**Some Background about a Computer-Adaptive MCAS Assessment**

A computer-adaptive MCAS assessment will establish an achievement profile for each student across the learning standards of the subject areas tested (presently math, ELA, science). Such an assessment has a “low floor” and “high ceiling”. It will identify, for all of parents, schools, districts, and the state, the levels at which each student achieves at the end of any year. It can document growth in similar ways to pediatricians plotting height and weight of children.

Schools can identify that some students already achieve beyond the level of the next grade and use that information to accelerate them to higher grade levels. Conversely, schools can identify which children achieve below the present grade level, and for whom it would be most productive to master pre-requisite content before moving ahead to content they aren’t yet ready to access. Schools can also document the many students for whom the typical grade-level curriculum and instruction remains appropriate.

Principals can use the data to place students in classrooms best framed to teach the appropriate level for them. Teachers will be able to focus on teaching at a more targeted level, without the dilutions and distractions of attempting to address too many differing needs in one classroom.

The actual levels of students’ achievement will be documented each year and the state can directly measure the growth of each student. Teachers, schools and districts can all be recognized for the amount of growth they instill in their students, regardless of whether the student may achieve below, above, or at the grade-level. Sophisticated data analytics can be applied to identify which different inputs produce the best outputs for all different types of children. The information can be disseminated throughout the state.