

MCAS-Alt Update 2024

Robert Pelychaty, Manager of Inclusive Assessments, DESE
Debra Hand, MCAS-Alt Coordinator, DESE
Kevin Froton, Senior Project Manager, Cognia



Questions During Today's Presentation

- Audience members are muted.
- Please type your question in the "Q and A" and we will respond in writing as soon as we are able.
- Also, feel free to reach out to us after the presentation with questions about unique circumstances or specific students.
 - by email at mcas@doe.mass.edu, or
 - by phone at 781-338-3625.

TODAY'S AGENDA

- 1 Updates and Reminders for 2024
- 2 Ensuring Appropriate Designation of Students for MCAS-Alt
- 3 Completing Quality Alternate Assessments
- 4 Website and Contact Information

MCAS - Alt Virtual Training Sessions

Open to All:

- ❖ **ELA Writing**
 - September 29 (10:00 – 11:30 a.m.)
 - October 4 (1:00 – 3:00 p.m.) (includes Writing for Access Skills)
- ❖ **Science and Tech/Eng (STE) (grades 5, 8, and high school):**
 - September 29 (1:00 – 2:30 p.m.)
 - October 4 (10:00 – 11:30 a.m.)
- ❖ **Access Skills (all grades)**
 - October 16 (1:30 – 3:00 p.m.)

Administrators and Supervisors should attend:

- ❖ **Administrators Overview for MCAS-Alt**
 - September 26 (1:30 – 3:00 p.m.)
 - October 12 (9:30 – 11:00 a.m.)

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Updates and Reminders for 2024 MCAS-Alt

Date to Remember:

- School administrators must **order MCAS-Alt materials:**
January 2–12, 2024
- Binders and submission **materials received** in schools:
Last week of February
 - Administrators must open the shipment; review its contents and fill out the PCPA part 1. Additional materials can be ordered if needed.
- **MCAS-Alt** binders must be **shipped** by: **5 p.m., Thursday, March 28, 2024**
- Preliminary results: **MCAS-Alt Feedback Forms posted in mid-June**

What's New for 2024

- Revised *Educator's Manual and Resource Guides*
- Math domains are linked to lower grade levels
- High school Science and Technology/Engineering (STE) content available: *Introductory Physics or Biology*
- Defined criteria for students eligible to participate in the alternate assessment.
- Alternate Assessment Participation Tool for IEP teams

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Complete the *Mathematics Skills Survey* for your student's grade *and* select the most complex entry point that challenges your student.

Progression from Pre-K through Grade 8										
Domains	Grade Level									
	PK	K	1	2	3	4	5	6	7	8
Counting and Cardinality										
Operations and Algebraic Thinking					*	*				
Number and Operations in Base Ten							*			
Number and Operations—Fractions						*	*			
The Number System								*		
Ratios and Proportional Relationships									*	
Expressions and Equations										*
Measurement and Data					*					
Geometry									*	*
Statistics and Probability								*		
Progression for High School Conceptual Categories								High School (choice of three)		
Domains								Conceptual Categories		
Number and Operations Base Ten				The Number System				Number and Quantity		
Operations and Algebraic Thinking				Expressions and Equations				Algebra		
Number and Operations Fractions				Ratios and Proportional Relationships		Functions		Functions		
Geometry								Geometry		
Measurement and Data				Statistics and Probability				Statistics and Probability		

If spiraling to a lower grade level in a different domain *always* start at the most challenging level.

Forms and Graphs online application will only allow access to acceptable domains.

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Statewide Assessment Participation Requirements

*All students must participate in MCAS testing for their grade level. It is not a question of **whether** students with disabilities participate, but **how** they will participate.*

All students who are educated with Massachusetts public funds, including students with disabilities, English learners, and English learners with disabilities, are required by state and federal laws to participate in statewide assessments.

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Participation Guidelines

Question 1: Does the student meet the Massachusetts definition of a “student with the most significant cognitive disabilities”?

- If **YES**, the student is eligible for the MCAS-Alt based on Alternate Academic Achievement Standards. See the MCAS-Alt website for further directions. Students taking the MCAS-Alt likely will face challenges earning their high school diploma. **Note:** Simply because the student is eligible does not warrant the Team recommending participation in the MCAS-Alt.
- If **NO**, proceed to question 2

Question 2: Does the student have a disability and require specific and allowable accommodations and accessibility features to demonstrate knowledge and skills on assessments?

- If **YES**, the student’s IEP or 504 plan should include the specific allowable accommodations and accessibility features, which should generally mirror accommodations the student receives during routine instruction. Please review the Guidance for Selecting and Evaluating MCAS Accessibility Features and Accommodations for Students with Disabilities.
- If **NO**, the student must participate in the standard MCAS assessment using available accessibility features. Accommodations may be included later if the student’s needs change.

Reminders for 2024

- **New name, same function:**
 - Teacher-scribed work sample > **teacher-documented work sample**
 - Resource Guides to the Massachusetts Curriculum Frameworks for Students with Disabilities > ***Alternate Academic Achievement Standards based on the Massachusetts Curriculum Frameworks***
- **Appeal results** are mailed to schools in July- check with administrators

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Ensuring Appropriate Designation of Students for MCAS-Alt

Criteria for Students with the Most Significant Cognitive Disabilities

Massachusetts defines “students with the most significant cognitive disabilities” as students who:

1. have cognitive disabilities evidenced by significant delays in attaining age-level academic achievement standards, even with systematic, extensive individually designed instruction, related services, and modifications; **and**
2. have cognitive disabilities that significantly impact their educational performance and ability to apply learning from one setting to another; **and**
3. require extensive, direct individualized instruction and substantial support to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled; **and**
4. perform significantly below average in general cognitive functioning and adaptive behavior. This is defined as a student functioning **two or more standard deviations below the mean on commonly accepted norm-referenced assessments in both cognitive functioning and adaptive behavior** (e.g., two or more adaptive skill areas such as daily living skills, communication, self-care, social skills, and academic skills).

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The *Alternate Assessment Participation Tool* is a companion document to assist IEP teams when deciding if a student is eligible to participate in the MCAS-Alt.

If eligible, the student will take the assessment in **all** content areas required for their grade.

Fill out the form online, then upload it to the **MCAS-Alt File Exchange** located in the Security Portal. See the instructions printed on the form.

Massachusetts Department of Education
Division of Special Education

ALTERNATE ASSESSMENT PARTICIPATION TOOL

Date Completed:

Student Name:

District:

School:

Student SASID:

Student DOB:

Individualized Education Program (IEP) Teams should use the criteria below to determine if the student meets the criteria of the definition of “students with the most significant cognitive disabilities” to be eligible for the state-wide alternate assessment based on alternate achievement standards (e.g., MCAS-Alt).

PARTICIPATION CRITERIA:		SOURCES OF EVIDENCE: <i>Consider formal and informal results</i>
1. Students’ cognitive disabilities are evidenced by significant delays in attaining age-level academic achievement standards, even with systematic, extensive individually designed instruction, related services, and modifications.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Students’ cognitive disabilities significantly impact their educational performance and ability to apply what they learn from one setting to another.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Classroom Observations: <input type="text"/> OTHER: <input type="text"/>
3. Student requires extensive, direct individualized instruction and substantial support to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	Clinical/Specialists Evaluations: <input type="text"/> OTHER: <input type="text"/>
4. Students perform significantly below average in general cognitive functioning and adaptive behavior. <small>This is defined as a student functioning two or more standard deviations below the mean on commonly accepted norm-referenced assessments in both cognitive functioning and adaptive behavior (e.g., two or more adaptive skill areas such as daily living skills, communication, self-care, social skills, and academic skills).</small>	<input type="checkbox"/> Yes <input type="checkbox"/> No	Cognitive Evaluations: <input type="text"/> Adaptive Behavior Assessment: <input type="text"/>

☐ Yes **The Team has reviewed all four criteria and determined each criterion has been met, and the student is eligible for the alternate assessment based on alternate achievement standards.**
☐ No

Participation in the alternate assessment indicates all content areas will be assessed. (ELA, Math, Science).

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Completing Quality Alternate Assessment

Checking for Completeness before Submission

COMPLETENESS QUESTIONS

SKILLS SURVEY	Is there a completed skills survey for each strand?	No	Yes
Answer the following questions about the DATA CHART			
D1	Is the student's name, % accuracy, and % independence listed on all data charts?	No	Yes
D2	Is the entry point or access skill selected from the current resource guide?	No	Yes
D3	Is the first data point on the data chart below 80 percent accuracy and/or independence?	No	Yes
D4	Does the data chart have at least 8 different valid dates? (0% accuracy and 0% independence is not a valid data point)	No	Yes
D5	Do at least 8 brief descriptions address the skill identified in the measurable outcome?	No	Yes
D6	Do at least 8 brief descriptions on the data chart explain what the student was asked to do (skill assessed) and how they addressed the skill (instructional approach, materials)?	No	Yes
D7	If multiple skills are included in the measurable outcome (e.g., "addition and subtraction"), do at least 8 brief descriptions address all of the skills in each activity?	No	Yes
D8	Is the skill addressed during a standards-based activity?	No	Yes
Answer the following questions about the PRIMARY EVIDENCE			
E1	Is the student's name, valid date, % accuracy, and % independence listed on at least two pieces of primary evidence or on a Work Description label?	No	Yes
E2	Is the percent of accuracy and independence mathematically possible, based on the number of tasks/questions?	No	Yes
E3	Do at least two pieces of primary evidence directly address the measurable outcome?	No	Yes
E4	If multiple skills are included in the measurable outcome (e.g., "addition and subtraction"), do at least two pieces of primary evidence assess all of the skills in each piece?	No	Yes
E5	If a teacher-documented work sample or photograph is included as primary evidence, does it provide sufficient information to determine what the student did and how the student addressed the measurable outcome?	No	Yes

Answer the following questions about ENGLISH LANGUAGE ARTS WRITING & READING			
W1	Are there 3 final writing samples with corresponding pre-scored writing rubrics? (Reminder: inclusion of bathroom routines will not be scored)	No	Yes
W2	Are the student's name, valid date, and % independence listed for each final writing sample?	No	Yes
W3	Are 3 distinct final writing samples submitted on different assignments or topics?	No	Yes
W4	Does the writing sample consist only of: <ul style="list-style-type: none"> list of single words/pictures/symbols, fill in-the-blank, matching, true/false, circling correct responses, selecting multiple-choice response(s), OR text provided by the teacher, with no evidence of original text expressed by the student. If yes to any of the above, rubric scores should not contain scores of 3 or 4 in Demonstration of Skills and Concepts.	No	Yes
R1	Do you reference the text titles in at least 8 brief descriptions on the data chart? (Note: provide a sample of online or teacher-made text)	No	Yes
R2	Do at least 8 activities on the data chart clearly depict only literary or informational text?	No	Yes
R3	Do at least 2 pieces of primary evidence include titles or sample of the texts?	No	Yes
R4	Do the activities on at least 2 pieces of primary evidence assess only literary or informational text?	No	Yes
Answer the following questions about SCIENCE AND TECHNOLOGY ENGINEERING			
SKILLS SURVEY	Does the STE Skills Survey include at least one response for each of the 8 practices?	No	Yes
S1	Are at least 3 STE Summary Sheets submitted with evidence attached?	No	Yes
S2	Are at least 3 STE Summary Sheets based on the same core idea?	No	Yes
S3	Are 3 different science practices documented within the 3 STE Summary Sheets?	No	Yes
S4	Do the 3 STE Summary Sheets document the percentage of accuracy and independence?	No	Yes
S6	Grades 5 & 8 Only: Are there 3 different disciplines submitted?	No	Yes
S7	High School Biology and Introductory Physics Only: Are 3 different core ideas (one core idea per strand) submitted within a single discipline?	No	Yes

Use all Resources Available

Math and STE resources are available in **Forms and Graphs** under the *Table of Contents*:

- **Mathematics Glossary**: updated to assist educators with unfamiliar math concepts frequently found in the resource guide.
- **STE topics and Instructional Material** related to each core idea.
 - Plus, high-quality curriculum units related to the core idea are available at different levels

The [National Center on Accessible Educational Materials](#) for Learning at CAST provides technical assistance, coaching, and resources to increase the availability and use of accessible educational materials, including texts and technologies for learners with disabilities. Check with your special education director.

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Example of STE Earth and Space Core Idea, Related topics, and high-quality units

❑ Core Idea: Earth and Human Activity

- Natural resources
- Renewable and non-renewable resources (energy)
- Examples of ways humans reduce their impact on the Earth's resources and environment (e.g., composting, recycling)
- Preparations for severe weather
- Climate Change/Global warming
- Reducing severe weather impact

TOPICS

❑ High-Quality Related units:

- [SOLID Start "Ever-Changing Environments"](#) (KG)
- ["Engineering Toys"](#) (gr. 2)
- [NGSS Storylines "Where does our clean water come from and where does it go after we make it dirty?"](#) (gr. 5)

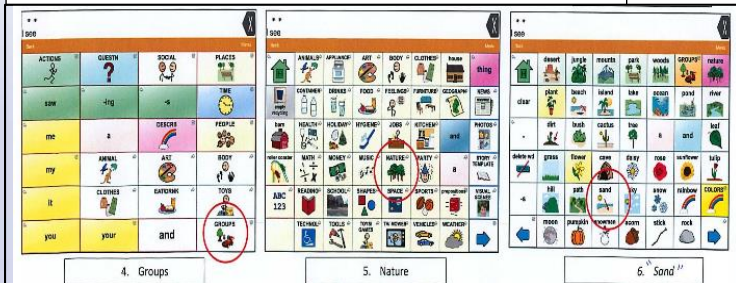
Links to Units

Give Supporting documentation (Optional)

Shows or describes the *context* of the learning activity but is not considered a final product.

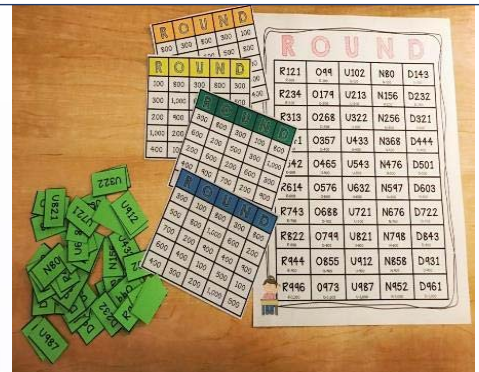
ELA-Writing (iPad app)

Sample of boards/vocabulary available to students for writing samples.



Mathematics

Materials used to play 'rounding' BINGO



Contact Information

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

- Debra Hand – MCAS-Alt Coordinator
Debra.d.hand@mass.gov
- Robert Pelychaty – Manager of Inclusive Assessments
Robert.pelychaty@mass.gov
- General Inquiries – mcas@doe.mass.edu
- MCAS-Alt DESE Web Page – www.doe.mass.edu/mcas/alt
- Educator Materials – profile.measuredprogress.org/MCAS-Alt
- Forms and Graphs Technical Support – 866-834-8880