Mississippi Assessment Program (MAP)

Establishing the Academic Achievement Standards for English-language arts and Mathematics

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July 25, 2016

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.
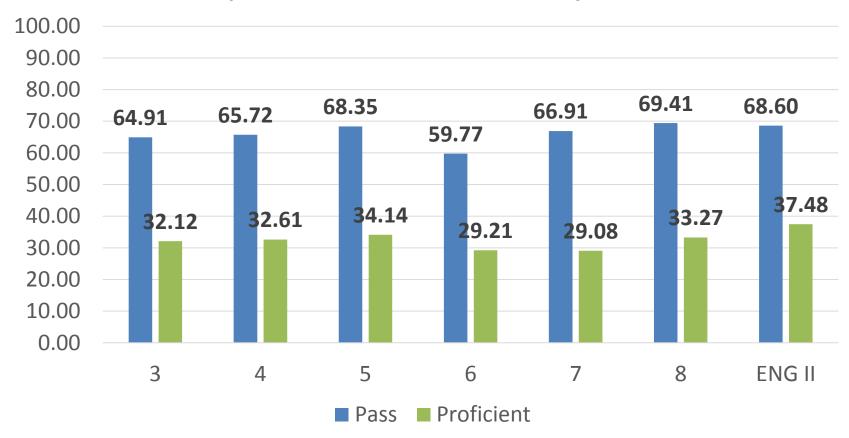
✓ All Students Proficient and Showing Growth in All Assessed Areas.

✓ 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.
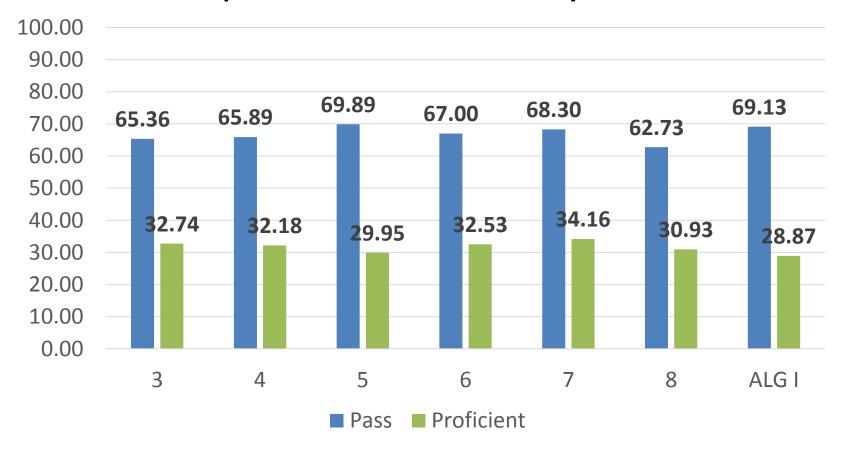
ELA Results

Proposed "Pass" and "Proficiency" Rates

Recommended Cut-Scores: ELA

ELA

Grade	Minimal (Level 1)	Basic (Level 2)	Pass (Level 3)	Proficient (Level 4)	Advanced (Level 5)
3	<18	18	27	36	47
4	<18	18	27	34	44
5	<24	24	32	42	50
6	<24	24	34	45	54
7	<22	22	32	46	55
8	<22	22	29	43	55
ENG II	<21	21	29	40	52

Technical Note: The values (cut scores) are represented here as raw scores (RS)

Recommended Cut-Scores: Mathematics

Mathematics

Grade	Minimal (Level 1)	Basic (Level 2)	Pass (Level 3)	Proficient (Level 4)	Advanced (Level 5)
3	<18	18	31	42	51
4	<19	19	29	39	49
5	<13	13	20	33	44
6	<18	18	29	42	58
7	<15	15	24	36	56
8	<14	14	22	35	55
ALG I	<14	14	22	36	56

Technical Note: The values (cut scores) are represented here as raw scores (RS)

Terminology

- **Academic Achievement Standards** – the collective body of performance level descriptors, performance level, and applicable cut-score values developed for use with criterion-referenced tests.

- **Standard-setting** – research-based approach used in the creation of academic achievement standards.

- **"Cut-Scores"** – a cut score is the minimum score a student must achieve on an assessment in order to be placed in a certain performance level, which also distinguishes one performance level from the next.

Terminology (cont.)

- **Performance Levels** – categories assigned to specific performance on an assessment along the assessment scale/performance continuum.
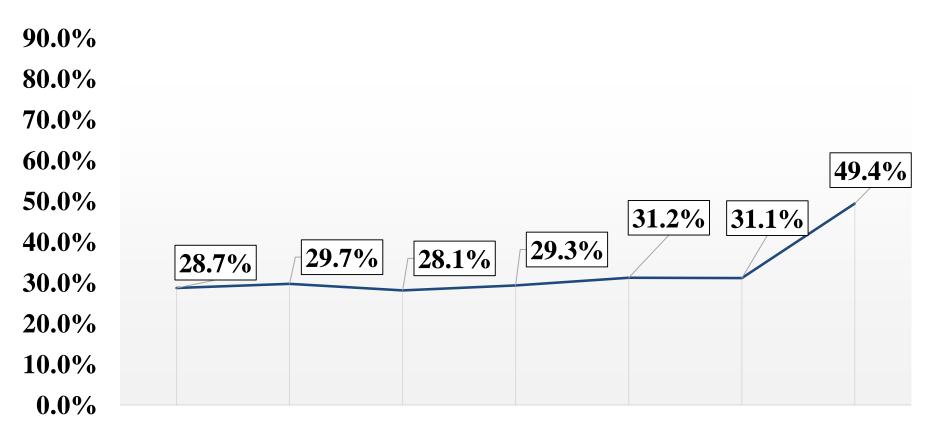
- **Performance Level Descriptors** – a description of the specific knowledge and skills that a student at a given performance level should be able to demonstrate.

Background

- The Mississippi Assessment Program (MAP) measures students' knowledge, skills, and academic growth from elementary through high school.

- Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and mathematics and in high school Algebra I and English II.

- MAP assessments are designed to let parents know how their child is progressing, and to give teachers more information to guide instruction.

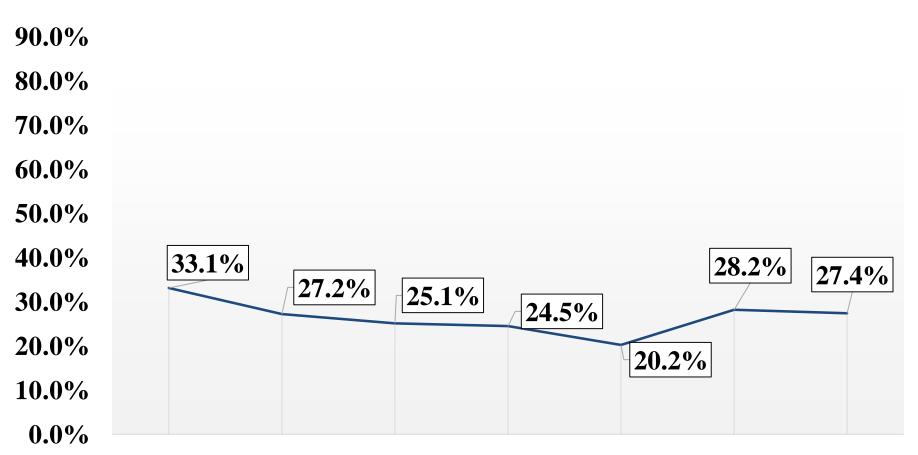MAP Academic Achievement Standards-2016

Context: PARCC Mathematics

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Blueprint Developed	→	Items Written	→	Review & Editing	→	Committee & Client Reviews

Operational Use	←	Data Review	←	Statistical Analysis	←	Field Test

Standard Setting

State Board

Accreditation

Policy Advisory

Educator Panelist

- **Purpose:** To establish recommended cut scores that distinguish the performance levels for the Mississippi ELA and mathematics Grades 3–8 assessments and the English II and Algebra I assessments.

- **Reason:** The assessments were realigned to the 2014 Mississippi College and Career Readiness (CCR) Standards beginning with SY 2015–16, thus creating the need for new assessments and cut scores.

Standard Setting Procedures (cont.)

- Standard setting necessarily involves expert judgment and is informed by data.

- The process used to establish the recommended standards is termed "Bookmark".

- The week of July 11th, committees of Mississippi educators broadly representative of the state met to:
  - Study the tests and performance level descriptors; and,
  - Recommend standards using an iterative process (i.e. multiple rounds of judgment, review, and discussion).

- The policy advisory group reviewed the standard-setting process and results to:
  - Evaluate the results from a policy perspective; and,
  - Provide final recommendations to the State Board of Education.

- PLDs describe the specific knowledge and skills that a student at a given performance level should be able to demonstrate.

- Development of the PLDs:
  - PLDs were <u>initially drafted</u> with educator input from the design and expectations meeting in the summer of 2015.
  - Standard setting panelists reviewed the PLDs and make adjustments as appropriate.

- The PLDs, including performance labels (i.e., *minimal*, *basic*, *pass*, *proficient*, and *advanced*), which are included for SBE approval.

- Panelists reviewed 'ordered item books' and made multiple rounds of judgments:
  - Initial review and cut score recommendations;
  - Review group recommendations, discuss, and make additional recommendations; and,
  - Review impact data and make final recommendations.

- The process also includes a review of all grades together called 'vertical articulation'.

- The panelists primarily studied the individual tests, content standards, and performance level expectations in making their recommendations.

- This stage in the process, which was 'built-in' from the start, provided a higher-level **policy review.**

- The focus was to look at the standards holistically and consider their purposes and uses.
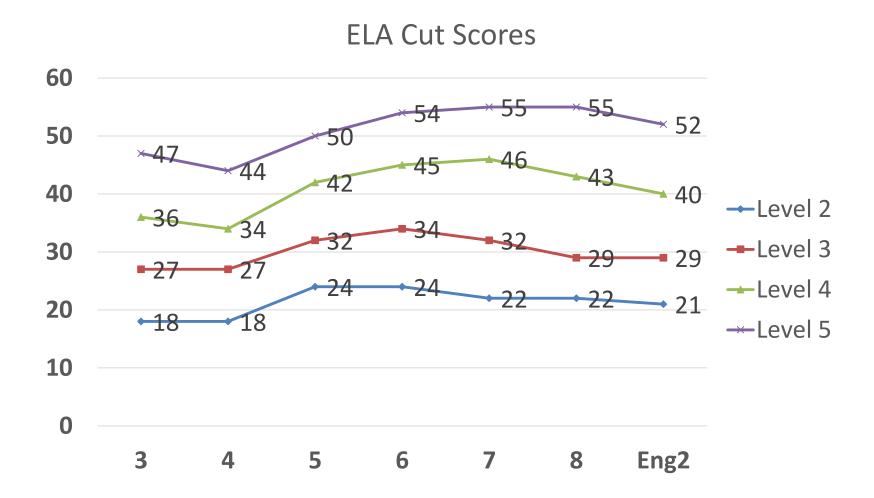
Impact Data

- The standard-setting panelist and policy advisory group recommended raw score (RS) values to delineate each of the five performance levels.

- The impact data was based upon all valid test-takers that participated in MAP during SY 2015-16.
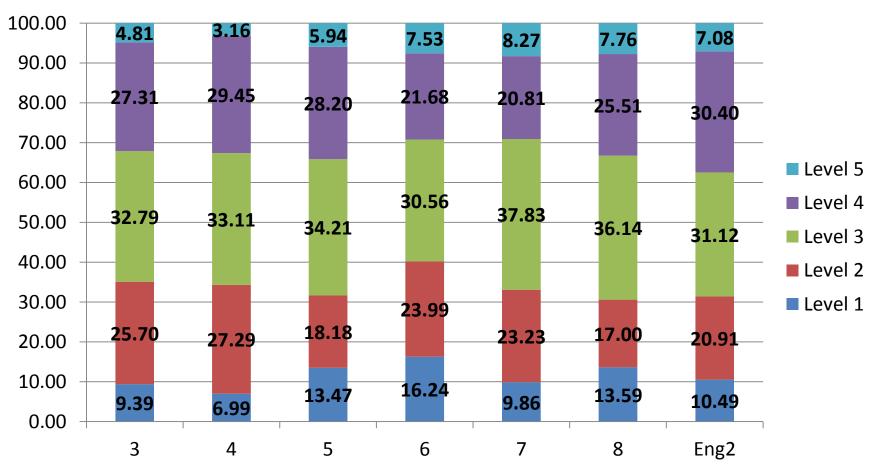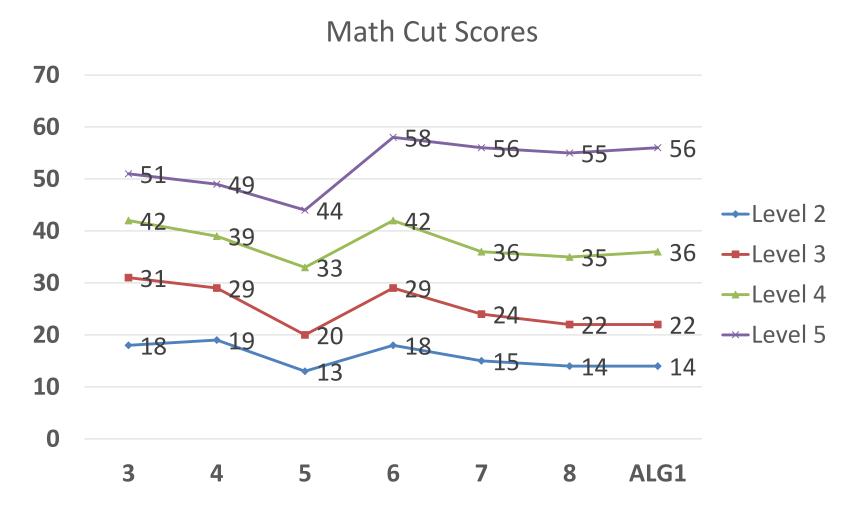
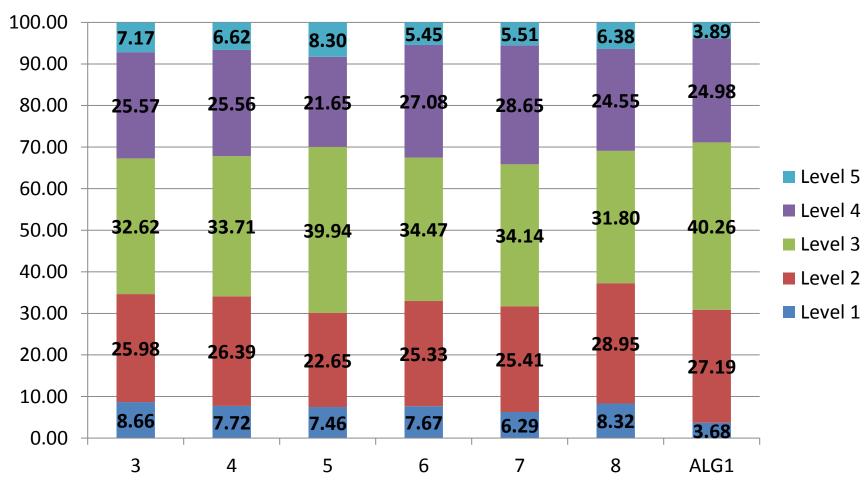ELA Cut Scores

Impact Data: ELA

ELA/English2

Math Cut Scores

Impact Data: Mathematics

Math/Algebra 1

MAP Academic Achievement Standards-2016

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Summer Milestones

- **July 26**: Preliminary MAP Data to districts

- **August 12**: Data QC window closes

- **August 18**: State-level MAP results presented to SBE

- **August 30:** Vendor published reports to parents and districts