strand scores are averaged to give an overall score in a content area.
A score of 100% accuracy and 100% independence isn’t required to earn a score of *Progressing*!

Scores above 51% accuracy and 51% independence earn a score of *Progressing*.

**The Take-Away:**
- Students can attempt more complex entry points without fear of lowering their score.
- Push students to learn more challenging skills.
- Have students attempt new and different skills each year.
A score of Progressing on MCAS-Alt is not “Passing”

• A score of **Progressing** means the student is making progress:
  o steadily learning new knowledge, skills, and concepts
  o requires minimal prompting and assistance
  o performance is basically accurate
  ...
  ...but is still achieving below grade-level expectations.

• **Progressing** does **not** mean a student has achieved *Needs Improvement* (legacy) or *Partially Meeting Expectations* (next-gen).
  o Included in **Warning/Failing** or **Not Meeting Expectations** level in school/district results

• For **school accountability**, schools still receive disproportionate credit for MCAS-Alt scores.
MCAS-Alt Statewide Results:
How Many Took It? How Did They Do?
• **7,421** MCAS-Alt portfolios were submitted (in one or more subjects) in 2019
  o A decrease of 180 students from 2018
  o 45,204 portfolio strands were scored and reported.

• **4,285** educators participated in 17 face-to-face training sessions last year.

• **241** MCAS-Alt score appeals were submitted last June.
  • 61 were approved (25.3%); 180 were denied (74.7%)
2016-2019 MCAS-Alt: Statewide Results *(All Content Areas - All Grades)*

- **Incomplete**
  - 2016: 7.83%
  - 2017: 9.10%
  - 2018: 10.09%
  - 2019: 9.14%

- **Awareness**
  - 2016: 1.22%
  - 2017: 1.31%
  - 2018: 1.46%

- **Emerging**
  - 2016: 20.46%
  - 2017: 19.12%
  - 2018: 21.03%

- **Progressing**
  - 2016: 70.35%
  - 2017: 70.37%
  - 2018: 67.29%
  - 2019: 66.87%

- **Partially Meeting Expectations/Needs Improvement+**
  - 2016: .14%
  - 2017: .10%
  - 2018: .13%
  - 2019: .19%

 sourced from Massachusetts Department of Elementary and Secondary Education
Who Should Take the MCAS-Alt?
Which Students Should Take MCAS-Alt?

A student with a significant cognitive disability who is....

• Working on learning standards that have been substantially modified due to the severity of the disability, and is

• Receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills, and is

• Unable to demonstrate knowledge and skills on a standardized paper or online test, even with accommodations,

... should take the MCAS-Alt in that subject.

(Teams decide annually in each content area)
Criteria that should not be used to designate a student for the MCAS-Alt

A student should not take MCAS-Alt based solely on whether he/she:

• has previously failed the MCAS test
• has taken an alternate assessment previously (since this is an annual decision)
• has not been provided instruction in the general curriculum
• was absent excessively
• has a specific disability (e.g., all students with intellectual disabilities should not automatically take the MCAS-Alt)
• attends a program where it is expected that students will take the MCAS-Alt
• is an English learner (EL)
• is from a low-income family or is a child in foster care
• requires an alternative augmentative communication system
• will have a positive impact on a school’s accountability rating if he/she takes the MCAS-Alt.
What About the ESSA “1% Cap” on MCAS-Alt Participation?

- Every Student Succeeds Act (ESSA) places a **statewide cap of 1 percent of all tested students** on who can take the MCAS-Alt.
  - MA assessed 1.4% on the MCAS-Alt in 2019 (down from 1.7% in 2016).
  - MA has a **one-year waiver** of the cap based on showing progress lowering the number taking MCAS-Alt and maintaining at least 95% rate taking MCAS.
  - 1% does **not** include students who take Grade-level or Competency portfolios.

- This is an opportunity to **revisit and refine our decision-making** on who takes the MCAS-Alt.
  - Could the student take standard MCAS, especially new **online** tests, with accessibility features and accommodations?
  - Could the student submit a "grade-level" or "competency" portfolio instead?
Which Students Took the 2019 MCAS-Alt by Disability?
Percent of Students in Each Disability Category Taking MCAS-Alt

- Autism, 29%
- Communication, 2%
- Emotional, 1.3%
- Health, 1.1%
- Intellectual, 50%
- Multiple Disabilities, 41%
- Neurological, 9.5%
- Sensory—Deaf/Hard-of-Hearing, 11%
- Sensory—Blind/Visually Impaired, 8%
- Specific Learning Disabilities, 0.5%
Likelihood of a student being designated for the MCAS-Alt

- **How likely are students from a particular subgroup to be designated for MCAS-Alt, compared with students NOT in that subgroup?**
  - English learners are 1.6 times more likely than non-EL students;
  - African-American students are 1.7 times more likely than non-Afr-Amer students.
  - Students who are economically disadvantaged are 2.8 times more likely than students who are not economically disadvantaged.
  - Male students are 2.0 times more likely than female students.

- **Level of Need** (SIMS Data Element #38), based on number of hours of SPED services (Levels 1–4)
  - 86% of students taking MCAS-Alt are Level of Need 4 (High); 12% are Level 3 (Moderate); less than 1% are Levels 1 and 2 (Low).

- Check the patterns in your district.
Follow-up by DESE This Year

- We will examine the 2019 data and follow up with a letter to districts if:
  - Number exceeds 1 percent and has remained stagnant or little progress since 2017
- District will be asked to provide **justification** and **projected number taking MCAS-Alt** in 2019-2020; plus
- Assurance that:
  - District will review criteria for taking the MCAS-Alt, and review district assessment data for outlying numbers
  - Parents receive Notification Letter if child will take MCAS-Alt
  - Active steps taken to reduce the overall number in the district
  - Teams (and other staff, as needed) will be given professional development on these requirements
Questions to Consider for Students Currently Taking the MCAS-Alt

• The test, with or without accommodations, is the default decision.
  - Many more standards are assessed on the test than on MCAS-Alt.
  - Can the student demonstrate at least some knowledge and skills on standard MCAS?
  - Would the test results provide any meaningful information?

• Could the student eventually achieve grade-level standards given appropriate instruction with support? (MCAS-Alt assesses below grade-level expectations.)

• Are IEP teams making defensible decisions (i.e., making the "least dangerous assumption" about each student)?
Resources to Help Meet the ESSA One Percent Cap

Available at [www.doe.mass.edu/mcas/alt/essa/]:

- **Guidance** on which students should take the MCAS-Alt
- **Decision-making tool**
- **Sample Parent Notification Letter** for students taking MCAS-Alt
  - Written notification of parents is now required!
- **Data** on percent taking MCAS-Alt in each district at elementary, middle, and secondary levels
- **Training presentation** for IEP teams on meeting ESSA provisions.
  - Annual district training for teams is required!
Decision-making tool to help IEP teams determine who should take the MCAS-Alt (See Accessibility and Accommodations Manual)

Use this tool at the Team meeting to start the conversation about student assessment.
**REVISIONS to Decision-making Tool**

- Feedback from districts and others: the tool is useful for starting the MCAS conversation during IEP team meetings.
- Team chairs preferred that tool includes MCAS-Alt participation criteria.
  - Helps teams defend their recommendations and why MCAS-Alt was selected.
- Footnotes include this information:
  
  “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.”
Grade-Level and Competency Portfolios
What About Grade-level and Competency Portfolios?

A student with a significant disability can submit a grade-level or competency portfolio if he or she:

- performs classroom work at or near grade-level;
- cannot demonstrate knowledge and skills on the MCAS test in that grade and subject; and
- is attempting to earn an equivalent score to a student who takes the test.

- See Educator’s Manual for MCAS-Alt or visit DESE website (www.doe.mass.edu/mcas/alt/cd-reqs/) for portfolio requirements.
Students who may be well-suited for a “grade-level” or “competency portfolio”

A student with a disability should be considered if he/she produces grade-level work in the classroom, but has, for example:

- a significant emotional, behavioral, or other disability and is unable to maintain concentration to participate in standard testing, even with accommodations;
- a significant health-related disability, neurological disorder, or other complex disability and is unable to meet the demands of a prolonged test administration;
- a significant motor, communication, or other disability and requires more time than is reasonable or available for testing.
How are portfolios scored?

Content experts will review portfolios for the following characteristics:

- Are all required **strands** and **standards** submitted?
- Does the work address **all aspects** of each standard?
- Is work at **grade-level** complexity?
- Are student’s responses **accurate**? (>75%)
- Is work produced **independently**? (>75%)
  - **Acceptable prompts**—Redirecting student’s attention; reminding student to show work, include correct units, round to nearest 10\(^{th}\)
  - **Unacceptable prompts**—Model or show sample problems on board or at top of worksheet; provide step-by-step supports to solve a problem
- The answer alone isn’t enough.
  - Student should show all work: include drafts with edits, steps in solving problems, final version or solution.
  - Complete Work Description forms.
Also consider these options for a high school student...

• Students who previously took standard MCAS tests should consider taking MCAS **retests**, in addition to submitting a competency portfolio
  
  o Beyond grade 10, a student can submit (or resubmit) a portfolio and take retest.
  
  o Remember that all participation after grade 10 is optional, unless student is seeking to earn a high school diploma.

• Also consider submitting an **MCAS Cohort Appeal**, if cohort exists.
**MCAS Performance Appeal: Update**

- Grade 10 “next-generation” tests have different scaled score requirements to meet the Competency Determination (CD).
- Score range for a cohort appeal has also changed.

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<th>Grade 10 MCAS tests</th>
<th>Next-Gen Score for CD</th>
<th>Legacy Score for CD</th>
<th>Next-Gen Score Range for Cohort Appeal GPA</th>
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How Should High Schools Approach the Task of Compiling a Competency Portfolio?

1. Determine students for whom a competency portfolio would be appropriate.
2. Principal and other adults familiar with the student decide whether to pursue this option.
3. Review submission requirements.
4. Identify staff who can collaborate (e.g., special educators, content teachers, curriculum coordinators).
5. Review MA Curriculum Frameworks, portfolio requirements, and portfolio samples posted to MCAS-Alt and Appeals web pages.
6. Instruct student on the standards required in the portfolio.
7. Collect samples of student’s work for the portfolio.
8. Follow submission requirements and deadlines.
Supporting Teachers and Monitoring Progress on MCAS-Alt
Supporting Teachers Who Conduct the MCAS-Alt

**Principals can:**

- Encourage teachers to start portfolios early in school year.
- Encourage teachers to **attend training** and **portfolio review sessions** in October, January, and February/March.
- Consider encouraging educators with MCAS-Alt experience to apply to become **MCAS-Alt Training Specialists**.
- Strategize with teachers to find time to work on portfolios.
  - Flexible scheduling and planning time
  - Designating other staff to assist
  - Offering occasional sub coverage
- Retrieve results (DropBox) in mid-June and share with teachers.
Monitoring Progress of Teachers Who Conduct MCAS-Alt

- Check-in *periodically* with teachers. Spot-check portfolios.
- Identify teachers who needs support and who will provide it.
- To ensure that portfolios are *complete* and *authentic*, principal (or designee) may want to:
  - Look at the brief descriptions on the data chart.
    - Do the activities address the measurable outcome?
    - Teachers should verify that no classroom activities are dated on holidays, weekends, and vacations.
  - Ask teachers to review the [Educator’s Manual for MCAS-Alt and Checking for Completeness](#).
  - Ask teachers (if more than one) to review each other’s portfolios.
Information, Resources, and Contacts
Where Can I Get Current MCAS and MCAS-Alt Information?

- **Student Assessment Services (SAS) Update** emailed bi-weekly to principals, SPED admins, others
- **MCAS-Alt email newsletter** (bi-monthly), featuring the “Administrator’s Corner”
- **2020 Educator’s Manual for MCAS-Alt** (on flash drive)
- **Principal’s Manual for MCAS-Alt** (In “Administrators” folder on flash drive)
- **MCAS Web Page**
Where Do I Find Information Online?

www.doe.mass.edu/mcas

Massachusetts Comprehensive Assessment System

MCAS HEADLINES:
02/12/19  Spring 2019 MCAS Test Administration Manuals
02/06/19  Student Assessment Update: February 6, 2019

MCAS QUESTION OF THE DAY:
GRADE Grade 10
2013, SESSION THREE, READING SELECTION

The Internet has put the world’s knowledge at our fingertips, but according to Nicholas Carr, it might be changing us in fundamental ways. Read the excerpt from “Is Google Making Us Stupid?” and answer the questions that follow.
Important MCAS-Alt Dates

“Portfolios-in-Progress” (half-day review sessions):

For Educators (8:30 a.m.-12:30 p.m.):
1. January 7 and 8 (Taunton), 9 (Springfield), 13 (Danvers), 14 (Marlboro), 15 (Marlboro—“Intro to MCAS-Alt” only)
2. February 24 (Danvers), 25 (Springfield), March 3 (Taunton), 4 (Marlboro)

Portfolio Submission

♦ Schedule UPS pick-up by 3:00 p.m., Thursday, April 2, 2020
♦ Portfolios must be picked up from schools by 5:00 p.m., Friday, April 3

Other Important Dates

♦ Order MCAS-Alt submission materials (binders, etc.): Jan. 6–17, 2020
♦ Binders and submission materials received in schools last week in February
♦ Preliminary results posted mid-June: Share with teachers
♦ MCAS-Alt Score Appeals deadline: 5:00 p.m., June 26, 2020
Contact Information

MA Department of Elementary and Secondary Education – Student Assessment (781-338-3625)

- Dan Wiener, Administrator of Inclusive Assessment – dwiener@doe.mass.edu
- Debra Hand – dhand@doe.mass.edu
- General Inquiries – mcas@doe.mass.edu

- Cognia (formerly Measured Progress)

**MCAS:**

- MCAS Service Center – 800-737-5103

**MCAS-Alt:**

- Kevin Froton – kevin.froton@cognia.org
- Mark Peters- mark.peters@cognia.org
Questions?

Thank you for coming!