

OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Items
Consent Agenda
January 21, 2016

OFFICE OF STUDENT ASSESSMENT

- I. Action: Revise the following State Board of Education policies: [Goals 1 and 2 - MDE Strategic Plan] (J.P. Beaudoin)
(Has cleared the Administrative Procedures Act process with no public comments)

1. Revise State Board Policy Part 3, Chapter 78, Rule 78.7 – Schedule [Goals 1 and 2 – MDE Strategic Plan]
 - a. *Rule 78.7 Schedule.* The Mississippi State Department of Education, subject to the approval of the State Board of Education, will establish and disseminate a testing schedule for the Mississippi Statewide Assessment System prior to 01 October of each year. An up-to-date copy of the schedule shall be kept on file at the Mississippi Department of Education.

Source: *Miss Code Ann. 37-1-3, 37-16-3 (Revised 10/2015)*

2. Revise State Board Policy Part 3, Chapter 78, Rule 78.8– Setting Student-Level Standards for State Assessments [Goals 1 and 2 – MDE Strategic Plan]
 - a. *Rule 78.8 Setting Student-Level Standards for State Assessments.* 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.

Source: *Miss Code Ann. 37-1-3, 37-16-3 (Revised 10/2015)*

3. Revise State Board Policy Part 3, Chapter 78, Rule 78.10 – Subject Area Testing Program Appeals Process [Goals 1 and 2 – MDE Strategic Plan]
 - a. Appeal for Rescoring
 - i. When a student, parent, or district personnel has reason to believe that, due to a scoring error a student did not pass an assessment within the Mississippi Statewide Assessment System, the district may request the MDE manually rescore the assessment. The MDE will outline the process to request manual rescoring in the *Mississippi District Test Coordinator* procedural manual.

Source: *Miss. Code Ann. 37-1-3 (Adopted 10/1997)*

Part 3, Chapter 78

Rule 78.10 Subject Area Testing Program Appeals Process

Appeal for Rescoring

When a student, parent, or district personnel has reason to believe that due to a scoring error, a student did not pass an assessment within the Mississippi Statewide Assessment System, the district may request the MDE manually rescore the assessment.

The MDE will outline the process to request manual rescoring in the *Mississippi District Test Coordinator* procedural manual.

MS Code Ann. 37-16-3 (Revised 10/2015)

Rule 78.10 Subject Area Testing Program Appeals Process

I. Appeal for Rescoring

When a student, parent, or district personnel has reason to believe that, due to a scoring error, a student who did not pass a ~~Subject Area Test should have passed the test, an appeal for rescoring may be made~~ an assessment within the Mississippi Statewide Assessment System, the district may request the MDE manually rescore the assessment.

Process:

- ~~The student, parent or district personnel must submit a written statement with supporting information outlining why the applicant thinks he/she should have passed the test.~~
- ~~The initial appeal is submitted at the local level for determination of merit.~~
- ~~A local decision is made to forward the appeal to the state level for consideration or to deny the appeal.~~
- ~~If the appeal is denied at the local level, the appeal can be submitted directly to the state level for consideration.~~
- ~~Direct appeals and appeals forwarded from the local level are considered at the state level, and a decision is made to grant the appeal or to deny it.~~
- ~~Any request for rescoring must be submitted no later than one calendar year from the time of the receipt of score reports in the district.~~
- ~~If the rescoring determines that a scoring error occurred that results in the student passing the test, the testing company will bear the cost of the rescoring. If the rescoring does not determine that a scoring error occurred, the costs associated with rescoring will be borne by the school district in which the student took the test in question.~~

II. ~~Appeal for an Alternative Assessment as a Substitute Evaluation~~

~~Appeals Process:-~~

- ~~The Appeal for an Alternative Assessment as a Substitute Evaluation may not begin until a student has scored within one scale score point of the passing cut score on the same subject area content test on any three separate occasions (i.e., initial test, first retest, second retest, or any other combination) and has participated in remediation designed to assist students in passing the appropriate subject area test.~~
- ~~The student or parent may request an appeal to be initiated by a teacher, or a teacher may initiate an appeal. The teacher may deny a request from a student or parent if, in the teacher's professional opinion, there is no basis for the appeal. The student's teacher for the specific subject area course or~~

a course in the same content at a higher level must be the teacher involved in the appeal process. To initiate an appeal the teacher must confirm the student has met the testing criteria outlined above and then submit a portfolio of student work that demonstrates the student's mastery of the course content accompanied by a letter of recommendation to the principal of the student's school.

- This portfolio will consist of documentation that supports student mastery at the expectation defined by the curriculum framework and will be submitted in accordance with the requirements for the Alternative Assessment for Subject Area Tests, a process available only to students with an IEP. The composition of the evidence portfolio must address the course-specific framework competencies and objectives for the relevant subject area test.
- The teacher must sign the Ethics in Data Collection Form for the Appeal for an Alternative Assessment as a Substitute Evaluation to accompany the portfolio.
- The teacher's letter of recommendation, the portfolio, and the Ethics in Data Collection Form must be reviewed and agreed to as accurate by the school principal and district superintendent. If the portfolio is found not to substantiate the appeal, the appeal may be denied by the principal and/or district superintendent. If the principal and superintendent support the appeal, they must also sign the Ethics in Data Collection Form.
- If the appeal is approved by the superintendent, the district test coordinator will then review the appeal and verify that all requirements of the Appeal for an Alternative Assessment as a Substitute Evaluation have been met. The district test coordinator will submit the student portfolio including the teacher's letter of recommendation and the Ethics in Data Collection Form, which the district test coordinator must also sign, to the Office of Student Assessment by March 30 in the year that the student is anticipated to graduate or at any time following the student's meeting criterion (a).
- If the results of the review of the portfolio determine that the student has demonstrated mastery of the curriculum, a passing score will be substituted for a failing score on the standard statewide subject area test, and the Mississippi Department of Education will bear the cost associated with the review.
- If the results of the review of the portfolio do not determine that the student has demonstrated mastery of the curriculum, the student must continue participating in subsequent standard statewide assessment administrations. In this case, the costs associated with the review of the portfolio will be borne by the school district that submitted the appeal.
- If the Appeal for an Alternative Assessment as a Substitute Evaluation is denied and the student continues to participate in subsequent standard statewide assessment administrations, the teacher may again initiate an appeal, or a student or parent may request another appeal, following any

~~subsequent retest opportunity that results in the student's again scoring within one scale score point of the passing cut score.~~

The MDE will outline the process to request manual rescoring in the *Mississippi District Test Coordinator procedural manual*.

MS Code Ann. 37-16-3 (Revised 10/2015)

Part 3, Chapter 78

Rule 78.7 Schedule

The Mississippi State Department of Education, subject to the approval of the State Board of Education will establish and disseminate a testing schedule for the Mississippi Statewide Assessment System prior to 01 October of each year. An up-to-date copy of the schedule shall be kept on file at the Mississippi Department of Education.

MS Code Ann. 37-16-3 (Revised 10/2015)

Part 3, Chapter 78

Rule 78.7 Schedule

The Mississippi State Department of Education, subject to the approval of the State Board of Education, will establish and disseminate ~~to the appropriate individuals in the education community~~ a testing schedule for the Mississippi Statewide Assessment System prior to 01 October of each year. An up-to-date copy of the schedule shall be kept on file at the Mississippi Department of Education.

MS Code Ann. 37-16-3 (Revised 10/2015)

Part 3, Chapter 78

Rule 78.8 Setting Student-Level Standards for State Assessments

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.

MS Code Ann. 37-16-3 (Revised 10/2015)

Part 3, Chapter 78

Rule 78.8 Setting Subject-Level Standards for State Assessments

~~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	Students at the advanced level consistently perform in a manner clearly beyond that required to be successful <u>in the grade or course in the content area</u> . These students are able to perform at a <u>high level of difficulty, complexity, or fluency as specified by the content standards</u> .
Proficient 1	Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success <u>in the grade or course in the content area</u> . These students are able to perform at the <u>level of difficulty, complexity, or fluency as specified by the content standards</u> . 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
Basic	Students at the basic level demonstrate partial mastery of the knowledge and skills <u>in the grade or course in the content area</u> and may experience <u>difficulty in the next grade or course in the content area</u> . These students are able to perform some of the content standards at a low level of <u>difficulty, complexity, or fluency specified by the content standards</u> . Remediation <u>is recommended</u> for these students.
Minimal	Students at the minimal level <u>inconsistently demonstrate the knowledge or skills that define basic level performance</u> . These students require additional instruction and remediation in the <u>knowledge and skills that are necessary for success in the grade or course in the content area</u> .

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 standard 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.

MS Code Ann. 37-16-3 (Revised 10/2015)