Mississippi K-3 Assessment Support System (MKAS^2)

Jennifer Robinson

Office of Student Assessment

June 21-23, 2017

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Vision and Mission

Vision

- To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

- To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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Goals of SBE

- All Students Proficient and Showing Growth in All Assessed Areas
- Every Student Graduates from High School and is Ready for College and Career
- Every Child Has Access to a High-Quality Early Childhood Program
- Every School Has Effective Teachers and Leaders
- Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- Ever School and District is Rated a “C” or Higher

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Training Objective

- To become familiar with the three components of the Mississippi K-3 Assessment Support System
- To use data from MKAS^2 assessment to make instructional decisions for students

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Topics

- Components
  - Universal Screening
  - K-Readiness Assessment
  - 3rd Grade Assessments for Promotion
- Administering the Assessments
  - Timeline
  - Procedures
- Using Reports
- Resources
- Customer Service

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Literacy Based Promotion Act (LBPA)

- The purpose of the LBPA is to improve the reading skills of kindergarten through 3rd grade students enrolled in public schools, so that every student completing the 3rd grade is able to read at or above grade level.

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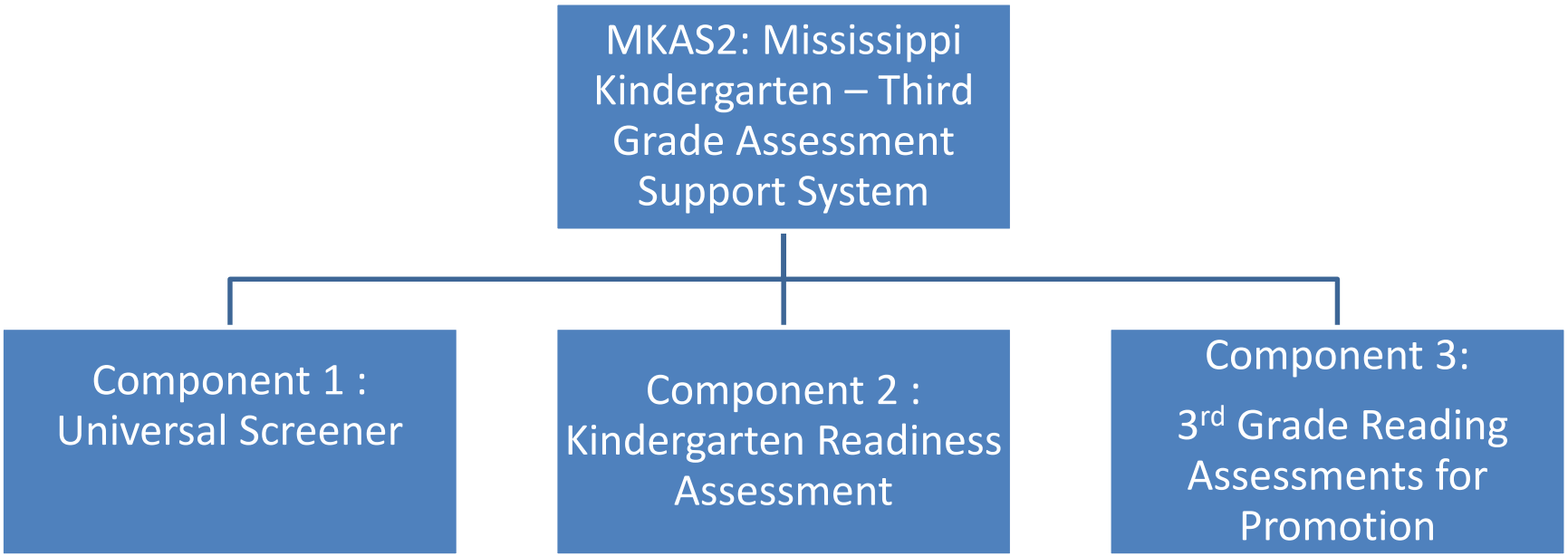
Mississippi K-3 Assessment Support System

MKAS^2 Model



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MKAS^2 Mississippi K-3 Assessment Support System

- Component 1 – Universal Screener
  - Miss. Code Ann. § 37-23-16 states all students in grades K-3 will be screened with state department selected and approved screening assessments for early literacy and numeracy
  - Administered to all K-3 students at the beginning, middle, and end of year
  - STAR Reading, STAR Math, STAR Early Literacy (Kindergarten at mid year) administered through the local Renaissance Place site is the state procured screener that is required of all schools

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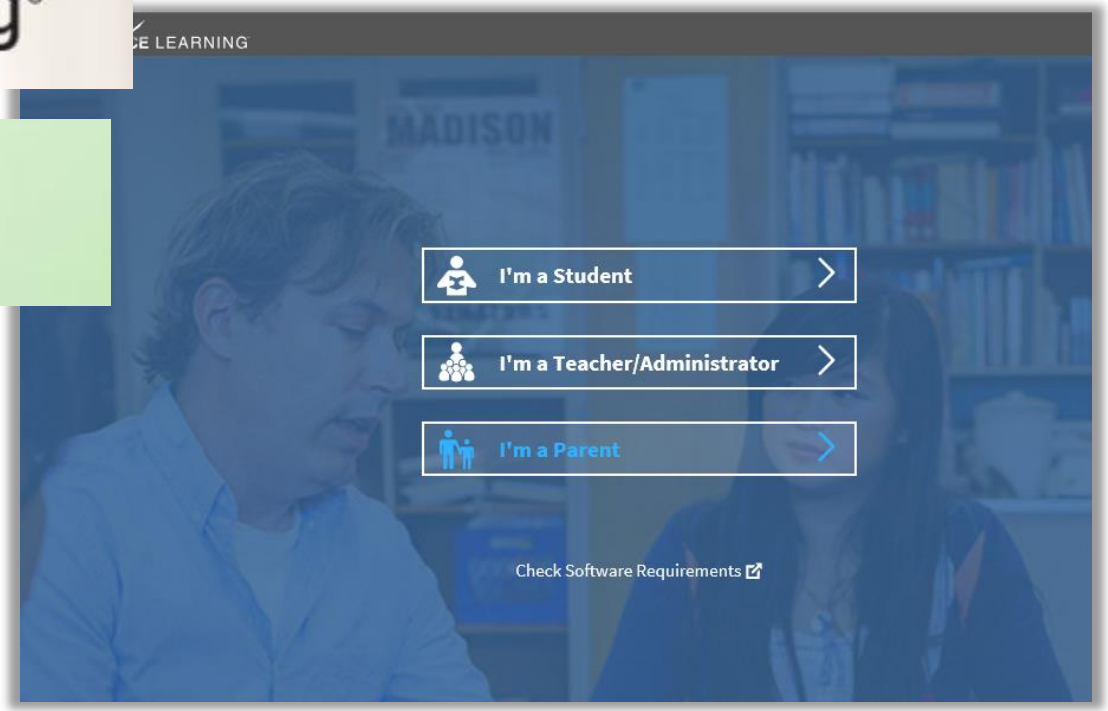
Universal Screening

RENAISSANCE Star Early Literacy®

RENAISSANCE Star Reading®

RENAISSANCE Star Math®



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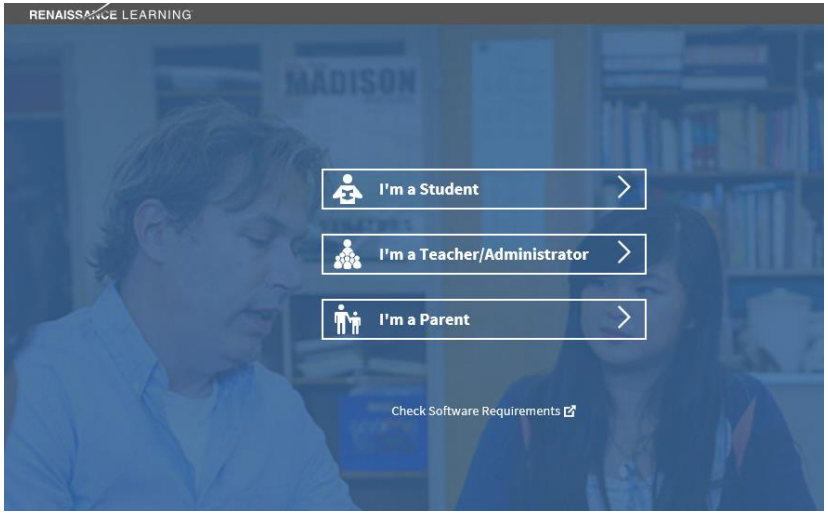
Timeline for Universal Screener

Dates	Audience	Activity Description
August 14-September 22, 2017	Grades 1-3	Beginning of Year (BOY)
January 3-February 2, 2018	Grades K-3	Middle of Year (MOY)
April 16-May 18, 2018	Grades 1-3	End of Year (EOY)



MKAS^2 Mississippi K-3 Assessment Support System

- Component 2 – K-Readiness Assessment
  - All Public Pre-K, All Public K, and Early Learning Collaboratives
  - Students in School 500 who are 4 years of age on or before September 1 will test
  - Exceptions
    - Significant Cognitive Delay (SCD)
    - Hearing Impaired (HI)
    - Visually Impaired (VI)
    - Deaf-Blind (DB)
    - Multiple Disorder (if HI or VI)
  - STAR Early Literacy
  - Administered in the fall (Pre-test) and spring (Post-test)
  - Students will login to the secure state portal

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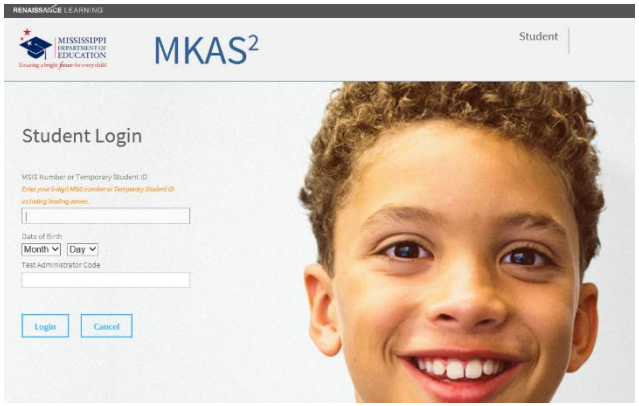
Timeline for Kindergarten Readiness Assessment

Dates	Audience	Activity Description
August 14-September 22, 2017	All Public Pre-K All Public K Early Learning Collaboratives	K-Readiness Pretest Window
April 9-May 18, 2018	All Public Pre-K All Public K Early Learning Collaboratives	K-Readiness Posttest Window



https://mkas.renlearn.com/Login.aspx?u=1

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Kindergarten Readiness Assessment

Assess 32 skill areas in eight key domains.

STAR Early Literacy assesses these eight key domains of early literacy and numeracy. 145 skills are grouped into 32 closely-related skill areas.

Reading: Foundational Skills

Print Concepts

- Directionality
- Letters and Words
- Word Length
- Word Borders
- Visual Discrimination / Alphabetic Principle
- Alphabetic Sequence
- Print Features

Phonological Awareness

- Rhyming and Word Families
- Blending, Counting, and Segmenting Syllables
- Blending and Segmenting
- Distinguishing between Long and Short Vowel Sounds
- Isolating Initial, Final, and Medial Phonemes
- Adding/Substituting Phonemes

Phonics and Word Recognition

- Spelling-Sound Correspondences: Consonants
- Spelling-Sound Correspondences: Vowels
- Regular and Irregular Spellings / High-Frequency Words
- Inflectional Endings / Affixes
- Syllables

Fluency

- Purpose of Reading / Reading with Comprehension
- Repair Strategies
- Reading Rate WCPM
- Prosody

Language

Vocabulary Acquisition and Use

- Word Relationships
- Structural Analysis
- Antonyms
- Multiple-Meaning Words
- Synonyms

Numbers and Operations

Counting and Cardinality

- Number Naming and Number Identification
- Number Object Correspondence
- Sequence Completion

Operations and Algebraic Thinking

- Composing and Decomposing

Measurement and Data

- Measurement

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Kindergarten Readiness Assessment

- Web-based, computer adaptive assessment
  - Adapts based on student response to current question
    - Correct answer → increased difficulty
    - Incorrect answer → decreased difficulty
- Scale score of 530 has been set by MDE for entering KG and 498 for exiting Pre-K
  - Associated with 70 percent mastery of the assessed early literacy skills
- No promotion or retention
- Identifies struggling readers

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Reading Level Classifications

- Emergent Reader (300 – 674)
  - **Early Emergent Reader** (300 – 487): Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
  - **Late Emergent Reader** (488 – 674): Student can identify most of the letters of the alphabet and can catch most of the letters to their sounds. The student is also beginning to "read" picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

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Reading Level Classifications

- **Transitional Reader (675 – 774)**: Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds, and is probably able to blend sounds and word parts to read simple words. The student is also likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

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Reading Level Classifications

- **Probable Reader (775 – 900)**: Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words, and more time understanding what was read. Probable readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development.

MKAS^2 Mississippi K-3 Assessment Support System

- Component 3 – 3rd Grade Reading Assessments for Promotion
  - Administered in the spring to all 3rd grade students
  - MAP (Mississippi Assessment Program) will serve as the primary assessment-NEW for 2016-2017 and moving forward
  - The MKAS^2 Assessment will serve as the alternative assessment for retests

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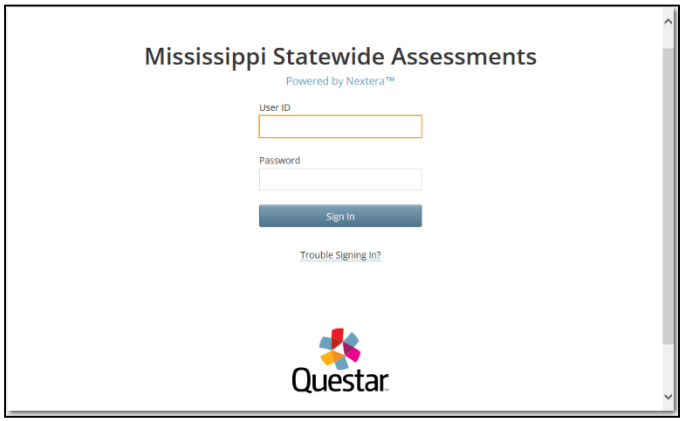
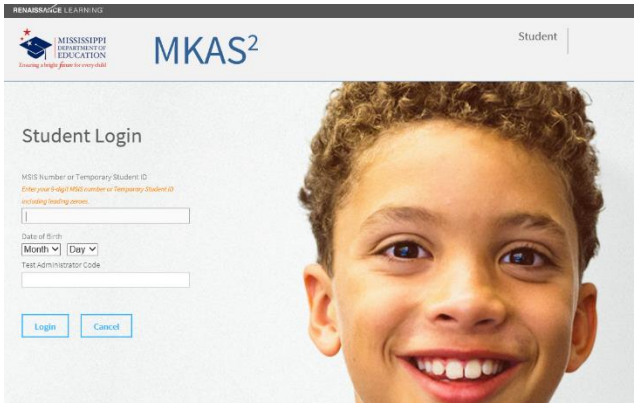
Timeline for 3rd Grade Reading Assessments for Promotion

Dates	Audience	Activity Description
April 17-April 25, 2018	All 3rd Grade Students	MAP ELA Grade 3 Assessment
May 14-May 18, 2018	Retest Window #1	MKAS^2 Grade 3 Reading Alternative Assessment
June 26-August 4, 2018	Retest Window #2	

Primary



Retest



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3rd Grade Reading Assessments for Promotion

- MKAS^2 will serve as the alternative assessment for students who do not meet LBPA requirements for promotion on the Grade 3 MAP ELA and who do not qualify for GCE
- Web-based, computer adaptive test
- Must meet the specified cut score of 926
- No paper forms (Braille only)

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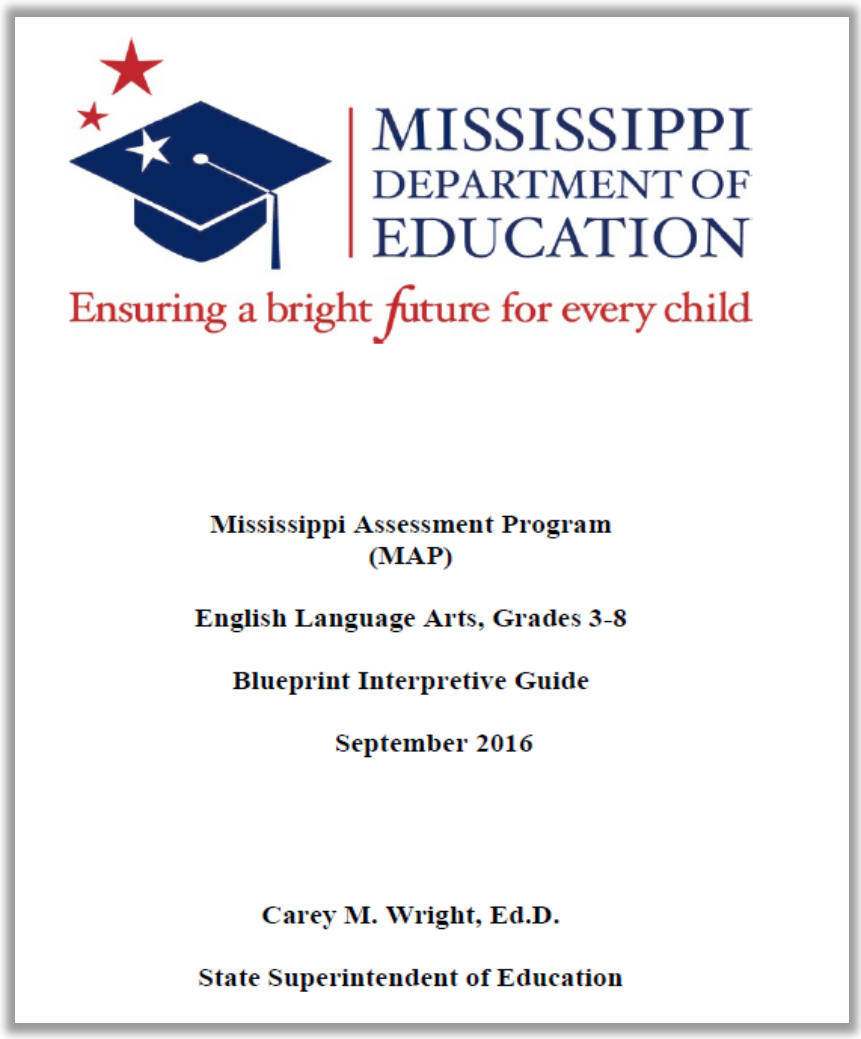
3rd Grade Reading Assessments for Promotion Blueprints



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Mississippi Assessment Program
(MAP)

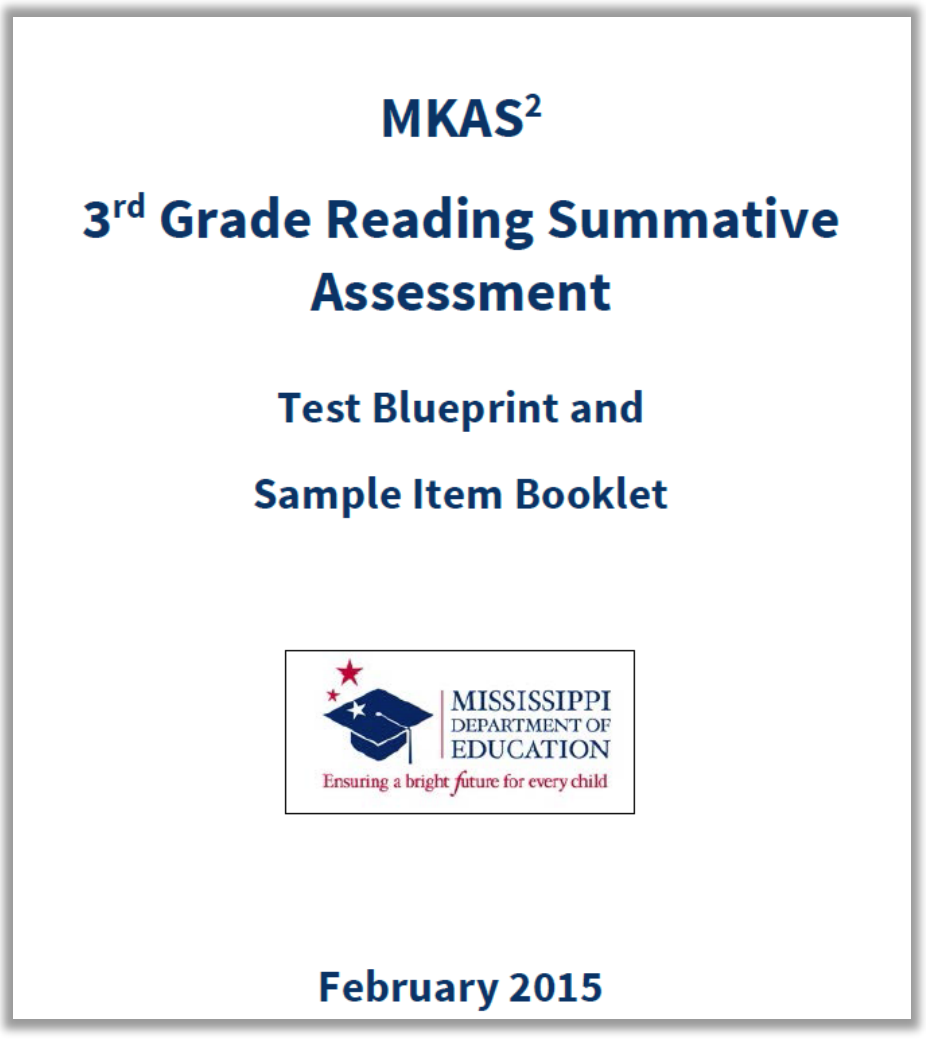
English Language Arts, Grades 3-8

Blueprint Interpretive Guide

September 2016

Carey M. Wright, Ed.D.

State Superintendent of Education



MKAS2

3rd Grade Reading Summative Assessment

Test Blueprint and

Sample Item Booklet

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February 2015

3rd Grade Reading Alternative Assessment

- Three practice items and 50 multiple-choice assessment items taken online using a computer or tablet with a display of 7” or more
- 4.5 minutes per question
- 20 minutes per question for students having the extended time accommodation as stated in their IEP or Section 504 Plan

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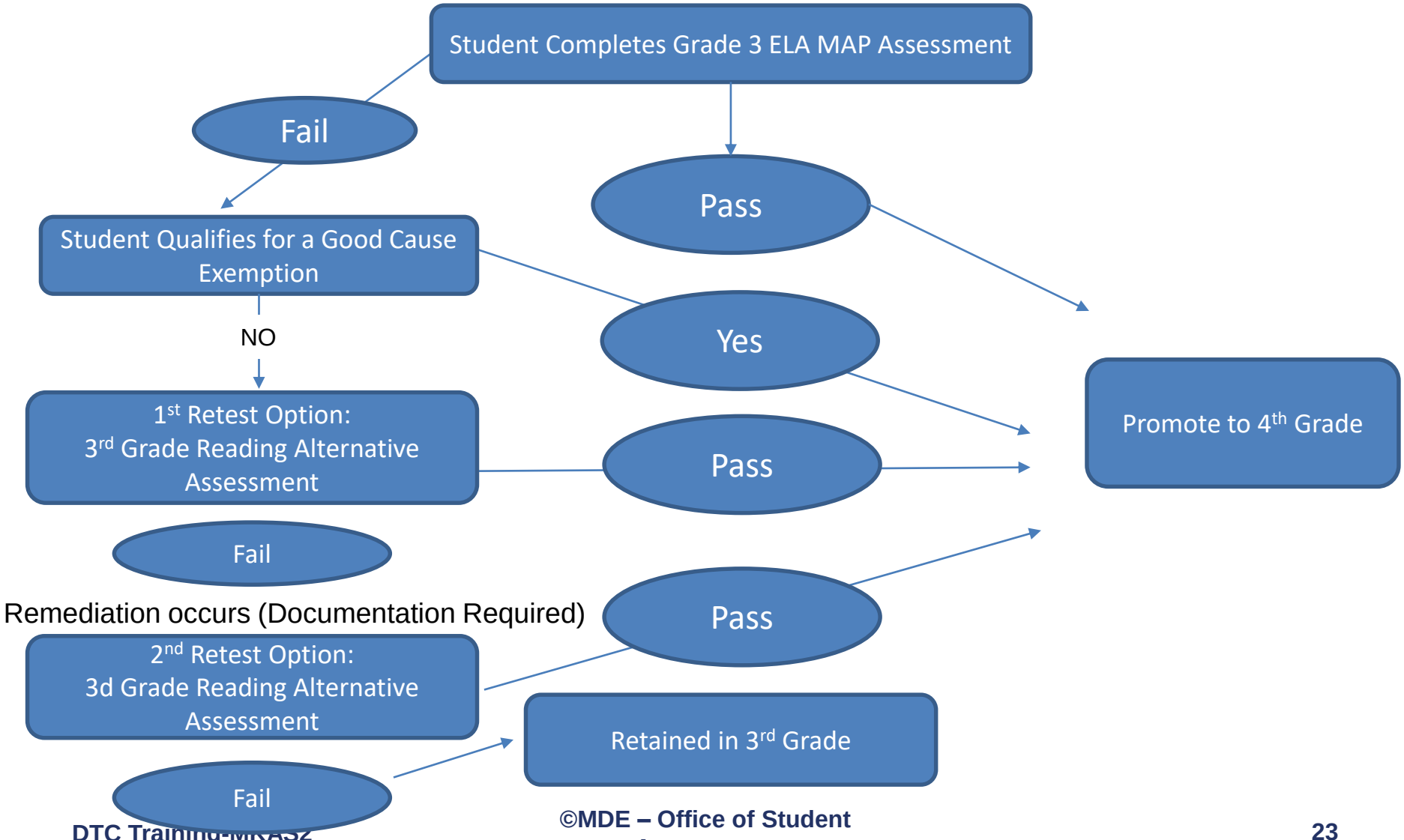
3rd Grade Reading Assessments for Promotion



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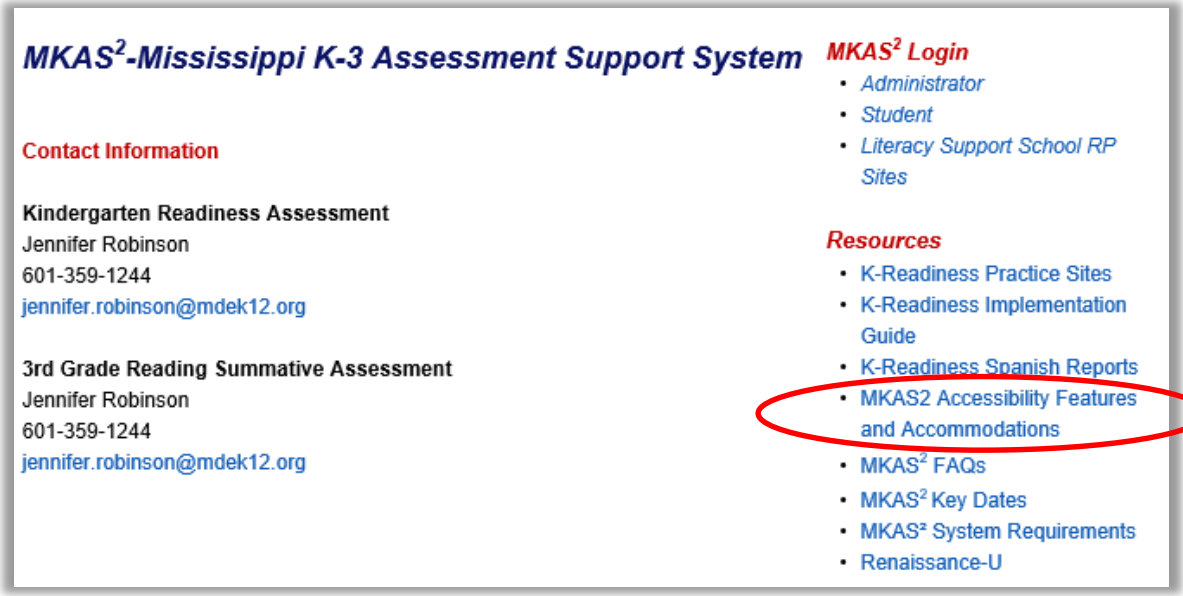
Accommodations

- Accessibility Features and Accommodations
  - All allowable accommodations for the 3rd Grade Reading Summative Assessment-Alternate
- Sight impaired-webinar
  - Zoom options and Magnification Tool



MKAS²-Mississippi K-3 Assessment Support System

Contact Information

Kindergarten Readiness Assessment
Jennifer Robinson
601-359-1244
jennifer.robinson@mdek12.org

3rd Grade Reading Summative Assessment
Jennifer Robinson
601-359-1244
jennifer.robinson@mdek12.org

MKAS² Login
- Administrator
- Student
- Literacy Support School RP Sites

Resources
- K-Readiness Practice Sites
- K-Readiness Implementation Guide
- K-Readiness Spanish Reports
- MKAS2 Accessibility Features and Accommodations
- MKAS² FAQs
- MKAS² Key Dates
- MKAS² System Requirements
- Renaissance-U

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Accessibility Features and Accommodations

Mississippi Accessibility Features and Testing Accommodations for the MKAS[2]

	#	ACCESSIBILITY FEATURE	Kindergarten Readiness		Third Grade Reading Summative	
			English Learner	Special Ed.	English Learner	Special Ed.
Accessibility Feature(s) - ALL Students	1	At the front of the room	Y	Y	Y	Y
	2	Facing test administrator while directions given	Y	Y	Y	Y
	3	In a small group	Y	Y	Y	Y
	5	In a familiar room	Y	Y	Y	Y
	6	With a familiar teacher	Y	Y	Y	Y
	8	In a study carrel	Y	Y	Y	Y
	10	Specialized table to fit a student's wheelchair	Y	Y	Y	Y
	20	Extended Time **(Refer to Note 1)**	N/A	N/A	Y	Y
	22	Specific time of day **(Refer to Note 2)**	Y	Y	N	N
	23	Until, in Test Administrator's judgment, the pupil can no longer continue the activity **(Refer to Note 3)**	Y	Y	N/A	N/A
	25	Administer the test over several days, specifying the duration of each day's session **(Refer to Note 4)**	Y	Y	N/A	
	40	Large print	Y	Y		Y
	44	Transparent color overlay	Y	Y	Y	Y
	45	Magnification equipment/Zoom features	Y	Y	Y	Y
	46	Templates to reduce visible print	Y	Y	Y	Y
	49	Clue student to stay on task	Y	Y	Y	Y
	53	Read test directions (but not test items) to individual students or a group -- repeating and/or paraphrasing the directions if needed	Y	Y	Y	Y
	60	Use of highlighter by student	N/A	N/A	N/A	N/A
	70	Student will dictate or gesture the answers to Scribe, and Scribe will mark answers directly into online test system in the presence of Test Administrator and Proctor. **(Refer to Note 5)**	Y	Y	N/A	N/A
	#	**ACCOMMODATION**				
Response	4	Individually to accommodate specific disability	N	Y	N	Y
	7	At home (only for homebound students)	N	Y	N	Y
	9	With special lighting	N	Y	N	Y
	11	Secure paper to work area with magnets/tape	N	N	N	N
	20	Extended Time **(Refer to Note 1)**	N/A	N/A	Y	Y
	21	With scheduled rest breaks	N	Y	N	Y
	22	Specific time of day **(Refer to Note 2)**	N	N	N	Y

Accessibility Features are available for **all** students.

Accommodations must be marked on the student's IEP or Section 504 plan.

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Customer Support

- For technical support:

  Renaissance Learning Technical Support

  1-800-338-4204

- For policy and test administration:

  MKAS^2 Coordinator

  Jennifer Robinson

  601-359-1244

  Jennifer.Robinson@mdek12.org

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