

OFFICE OF CHIEF RESEARCH AND DEVELOPMENT OFFICER
State Board of Education Agenda Items
March 17, 2016

OFFICE OF STUDENT ASSESSMENT

06. Information: Mississippi Assessment Program-Alternate (MAP-A) test design for SY 2015-2016 and SY 2016-2017 for English Language Arts, Mathematics and Science [Goal 1 – MBE Strategic Plan]

Background Information: The Individuals with Disabilities Education Act (IDEA) Section 300.160.C and Every Student Succeeds Act (ESSA) and the Code of Federal Regulations 34 CFR 200.1(d) require an alternate assessment be provided based on alternate achievement standards for students with Significant Cognitive Disabilities (SCD) who, by nature of their disability, cannot access the general education standards. Through a subcontract with Dynamic Learning Maps (DLM), Questar Assessment, Inc. administers Alternate Assessments for English Language Arts (ELA) and Mathematics for Grades 3-8, Science for Grades 5 and 8, and High School Algebra I, English II and Biology for students with SCD.

Questar, at our direction, has agreed to develop customized tasks that will be field tested during the Spring 2016 window. Mississippi intends that Questar develop these tasks for use in the Mississippi Assessment Program-Alternate beginning with the 2016-2017 assessment cycle. All customized tasks must be initially reviewed by Mississippi teachers before administration of future alternate assessments. The customized tasks will be initially reviewed by teachers so as to ensure that the assessment tasks are age-grade appropriate, aligned to the standards, ranged in complexity, and give the student the best opportunity to demonstrate their level of understanding and application of the alternate achievement standards. Participating teachers should have a successful history of working with this population.

This item references Goal 1 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Information Only

Back-up material attached



Mississippi Assessment Program-Alternate Assessment (MAP-A) Assessment Design

Purpose Statement

The MAP-A is an assessment being developed to measure the extended, MS College and Career Readiness Standards (MSCCR-E). This assessment is administered to students with the most significant cognitive disabilities in a manner that provides information about: (a) an individual student's understanding of the MSCCR-E, (b) supports needed to improve learning outcomes, and (c) effective instructional practices. The MAP-A program specifically addresses Mississippi's State Board of Education's (SBE) Goal #1: All students' proficient and showing growth in all grades in all assessed areas.

Current Policy Statement

Per 34 C.F.R § 300.160 of IDEA, "A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs...." Mississippi Code 37-16-3 requires that every pupil enrolled in a public school participate in the statewide assessment system, and that the school district superintendent certify annually that all eligible pupils enrolled in the designated grade were tested.

All eligible students will participate in the state assessment program (MS Code 37-16-3 and 37-16-9). All statewide assessments, including the MAP-A, shall be of high quality, rigorous, technically, and administered in an equitable manner each year in accordance with the testing calendar published by the SBE (reference SBE Rule 78.7).

Design Statement

The MAP-A will be an assessment designed for the expressed purpose of measuring the MSCCR-E in English-language arts, mathematics, and science. The assessment's overall design will afford numerous "access" points for students to participate in a meaningful way, while considering the vast diversity of test-takers classified as SCD. Mississippi educators shall be involved at all stages of development in a manner that promotes transparency, best practices, and input from stakeholders, in particular teachers and parents.

Design Framework

A performance event is a collection of performance tasks used to measure approximately one-third of the MSCCR-E in a given year. Each performance task (PT) is an on-demand

measure consisting of a scripted format and supports designed to measure the targeted content standards. Performance tasks are administered individually to students in a planned session and responses are scored by trained teachers and/or test proctors. PT scores are entered into a web-based scoring tool that combines all tasks into an overall performance event score. Scores are then calibrated and transformed onto the same scale used in the MAP assessments.

The MAP-A construct is assumed to be multi-dimensional with two key aspects being included in the interpretation of these scores. First, the degree of accuracy the student is able to attain given an individual performance task, and second, the degree of independence with which the student is able to engage the tasks. Accuracy is defined as the degree in which the response reflects one or more correct responses.

Training and Support

The MDE recognizes that working with special needs students requires a level of training that specifically accommodates individuals with disabilities. Initial training will be provided for teachers who work with special needs students to support the design tailored classroom. Follow-up training will be provided based on assessment results and based on information as needed by the districts. These classroom assessments will be based on the MS College and Career Readiness Standards.

Administration

The MAP-A will be administered in the spring testing window (extended) to ensure sufficient time for the administration of the performance event's tasks. The window will generally consist of a sixty-day (60) collection period in March and April. Teachers are trained in the procedural steps during the summer and fall prior to the administration of the assessment. This is conducted through a combination of initial, on-site training followed by an on-line "retraining and practice" version prior to administering MAP-A.

The MAP-A testing conditions should be established both consistent with a student's Individualized Educational Program (IEP) and the guidelines development in the test administrator's procedures. MAP-A is administered to only those individuals with significant, cognitive disabilities, all other students are ineligible for this assessment and should participate in the MAP.

Scores

Each student will be provided an overall performance event score based upon a total number of raw points (50) possible to those earned to create a raw score (RS). This raw score will then be calibrated and transformed onto the MAP scale at the applicable grade level. The MAP scale ranges from 301 to 1099. The passing score (Level 3) will be fixed at midpoint of scale at a particular grade level (i.e., 350, 450, etc.)

These scaled scores will also be reported by the five performance levels required by SBE policy. Performance levels and the applicable descriptors (collectively known as academic achievement standards) will be established using standard-setting method appropriate for an alternate assessment.