

# Modified Maryland School Assessment (Mod-MSA)

Maryland State Board  
of Education

May 27, 2009

# ALL Students with Disabilities Participate in Assessments

## IDEA REQUIREMENTS

- Students with disabilities will participate in general state and district wide assessments, with appropriate accommodations, where necessary. [Sec. 612(a)(17)(A)]
- For students with disabilities who are determined to be unable to participate in general assessments, alternate assessments will be used. [Sec. 612(a)(17)(A)(ii)]

## NCLB REQUIREMENTS

- Beginning in 2005-06, all students in grades 3-8, including students with disabilities (with reasonable adaptations and accommodations, as necessary) will participate in annual assessments in, at a minimum, mathematics and reading/language arts, and, beginning no later than 2007-08, in science. [Sec. 1111(b)(3)(C)]
- Accommodations, guidelines, and alternate assessments must be provided in the same manner as under [Sec. 612(a)(17) of the IDEA. Sec. 1111(b)(2)(I)]

# **ALL Students with Disabilities Participate in Assessments**

- **Regular assessment**
- **Regular assessment with accommodations**
- **Alternate assessment based on grade-level achievement standards (Mod-2%)**
- **Alternate assessment based on alternate achievement standards (Alt-1%)**

# **The IEP Team Determines the Appropriate Assessment for All Students with Disabilities**

- **A student's disability must not determine which assessment the student will take.**
- **A student's IEP team will make the decision as to which assessment a student will take.**
- **There is no limit on the number of students allowed to take any particular assessment.**

# **The IEP Team Determines the Appropriate Assessment for All Students with Disabilities**

- **May not be limited to students in a particular disability category.**
- **Alternate achievement standards and modified achievement standards must be developed using a documented and validated standard-setting process.**
- **Assessments based on alternate or modified achievement standards must be valid and reliable and must be of high technical quality.**
- **Assessments must be linked to academic content standards for the grade in which the student is enrolled.**

# Determining eligibility for modified assessments

## Alt-MSAs

- Includes students with the most significant cognitive disabilities
- Includes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the best instruction
- Preclude students from earning a regular high school diploma

## Mod-MSA

- Includes students with disabilities who can make significant progress but may not reach grade-level achievement standards in the same time frame as other students
- States that students must receive grade-level instruction
- States that the student's IEP team must use objective evidence (e.g., from state assessments), based on multiple measures, and collected over a period of time to identify these students
- May not preclude students from earning a regular high school diploma

# Characteristics of Assessments

	MSA	Mod-MSA (2%)	Alt-MSA (1%)
<b>Achievement Standards</b>	<p>A grade level academic achievement standard defines a level of “proficiency” performance equivalent to grade-level achievement on the State’s regular assessment.</p> <p>Achievement standards must include 3 levels of performance, cut scores that distinguish one level from another, and descriptions of the content-based competencies associated with each level</p> <p>May be defined grade-by-grade.</p>	<p>A modified academic achievement standard is aligned to grade-level content standards for the grade in which a student is enrolled and challenging for eligible students, but may be less challenging than grade-level achievement standards.</p> <p>Achievement standards must include 3 levels of performance, cut scores that distinguish one level from another, and descriptions of the content-based competencies associated with each level grade-level</p> <p>Must be defined grade-by-grade</p>	<p>An alternate academic achievement standard is an expectation of performance that differs in complexity from a grade-level achievement standard, usually based on a very limited sample of content that is linked to but does not fully represent grade-level content.</p> <p>May be defined for grade cluster, e.g., 3-5</p>
<b>Test Content Standards</b>	Grade-Level	Grade-Level	“Extended” standards may include substantially simplified content, including emerging and pre-requisite skills.

# General Curriculum and Assessments

	Content		Achievement		
	Regular	Alternate	Regular	Modified	Alternate
MSA/HSA	✓		✓		
Mod- MSA	✓			✓	
Alt-MSA		✓			✓



# Modified Achievement Standards and Instruction

- **Designed to meet the needs of student's specific instructional characteristics, such as the need for:**
  - **Shorter reading passages**
  - **More visual cues**
  - **Scaffolding questioning**
  - **Few items presented on a page**
- **Provide a measure of students with disabilities performance compared with grade-level academic content standards**
- **Provide teachers and parents with information that will help guide access to the general curriculum and instruction strategies**

# Who is a Mod-Eligible Student?

- **A student with an IEP working on grade level content**
- **A student making progress on grade-level academic IEP goals, but not a year of progress for a year of instruction**
- **Has had multiple interventions over consecutive years**
- **Does not qualify for Alt-MSA eligibility (not a student with significant cognitive disabilities)**

# Who is a Mod-Eligible Student?

- **Cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress**
- **Learning based on the State curriculum in reading and mathematics.**

# Examples of Test Modifications

- Only Selected Responses
- Reduced number of answer choices (3 instead of 4)
- Simplified sentence structure, vocabulary, and graphics
- Deleted extraneous information when possible
- No “EXCEPT” and “NOT” questions
- Separated long paragraph questions into bullets whenever possible
- Online Assessment
- “Pre-reading” text added prior to passages
- Use pictures to support passage

# Mod-MSA Math Test Format

## Publicly Released Item

Look at the equation below.

$$125 \times N = 375$$

What value of N makes this equation correct?

- A. 2
- B. 3
- C. 4
- D. 5

## Sample Modified Test Item

Look at the equation below.

$$125 \times N = 375$$

~~What value of N makes this equation correct?~~

What is the value of N?

- 1. 2
- 2. 3
- 3. 4
- 4. ~~5~~ (distracter)

# Benefits

- **Eligible to take the Mod-MSA in one subject and take the MSA in the other subject**
- **Test is more accessible and students with IEPs may do better if provided with instruction in the content area**
- **All accommodations available**
- **Online availability**

# **Mod-MSA Professional Development Trainings**

**State and Regional meetings and individual Technical Assistance to LSS and schools.**

**949 participants attended the Mod-MSA Regional Trainings and Technical Support meetings**

- Assistant Superintendents**
- Local Accountability Coordinators**
- Directors of Special Education**
- Central Office Special Education Personnel**
- High School Principals**
- High School Assist. Principals**
- STCs**
- IEP Chairpersons**

# **Topics Covered at Mod-MSA Professional Development Trainings**

- **Mod-eligibility requirement**
- **Guidelines for IEP Teams**
- **Summary of Maryland's Assessments**
- **Sample of modified test items**
- **Accommodations Guidelines for Instruction and Assessment**
- **Creating standard based IEPs**
- **Writing IEP goals based on content standards**



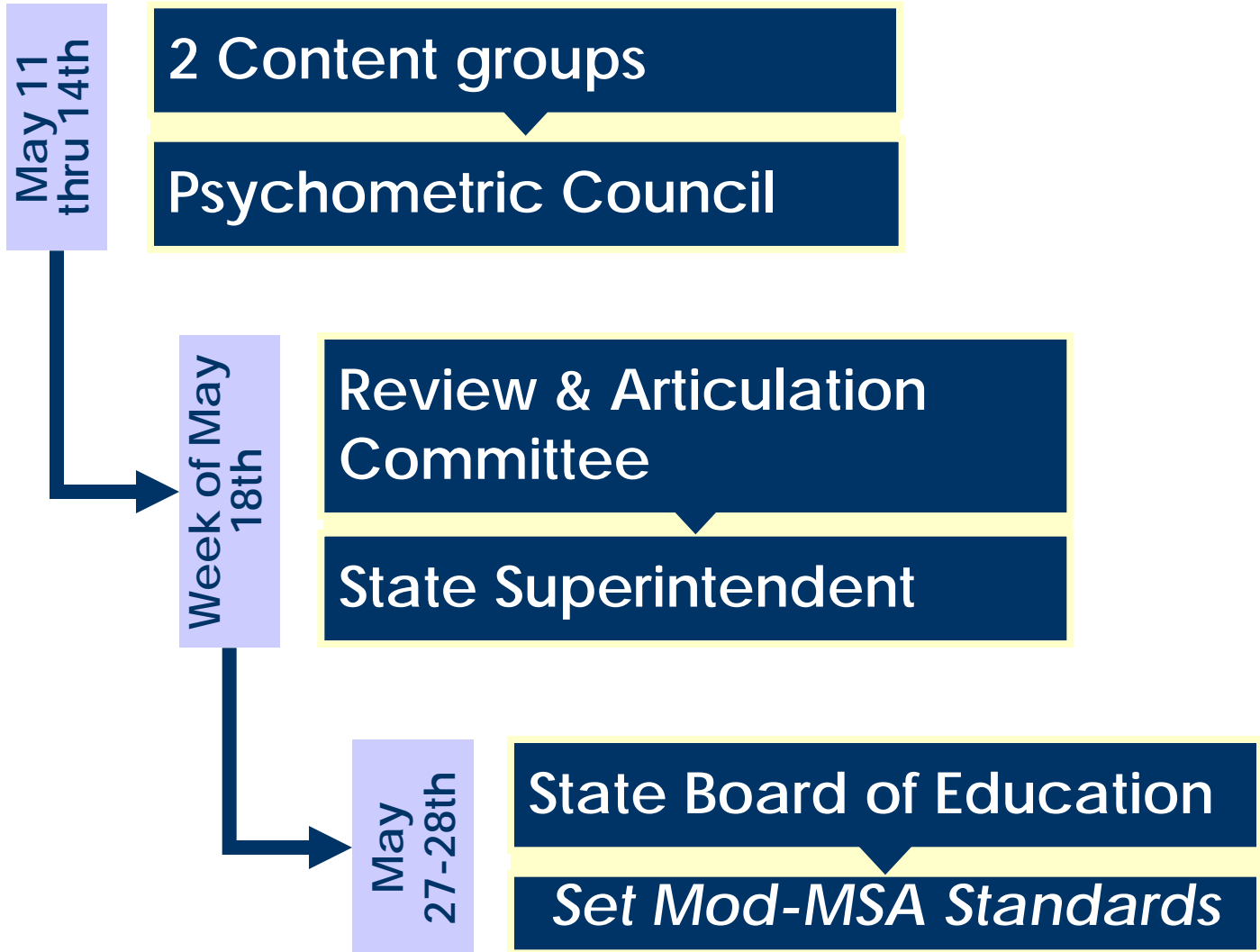
# Modified High School Assessment (Mod-MSA) Standard Setting

# Mod-MSA Standard Setting

## New Assessment in May 2009

- **NCLB requires standards of proficient and advanced.**
  - **Standard setting was to recommend cut scores to determine proficient and advanced performance for students and to be used for AYP calculations**

# Standard-Setting Work Flow

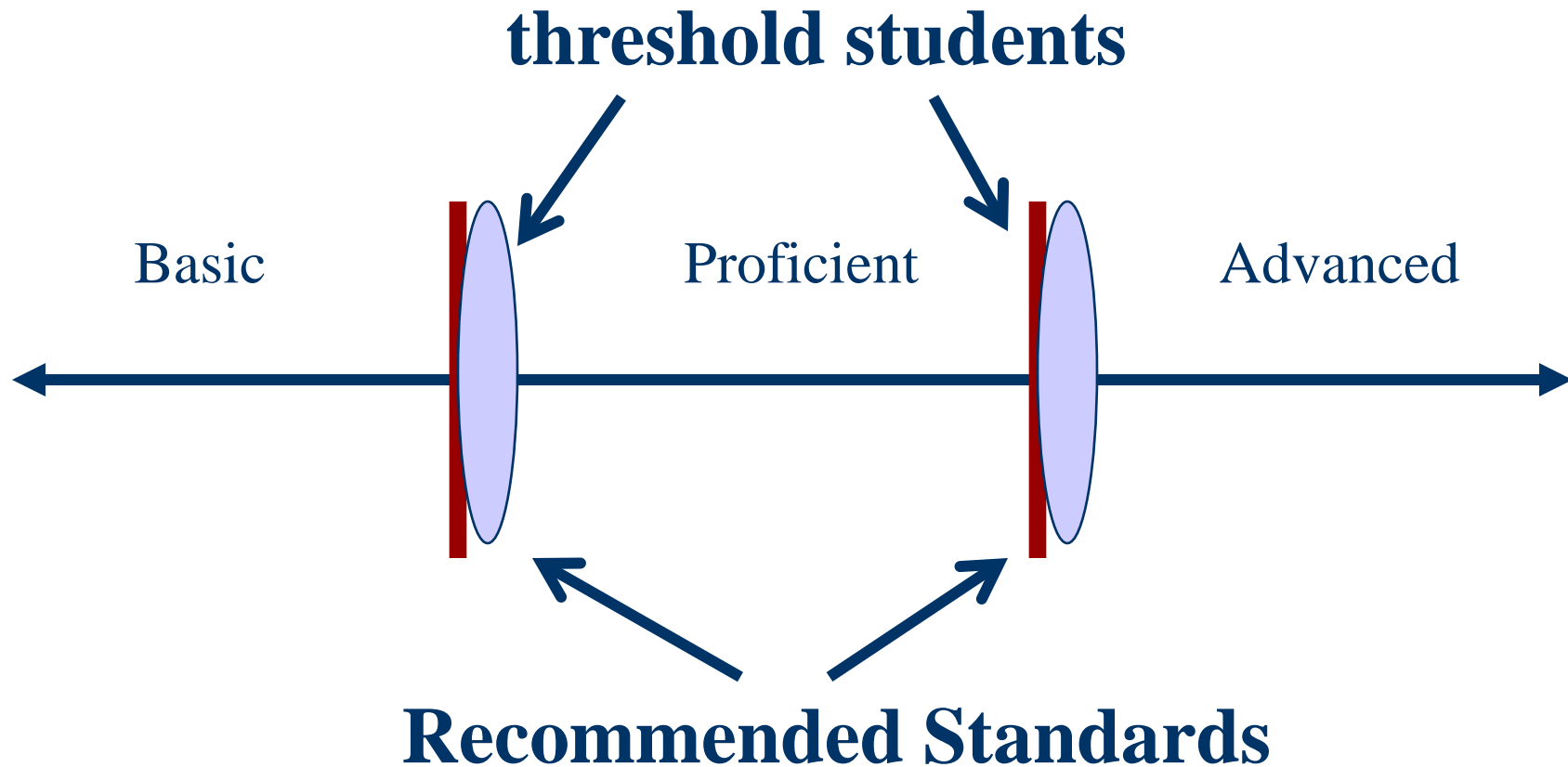


# 6 Standard-Setting Groups

18 to 27 participants each (*teachers and supervisors with content area and special education expertise*) representing 23 school systems

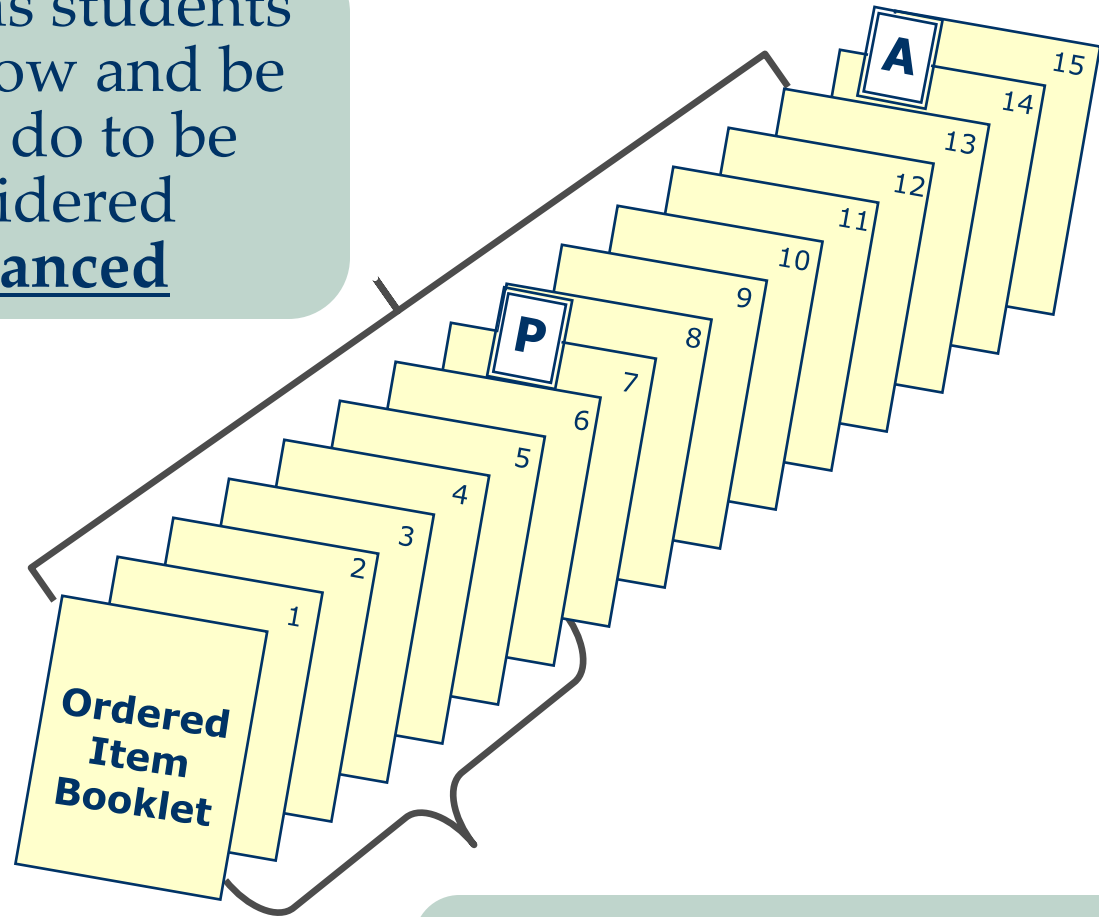
- Mod-MSA Reading Grade 6
- Mod-MSA Reading Grade 7
- Mod-MSA Reading Grade 8
  
- Mod MSA Mathematics Grade 6
- Mod MSA Mathematics Grade 7
- Mod MSA Mathematics Grade 8

# Mod-MSA Performance Standards



# Bookmark Standard-Setting Procedure

Test items students must know and be able to do to be considered Advanced

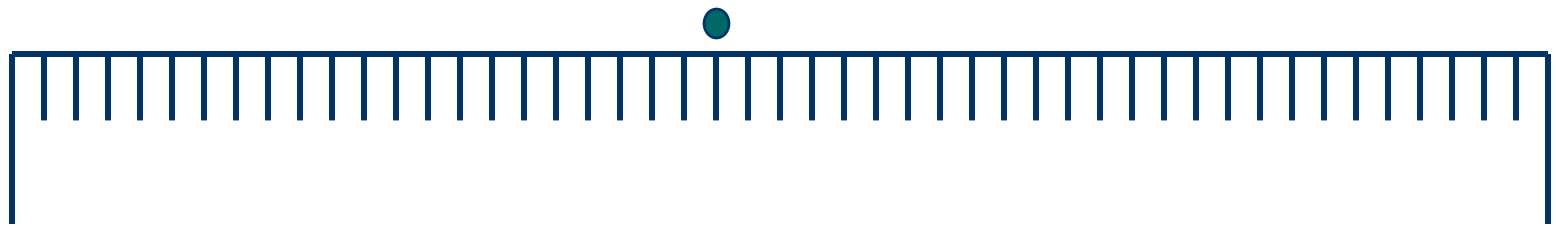


Test items students must know and be able to do to be considered Proficient

# Standard-Setting Process

## Individual Analysis

Content every student should know

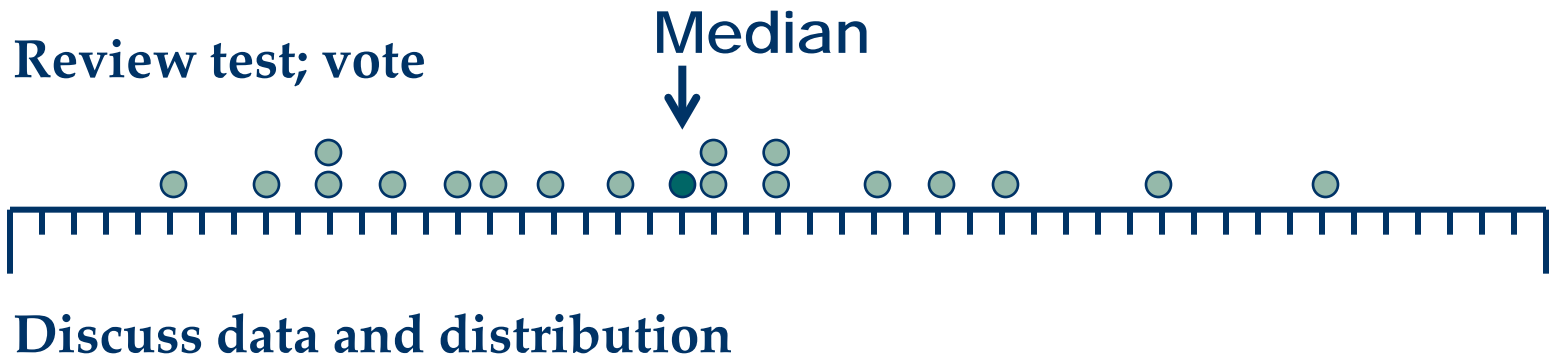


Items most  
students  
get correct

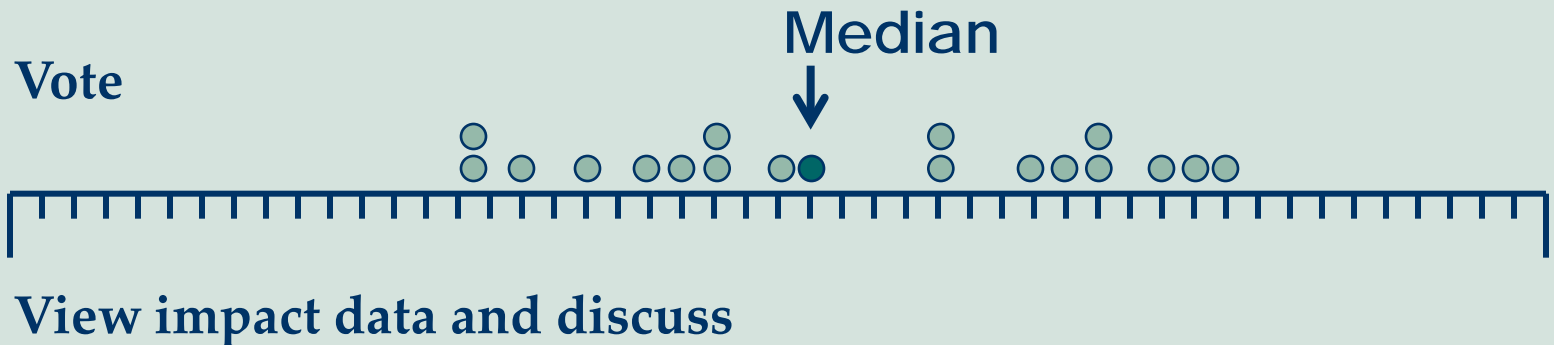
Items fewer  
students  
get correct

# Standard-Setting Process

## Round 1



## Round 2





# National Psychometric Council Review

- Review methods and procedures for integrity
- Review participant exit surveys
- Proposed standards
- Set variance to be allowed for remaining groups

# Review and Articulation

May 19, 2009

- Superintendents and Assistant Superintendents
- Local Accountability Coordinators
- Teachers
- Central Office Personnel
- Directors of Special Education
- Teachers' Union Representatives
- Advocates for students with special needs
- Parents
- Business Community members
- MSDE staff

# Numbers of Students Participating in the 2009 Mod-MSA

Grade Level	Reading	Mathematics
6	1286	1353
7	1639	1581
8	1804	1856

# Proposed Mod-MSA Cut Scores -Reading

	Proficient	Advanced
Grade 6	54	67
Grade 7	56	72
Grade 8	54	66

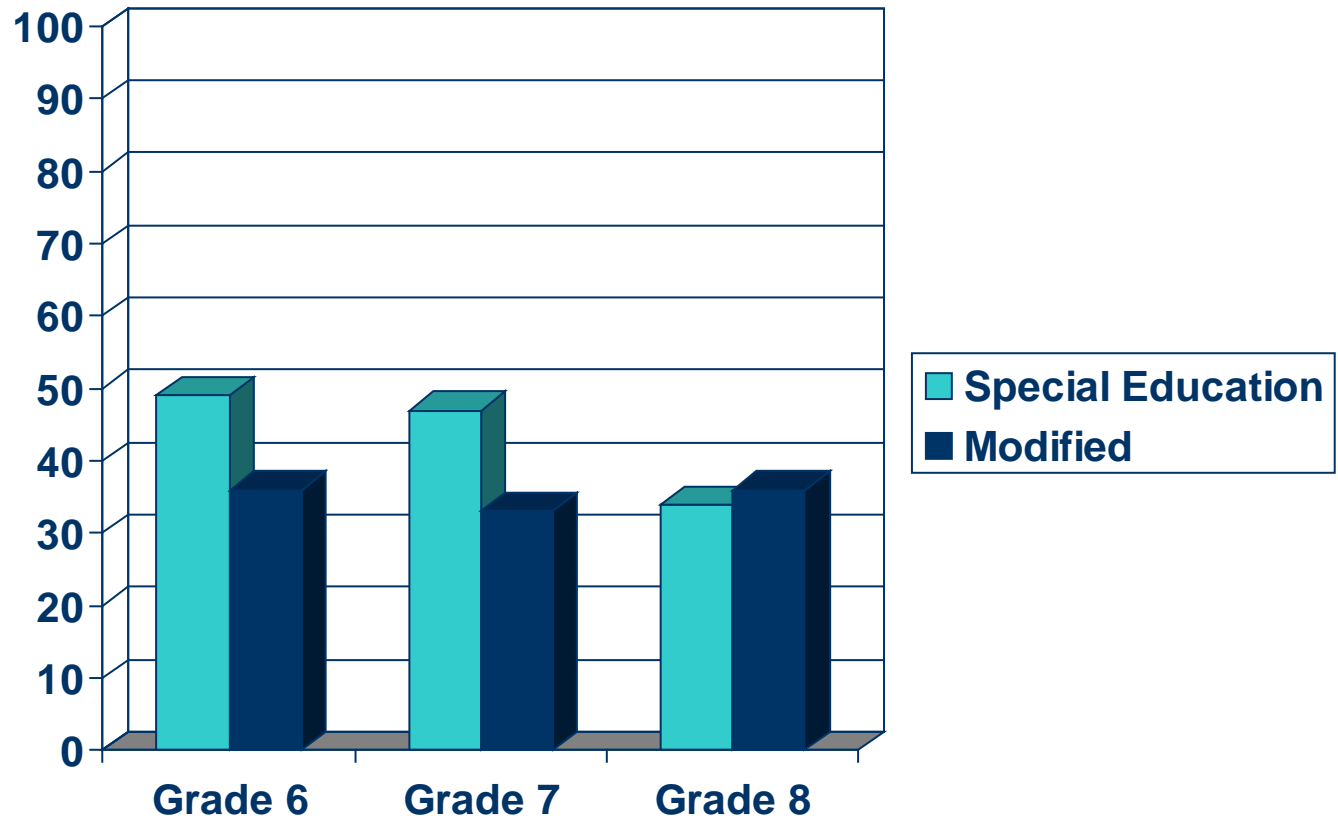
# Impact Data - Reading

Percent of students scoring Proficient and Advanced on May 2009 Reading Mod-MSA

	Proficient/ Advanced	Proficient	Advanced
Grade 6	36.1%	28.4%	7.7%
Grade 7	33.1%	27.8%	5.3%
Grade 8	36.1%	27.0%	9.1%

# Impact Data - Reading

Comparison of Mod-MSA to Performance of Special Education Students from the 2008 MSA



# Proposed Mod-MSA Cut Scores - Math

	Proficient	Advanced
Grade 6	56	69
Grade 7	54	71
Grade 8	60	73

# Impact Data - Mathematics

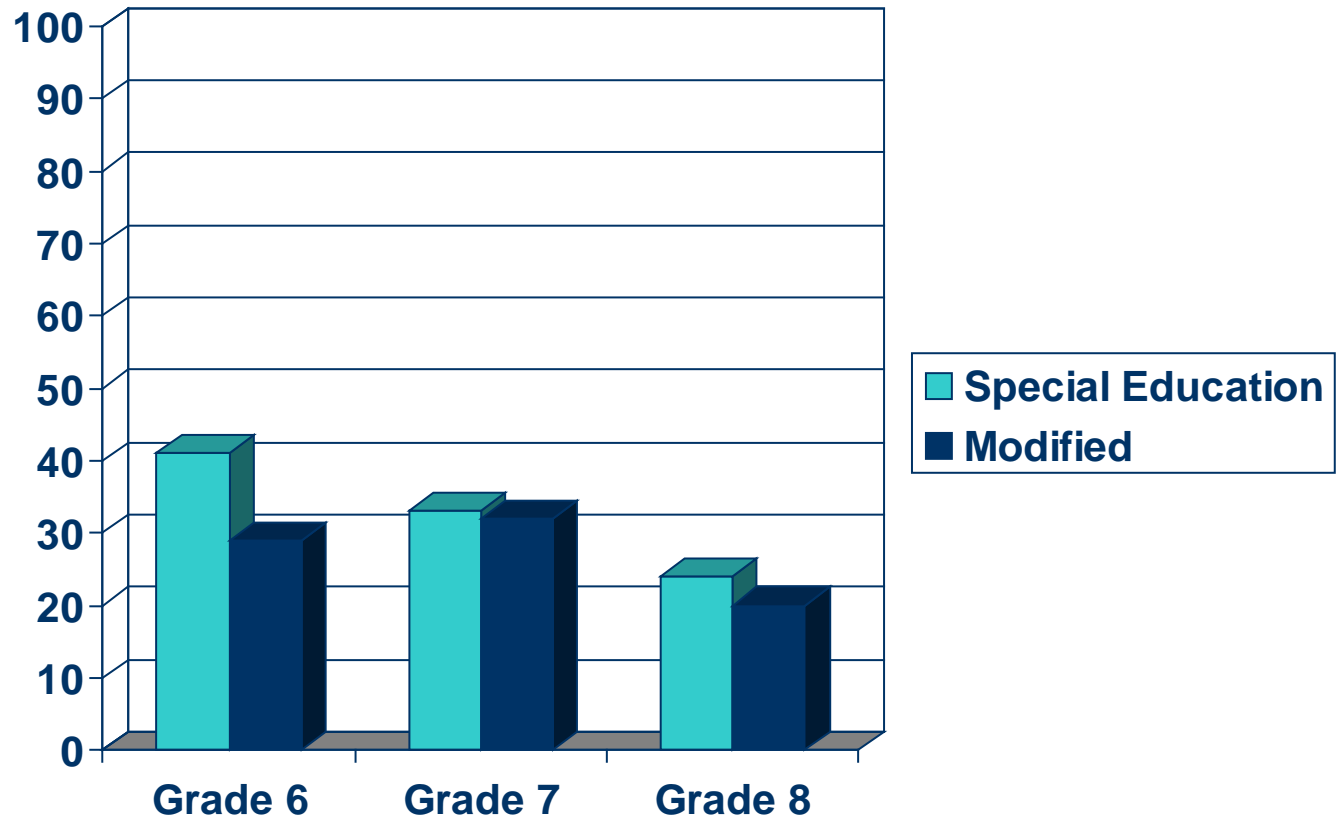
Percent of students scoring Proficient and Advanced on May 2009 Mathematics Mod-MSA

	Proficient/ Advanced	Proficient	Advanced
Grade 6	29.0%	21.4%	7.6%
Grade 7	31.8%	26.4%	5.4%
Grade 8	20.2%	16.4%	3.8%



# Impact Data - Mathematics

Comparison of Mod-MSA to Performance of Special Education Students from the 2008 MSA



# Summary

- **Similar to high school modified tests last year, the administration and standard setting of the Grade 6, 7, 8 Modified MSA results in “ah ha” moments**
- **Performance from first time administration will improve**
- **Instruction for these students will improve**
- **Recommend the Board approve the Mod-MSA standards for Grade 6, 7, and 8 reading and mathematics**

# Next Steps for Mod-MSA Assessments

## June

- Implement cut scores, double check the data for accuracy at school and system level
- Calculate 2009 AYP
- NCLB Parent reports sent to school systems
- Scores added to website

## Next March-May

- Administer Mod-MSA in Grades 3, 4, and 5
- Set standards for Mod-MSA Grades 3, 4, 5

# Modified High School Assessment (Mod-HSA)

Questions &  
Discussion

# Performance Level Descriptors

## Sample Proficient: Grade 7 Mathematics

- What *proficient* students likely can do that *basic* students cannot do:
  - write and evaluate simple expressions, solve simple equations, and write simple inequalities
  - locate points on a number line and a coordinate plane using rational numbers
  - identify and apply properties of various angles
  - determine best choice of a data display and organize data in a variety of displays
  - determine probability and express it as a decimal
  - compare and order decimals, fractions, percents and integers, and determine equivalent ratios
  - determine percent of another number
  - communicate a partially developed understanding of problem solving using a strategy with little or no support
- What *proficient* students likely cannot do:
  - evaluate algebraic expressions
  - identify in a table linear relationships that show increase, decrease, and no change
  - graph the solution to an inequality
  - draw a transformation on a coordinate plane
  - determine area of a trapezoid and surface area of a rectangular prism
  - use percents as rates to solve a problem
  - determine equivalent fractions, decimals, and numbers in exponential notation
  - communicate a comprehensive understanding of problem solving using a strategy with supporting connections

# Performance Level Descriptors

## Sample Proficient: Grade 7 Reading

What *proficient* students likely cannot do:

- reason deductively when drawing conclusions or making inferences
- read critically to evaluate text
- demonstrate understanding of the complexities of a text

What *proficient* students likely cannot do:

- explain how setting affects the actions of characters in a literary text
- analyze author's craft
- extend ideas in an informational or literary text