

**OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT**  
**Summary of State Board of Education Agenda Items**  
**October 15, 2015**

**OFFICE OF STUDENT ASSESSMENT**

10. Approval to begin the Administrative Procedures Act process to revise the following State Board policies

B. Revise State Board Policy 7608 – Setting Student-Level Standards for State Assessments [Goals 1 and 2 – MDE Strategic Plan]

Recommendation: Approval

Back-up material attached

DESCRIPTOR TERM: Setting Student-Level Standards for State Assessments

CODE: 7608

ADOPTION DATE: July 20, 2001

REVISION: May 18, 2007

~~STEP 1. Descriptor Development.~~

~~General student performance level descriptors are relatively broad and are used across grade levels and subject areas. These descriptors answer questions such as, "What does it mean for a student to be advanced, proficient, basic, or minimal on the test?" General descriptors have been written for the following (see below):~~

~~Performance levels for State Assessments:~~

- ~~• Advanced~~
- ~~• Proficient~~
- ~~• Basic~~
- ~~• Minimal~~

~~Pass/Fail Scores for the SATP: Algebra I, Biology I, English II, U.S. History from 1877~~

~~A committee of practitioners will assist the Department of Education in developing performance level descriptors that are grade, subject, and course specific.~~

~~STEP 2. Public Review of Descriptors.~~

~~This process will ensure broad-based input from educators, parents, community leaders, and other stakeholders in the development of student-level standards. Public comment required by the Administrative Procedures Act will serve as the means for collecting broad-based input.~~

~~STEP 3. Standard Setting for State Assessments.~~

~~This process will establish points on the score scale that differentiate the performance levels.~~

~~STEP 4. Technical Advisory Committee Review.~~

~~The Technical Advisory Committee reviews the results of the standard setting process.~~

~~STEP 5. Mississippi Board of Education Approval of Student Level Standards.~~

~~The Mississippi Board of Education approves the points on the score scale that differentiate the performance levels.~~

General Performance Level Descriptors:

Performance Level	General Descriptor
Advanced	<del>Students at the advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the content standards.</del>
Proficient <sup>4</sup>	<del>Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency as specified by the content standards. Students who perform at this level are prepared to begin work on even more challenging material that is required in the next grade or course in the content area.</del>
Basic	<del>Students at the basic level demonstrate partial mastery of the knowledge and skills in the grade or course in the content area and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency specified by the content standards. Remediation is recommended for these students.</del>
Minimal	<del>Students at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance. These students require additional instruction and remediation in the knowledge and skills that are necessary for success in the grade or course in the content area.</del>
-	<sup>4</sup> The goal is for all students in Mississippi to perform at the proficient level or above.

Assessments of the Mississippi Statewide Assessment System shall have five (5) achievement levels, competencies, descriptors, and applicable achievement cut scores—collectively referred to as academic achievement standards, including alternative academic achievement standards for students with the most significant cognitive disabilities. Academic achievement standards shall be established using a technically sound method recognized by national experts extensively grounded in the research literature.

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