Mississippi Academic Assessment Program (MAAP)

Blueprint Updates

Melissa Beck & Libby Cook
Office of Student Assessment
1. ALL Students Proficient and Showing Growth in All Assessed Areas
2. EVERY Student Graduates from High School and is Ready for College and Career
3. EVERY Child Has Access to a High-Quality Early Childhood Program
4. EVERY School Has Effective Teachers and Leaders
5. EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. EVERY School and District is Rated “C” or Higher
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.
Session Goals

• To provide educators and stakeholders with an overview of the updates to the Mississippi Academic Assessment Program (MAAP) blueprints
• To familiarize users with the various blueprint components
• To understand how to interpret and use assessment blueprints
Office of Student Assessment’s Role

• The Office of Student Assessment is responsible for the development, coordination, and administration of all state and federally mandated assessments for students in Mississippi’s public schools.

• In Mississippi, our first goal is all students proficient and showing growth in all assessed areas. Data from these state assessments is used to determine progress toward meeting this goal.
Why do we need Assessments?

• The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives.

• In other words, assessments tell you about students’ progress on the path to future success, whether that’s the next grade or the next course.
What are Assessment Blueprints?

A test blueprint is a TOOL.
A Test Blueprint is a TOOL used to:

- Provide an outline of the content and skills to be measured on the assessment;
- Ensure assessments are aligned directly to the standards; and
- Make informed instructional decisions to ensure all standards are addressed.
What Blueprints do for MAAP?

Assessment blueprints for MAAP

• describe the content from the standards and structure of the assessment;

• define the ideal percentage of operational test items by reporting category;

• provide a plan for educators of what the assessment will measure; and

• guide all subsequent steps of test construction.
Blueprint updates were needed

- to provide the districts with a more accurate view of test construction parameters;
- to ensure **consistency** in the test construction methods, the performance level descriptors, and the cognitive complexity; and
- to meet the United States Department of Education’s Peer Review Report requirements.
Blueprint Components
Have a fresh new look with a simplified “all in one” style!
### Design Components of the Updated MAAP Assessment Blueprints

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>MS-CCRS Standards Available for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Points by Reporting Category</td>
<td>Total Items, Points, and Testing Time</td>
</tr>
<tr>
<td>Operational Form Development Notes</td>
<td></td>
</tr>
</tbody>
</table>
Reporting categories & Standards Available for Assessment

• Reporting categories are groups of similar standards that are assessed within each grade and subject.
  • For example, in Mathematics, some reporting categories include The Number System (NS), Expressions and Equations (EE), Functions (F), Geometry (G), and Statistics and Probability (SP).

• Student performance within a reporting category indicates how proficient a student is with that subdomain of content.
  • These sets of standards can be used to identify each student’s relative strengths or areas for improvement.
MAAP blueprints have shifted to a percentage of points per reporting category.

- This shift allows for the following:
  - Flexibility in meeting sound psychometric test construction parameters; and
  - Availability of items and/or item types within or across reporting categories.
Revised Testing Time for All MAAP Assessments

• **All** MAAP assessments will now have a universal time of 180 minutes.

• The ELA Writing (Session 2) will remain unchanged with the 75-minute time limit.

• The MDE is encouraging districts/schools to use flexibility to dismiss students for other activities if all students complete the test earlier than the proposed time.
Operational Form Development Notes

- To meet the United States Department of Education’s Peer Review Report requirements, operational form development notes have been added to the blueprint documents.

- These test construction goals include:
  - Depth of Knowledge (DOK);
  - Item Types; and
  - Standards coverage.
Mathematics Test Updates

• Allow for a shortened test that includes removing Session 2 from the mathematics assessments.

• Maximize instructional time for students and educators by reducing time required for state summative assessments.
Updated Mathematics Tests and Scale Scores

• Scale scores produced for the revised mathematics tests will not change and will continue to be on the same scale as the original test.

• All items have been equated and psychometrically placed on a common scale to generate scale scores for each administration.
### Updated Mathematics Item Counts Per Grade Band

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Number of Operational Items</th>
<th>Number of Field Test Items</th>
<th>Total Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>49</td>
<td>9</td>
<td>58</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>61</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>Algebra I</td>
<td>60</td>
<td>10</td>
<td>70</td>
</tr>
</tbody>
</table>
## Blueprint Example 2: Grade 8 Mathematics

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Mississippi College- and Career-Readiness Standards Available for Assessment</th>
<th>Percentage of Points by Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Number System (NS)</td>
<td>8.NS (1, 2)</td>
<td>9-14%</td>
</tr>
<tr>
<td>Expressions and Equations (EE)</td>
<td>8.EE (1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>26-34%</td>
</tr>
<tr>
<td>Functions (F)</td>
<td>8.F (1, 2, 3, 4, 5)</td>
<td>17-23%</td>
</tr>
<tr>
<td>Geometry (G)</td>
<td>8.G (1, 2, 3, 4, 5, 6, 7, 8, 9)</td>
<td>26-34%</td>
</tr>
<tr>
<td>Statistics and Probability (SP)</td>
<td>8.SP (1, 2, 3, 4)</td>
<td>9-14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Items (Operational, Field Test, &amp; Total)</th>
<th>Assessment Total Points</th>
<th>Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Items</td>
<td>61</td>
<td>Total Points</td>
</tr>
<tr>
<td>Field Test Items</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total Items</td>
<td>71</td>
<td>Total Testing Time</td>
</tr>
</tbody>
</table>

Notes from MC-CCRS

1. Function notation is not taught in Grade 8.
Blueprint Example 2 : Grade 8 Mathematics

**Depth of Knowledge (DOK) Ranges** identifies the approximate number of DOK 1-3 items on a mathematics assessment form.

**Item Type Ranges** identifies the approximate number of varying available item types.

**Operational Form Development Notes:**

- The Depth of Knowledge (DOK) level of items across the operational test form will be tracked to have as much variety as possible. The goal is for 75% of the items on the form to be DOK level 2 and approximately 25% of the items on the form to be DOK level 1 and DOK level 3. However, we recognize that standard distribution, item types, and item statistics take priority when building the form.

- The goal is for the form to contain approximately 70% Multiple Choice Single Select (MCSS) items and the remaining 30% of the items will be Multiple Choice Multiple Select (MCMS), Match, Numeric Entry, Grid, and Composite Item Types.

- The operational form will be built to ensure that at least 75% of the standards in a reporting category will be assessed each year.

**Form Build Goals**
percentage of standards to be assessed each year.
English Language Arts
## English Language Arts (ELA) Item & Passage Counts

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of Passages/Operational Items</strong></td>
<td><strong># of Field Test Passages / Items</strong></td>
</tr>
<tr>
<td>Grades 3-5</td>
<td>4 / 40</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>5 / 50</td>
</tr>
<tr>
<td>English II</td>
<td>6 / 50</td>
</tr>
<tr>
<td>Grade 3 Retests</td>
<td>4 / 40</td>
</tr>
</tbody>
</table>

**Session 1 Time**: NOW 180 Minutes for ALL Grades

**Session 2**: 75 Minutes
Blueprint Example 1: English II Session 1

The Reporting Category identifies the strands assessed in ELA.

The Standards Available for Assessment identifies the available MS-CCRS Standards assessed in ELA.

The Percentage of Points by Reporting Category identifies a percentage range of the total possible points on the ELA assessment.

Number of Items (Operational, Field Test, & Total)

Assessment Total Points

Session 1 Testing Time

<table>
<thead>
<tr>
<th>Session</th>
<th>Reporting Category</th>
<th>Mississippi College- and Career-Readiness Standards Available for Assessment</th>
<th>Percentage of Points by Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Reading Literature (RL)</td>
<td>RL.9-10 (1, 2, 3)</td>
<td>30-37%</td>
</tr>
<tr>
<td></td>
<td>Key ideas</td>
<td>RL.9-10 (1, 2, 3)</td>
<td>15-17%</td>
</tr>
<tr>
<td></td>
<td>Craft and Structure</td>
<td>RL.9-10 (4, 5, 6)</td>
<td>13-17%</td>
</tr>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas</td>
<td>RL.9-10 (7, 9)</td>
<td>2-3%</td>
</tr>
<tr>
<td></td>
<td>Reading Informational Texts (RI)</td>
<td>RL.9-10 (1, 2, 3)</td>
<td>52-55%</td>
</tr>
<tr>
<td></td>
<td>Key ideas</td>
<td>RL.9-10 (4, 5, 6)</td>
<td>25-27%</td>
</tr>
<tr>
<td></td>
<td>Craft and Structure</td>
<td>RL.9-10 (7, 8, 9)</td>
<td>22-25%</td>
</tr>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas</td>
<td>RL.9-10 (7, 8, 9)</td>
<td>3-5%</td>
</tr>
<tr>
<td></td>
<td>Language (L)</td>
<td>L.9-10 (4, 5, 6)</td>
<td>12-15%</td>
</tr>
<tr>
<td></td>
<td>Operational Items</td>
<td>50</td>
<td>Total Points</td>
</tr>
<tr>
<td></td>
<td>Field Test Items</td>
<td>10</td>
<td>Total Session 1 Testing Time</td>
</tr>
<tr>
<td></td>
<td>Total Session 1 Items</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>
### Blueprint Example 1: English II Session 2

<table>
<thead>
<tr>
<th>Session 1 &amp; Session 2</th>
<th>Reporting Category</th>
<th>Standards Available for Assessment</th>
<th>Percentage of Points by Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing (W)*</td>
<td>W.9-10 (1, 2, 3) L.9-10 (1, 2, 3)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Total Writing Prompts</td>
<td>1</td>
<td>Total Points 12</td>
</tr>
<tr>
<td></td>
<td>Total Session 2 Testing Time</td>
<td>75 minutes (1 hour &amp; 15 minutes)</td>
<td>Total Points 72</td>
</tr>
</tbody>
</table>

**Notes:**
- The Writing standard measured (W.1, W.2, or W.3) will be dependent on the writing prompt, which may vary by form. L.1-3 will be measured in the writing task and scored using the writing rubric. Session Items 1 and 2 writing tasks are combined as a single assessment. Session 1 and Session 2 are not scored as separate assessments. Students are given one total score.

- **Writing Note & Rubric Information:**

- **Total Writing Points:**

- **Session 2 Testing Time:**

- **Assessment Total Points:**

- **Number of Items (Prompts):**

The **Reporting Category** identifies the strands assessed in ELA.

The **Standards Available for Assessment** identifies the available MS-CCRS Standards assessed ELA.

The **Percentage of Points by Reporting Category** identifies a percentage range of the total possible points on the ELA assessment.

**Number of Items (Prompts):**

**Total Writing Points:**

**Session 2 Testing Time:**

**Assessment Total Points:**

**Writing Note & Rubric Information:**
Blueprint Example 1: English II Additional Information

Depth of Knowledge (DOK) Ranges identifies the approximate number of DOK 1-3 items on an ELA assessment form.

Item Type Ranges identifies the approximate number of varying available item types.

Form Build Goals percentage of standards to be assessed each year.

Operational Form Development Notes:

- The Depth of Knowledge (DOK) level of items across the operational test form will be tracked to have as much variety as possible. The goal is for 75% of the items on the form to be DOK level 2 and approximately 25% of the items on the form to be DOK level 1 and DOK level 3 combined. However, we recognize that standard distribution, item types, and item statistics take priority when building the form.

- The goal is for the form to contain approximately 75-80% Multiple Choice Single Select (MCSS) items and the remaining 20-25% of the items will be Multiple Choice Multiple Select (MCMS), Composite, and Technology Enhanced Item (TEI) Item Types.

- The operational form will be built to ensure that at least 75% of the standards in a reporting category will be assessed each year.
Using Test Blueprints
**Test Blueprints: How they can be used in the classroom?**

<table>
<thead>
<tr>
<th>Curriculum Design</th>
<th>Instructional Planning</th>
<th>Local Assessments</th>
</tr>
</thead>
</table>
| • **Make Informed Instructional Decisions**  
  • Unpack the MS College- and Career- Readiness Standards (MS-CCRS).  
  • Identify alignment between High Quality Instructional Materials (HQIM) and test blueprints to ensure all standards are addressed. | • **Deep Dive into Content Standards**  
  • Plan classroom activities that  
    • Allow students to engage in grade level content.  
    • Are both rigorous and vastly covers various Depth of Knowledge (DOK) levels of cognitive complexity. | • **Focus on the Content**  
  • Design common assessments based on the units of instruction that assess the rigorous content at the various DOK levels. |

**Mississippi Instructional Materials Matter**
https://msinstructionalmaterials.org
If we are measuring the effects of teaching the MS College—and Career—Readiness Standards.

- Our assessments must reflect what is taught.
- Our teaching must reflect the aligned standards.
Questions?

Please do not hesitate to email us!

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ELA – mbeck@mdek12.org
Math – ecook@mdek12.org