Alt-MSA Handbook **Part 5:** **Portfolio Scoring and Reporting**

Alt-MSA
Alternate Maryland School Assessment

Overview of Alt-MSA Portfolio Scoring

Prior to selecting MOs for students, instructing them, and constructing a student portfolio, it may be helpful for school staff and the TET to obtain a general understanding of how the Alt-MSA portfolios will be scored. Understanding the scoring process can help TET members to avoid mistakes in constructing the portfolios that would render them non-scorable.

The portfolios are scored by professional scoring staff hired and trained according to MSDE's specifications by the Alt-MSA test contractor.

- MSDE staff and Maryland teachers are actively involved in the development of training materials which include anchor sets, practice sets, qualifying sets, and calibration sets through the rangefinding process to ensure quality, consistency, and integrity throughout all aspects of the scoring project.

- MSDE technical staff is present at all times during the scoring project and is the final authority when scoring questions arise.

- The role of the scorers is to ascertain whether the evidence submitted (an artifact) demonstrates that the student has attained the MO by meeting all the conditions. The criterion for a judgment of mastery is 80%–100% and is stated in the MO.

Involvement of Maryland teachers in Alt-MSA Scoring

Artifacts are scored "Mastered" when **each** of these requirements is met:

- MOs are aligned with the Maryland SC/CLG.

- The portfolio contains documentation of baseline performance on the MO. Baseline data that indicate the student requires instruction on the selected MO must accompany every data chart, student work, videotape, and audiotape. Baseline data document that the student can only demonstrate the selected MO at 50% or lower accuracy.

- Artifacts for the appropriate MOs align with the required science content and reflect accurate science.

- Acceptable artifacts for baseline and mastery are submitted: student work, data chart, videotape, audiotape.

- Baseline and mastery artifacts align with MO.

- All components of the MO are evident in the baseline and mastery artifacts. If all components of the MO are evident, and the artifacts meet all requirements, the objective will be judged as "mastered." **If any component of the MO is not evident, the objective will be judged as "not mastered."** The observable, measurable student response must be evident in all artifacts, including data charts. The scorers **will not** attempt to "grade" an artifact to determine if the objective has been mastered.

- Data charts contain at least **3-5 observations of instruction (not including baseline data) prior to attainment of criterion stated in the MO.**

Requirements Students Must Meet to be Scored "Mastered" for each MO.

Alt-MSA

Alternate Maryland School Assessment

- The time between baseline and mastery for **all types of artifacts** must be at least 3 different **school** days indicating instruction prior to mastery. Therefore, baseline and mastery can not be shown on the same date. **There must be at least 3 school days between baseline and mastery for any type of artifact (work sample, data chart, audio, and video).** That is, the earliest mastery can be dated from a baseline date is 4 **school** days. For example, the baseline artifact date is October 29th and the earliest the mastery artifact date can be is November 2nd. TEs will continue to submit only the baseline and mastery artifact when using a work sample, audio, and video.

- Accuracy score of 80% or greater is attained, and the single prompt type selected does not exceed the 5 maximum allowable prompts on an artifact. [Note: If "full physical" prompt level was provided to the student the artifact will not be scored "Mastered" **unless** documentation is included with the artifact that clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including assistive technologies that reduce the need for full physical prompts, have been fully explored and implemented consistently during the test window (see part 4 for more information).

- Student's (1) full name (first and last), on all pages of section 3, 4 and 5, (2) date including month, day, and year, (3) MO being assessed, (4) accuracy score, (5) selected type of prompt prior to assessment and where those prompts were used, (6) key to interpret TE notations, (7) page number that corresponds to the Table of Contents in the Portfolio and (8) grade-level alignment and connection to SC and grade-age appropriate materials are evident on artifact.

- The reported accuracy score is verified.

Artifacts are scored "Not Mastered" when any of the above items are missing, incomplete, or inaccurate. After each artifact has been scored, the percentage of artifacts mastered for each content area is determined.

- Based on these overall mastery percentages, students are assigned a proficiency level of "Basic," "Proficient," or "Advanced."

- For all subjects students will be assigned "Basic" if fewer than 60% of MOs are achieved, "Proficient" if at least 60% but less than 90% of MOs achieved, and advanced if 90% or greater of MOs are achieved. The reading and mathematics proficiency levels of Alt-MSA contribute to Adequate Yearly Progress (AYP).

Factors that may cause a student to earn a score of "Not Mastered" for an MO.

The Alt-MSA scoring rubric appears in Figure 5-1 on page 5-3.

Rangefinding

The scoring rubric reflects each of the requirements stated on pages 5-1 and 5-2. The scoring rubric is reviewed each year during rangefinding. At rangefinding, Maryland administrators and teachers who are involved in all aspects of Alt-MSA, review and refine the scoring rubric to ensure it encompasses the current Alt-MSA requirements. The rangefinders apply the scoring rubric to score selected portfolios. The scoring rubric and the scores assigned to these portfolios form the basis for scorer training. The scorers use the scoring rubric to score each artifact. The scorers work sequentially through the scoring rubric, starting with the condition code S for science if applicable. If the artifact does not meet the conditions stated for a condition code (S,B,M,DC) it is considered scorable and is scored either a "0"-Not Mastered" or a 1-Mastered. However, if the artifact meets the conditions for a condition code (S,B,M,DC), the appropriate code is recorded.

Figure 5-1:   **2012 Alt-MSA Scoring Rubric**

S **Science only**	S1	Baseline artifact does not demonstrate "accurate science" as found in the Science SC/CLG for Biology
	S2	Baseline artifact does not align to the grade range assessed in the SC/CLG for Biology
	S3	Baseline artifact does not demonstrate content as specified in the test document

B
Baseline
	B1	Baseline artifact is missing or does not include one of the following:
		  - student name
		  - date
		  - accuracy score
		  - key notation
		  - mastery objective
		  - visual or auditory component of videotape or audiotape

	B2	Baseline artifact is **unacceptable**
		  - checklist
		  - homework
		  - photographs of student performing an objective
		  - narrative description of student demonstrating the MO
		  - dictated response (not signed by test examiner OR is an incomplete sentence)
		  - dates on artifact are out of acceptable range

	B3	Baseline artifact does not align to the MO

	B4	Baseline artifact **does not** provide evidence of:
		  - independence on baseline (no prompting permitted)
		  - accuracy score of 50% or below

	B5	Baseline STUDENT WORK does not provide evidence of:
		  - student being given a choice (including assistive technology)
		  - observable, measurable student response
			D3 — Baseline DATA CHART does not provide evidence of:
			  - student being given a choice (including assistive technology)
			  - observable, measurable student response

M
Mastery
	M1	Mastery artifact is **missing or does not** include one of the following:
		  - student name
		  - date
		  - accuracy score
		  - key notation
		  - mastery objective
		  - visual or auditory component of videotape or audiotape

	M2	Mastery artifact is **unacceptable**
		  - checklist
		  - homework
		  - photographs of student performing an objective
		  - narrative description of student demonstrating the MO
		  - dictated response (not signed by test examiner OR is an incomplete sentence)
		  - dates on artifact are out of acceptable range

	M3	Mastery artifact **does not** align to the MO

	M4	Mastery Artifact demonstrates:
		  - over prompting
		  - more than one prompt type is used
		  - no indication of location of prompt when more than one prompt is used

	M5	Mastery artifact **does not** provide evidence of at least 3 school days of instruction between baseline and mastery

	M6	Mastery STUDENT WORK does not provide evidence of:
		  - target number of student behaviors
		  - student being given a choice (including assistive technology)
		  - observable, measurable student response
			D3 — Mastery DATA CHART does not provide evidence of:
			  - target number of student behaviors
			  - student being given a choice (including assistive technology)
			  - observable, measurable student response

DC
Data Chart
	D1	Data chart **does not** show:
		  -instruction beginning within 7 school days of administration of baseline
		  -a minimum of three observations on different school days prior to demonstration of mastery

	D2	Data chart with Full Physical prompting **does not** show a minimum of ten school days of progressively intrusive prompting between baseline and demonstration of mastery.

Alt-MSA
Alternate Maryland School Assessment

The Home Report: Parents and the school receive copies.

Overview of Alt-MSA Reporting

When all portfolios have been scored, raw scores (number of MOs mastered, not-mastered, or non-scorable) and proficiency level designations (basic, proficient, or advanced) are generated for each student. These results are reported for individual students and aggregated at the school, school system, and State level. Results are sent to the school systems electronically and are also reported on the Maryland School Report Card web site (**http://www.mdreportcard.org**). For the purposes of accountability under NCLB, results from Alt-MSA are combined with the results of the Maryland School Assessment and are factored into determination of Adequate Yearly Progress (AYP).

In addition to the electronic data files generated from Alt-MSA, three key reports are generated on paper and electronically for distribution to parents and/or schools:

- **The Home Report.** Both parents and schools receive a copy of a Home Report for each individual student taking Alt-MSA. The report provides background information on the Alt-MSA and what it broadly measures, as well as an overall summary of an individual student's score and proficiency level on Alt-MSA for both reading and mathematics, in comparison to the scores for that school, the school district, and the State. Information on Alt-MSA results for science is also included for students in grades 5, 8, and 10. An example of the Home Report is shown in Figure 5-2. The Home Report also identifies each individual MO on which a student was assessed, and whether the student mastered or did not master the objective, or whether the artifact provided by the school in the portfolio was not scorable. The Home Report is useful for both parents and educators in planning instruction and assessing educational progress that students are achieving.

The Report to Principals includes data from The Home Report as well as additional information on the Alt-MSA scores.

- **The Report to Principals.** This report provides additional background information on the Alt-MSA scores, including the condition codes assigned to individual MOs, which can be used to help principals and other teachers and instructional leaders at the school to make best use of Alt-MSA results in planning for the instruction of individual students or in making curriculum decisions for classes or other groups of students. The report also includes the individual detailed student-level results which were included in the Home Report, as well as aggregated reports at the school level. An example of the report to principals is included in the Alt-MSA Technical Manual which can be found on the MSDE web site (**http://www.marylandpublicschools.org**) under the links for Testing.

Figure 5-2

Alternate Maryland School Assessment
(Alt-MSA) Home Report – Parent Copy
XXXX Reading and Mathematics: Grade 7

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

Alt-MSA
Alternate Maryland School Assessment

Student: FIRSTNAME M. LASTNAME
Grade: <grade>
Statewide ID: <statewide_id>
LEA: <lea_no> <lea_name>
Home LEA: <home_lea_no> <home_lea_name>
School: <school_no> <school_name>

About the Alternate Maryland School Assessment Program (Alt-MSA) Home Report

In the XXXX-XXXX school year, your child took the Alternate Maryland School Assessment (Alt-MSA). Alt-MSA is the Maryland alternate assessment based on alternate academic achievement standards. A student with significant cognitive disabilities participates in Alt-MSA if the Individualized Education Program (IEP) team determines that he or she is participating in extended Maryland content standards in reading and mathematics and cannot participate in the Maryland School Assessment (MSA), even with accommodations. Alt-MSA assesses and reports student attainment of Individualized Mastery Objectives based on the Maryland reading and mathematics content standards. These content standards are available online at http://mdk12.org. A portfolio is constructed for each student consisting of artifacts (such as student work samples) that document the student's mastery of the assessed reading and mathematics objectives.

This report reflects your child's degree of attainment of the reading and mathematics Mastery Objectives that your child's teachers selected to assess, using the supports your student typically needs during instruction. During the school year, you were asked to review both your child's Mastery Objectives as well as his or her completed Alt-MSA Portfolio prior to its submission for scoring. IEP goals are considered in development of the Mastery Objectives which are aligned with the Maryland voluntary state curriculum and core learning goals. The Mastery Objectives in reading and mathematics were individualized as appropriate for your child. Understanding your child's performance is best done in consultation with your child's teacher and the members of his or her IEP team.

The charts on the following pages present (1) the percentage of objectives your child mastered in reading and mathematics, (2) your child's performance in one of the three performance levels — Basic, Proficient, or Advanced, (3) comparative performance of other students on the Alt-MSA at your child's school, in the school system, and the state, and (4) details as to how your child performed on each of the Alt-MSA Mastery Objectives. Additional information on school and school system performance is available online at http://mdreportcard.org.

Dear Parents,

My mission is to help prepare Maryland's students for their future. Today's children will have to know more and perform at higher levels in order to succeed. As parents, teachers, and administrators, we must communicate with each other about how our children are doing so that we can work together to create an environment where all children can realize and meet their potential.

This report includes results of your child's Alternate Maryland School Assessment (Alt-MSA) and are one indication of his or her academic performance. This report contains information about your child's Alt-MSA test results in reading and mathematics, both overall and in detail, as well as how he or she did compared to other students in Maryland. The Mastery Objectives in reading and mathematics on which your child was assessed were individualized for him or her and may be aligned with his or her Individualized Education Program (IEP) goals.

The information from the Alt-MSA Home Report is a gauge of how your child is doing academically, where he or she is succeeding, and where he or she may need help. I encourage you to review the report with your child and talk with his or her teacher to make sure your child is performing to the best of his or her abilities. As a community, we must work together to ensure our children's future success.

Bernard J. Sadusky
Interim State Superintendent of Schools

Page 1

Figure 5-2

Alternate Maryland School Assessment (Alt-MSA) Home Report – Parent Copy

READING	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They apply multiple reading skills to comprehend informational and literacy text. Their responses indicate significant mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They apply various reading skills to comprehend informational and literacy text. Their responses indicate some mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal reading skills. Their responses indicate little or no mastery of informational and literacy text, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for READING

		Mastery** M	NM	NS
1.0 General Reading Processes: Phonemic Awareness/Phonics/Fluency				
+Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
+Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
1.0 General Reading Processes: Vocabulary				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM	
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
1.0 General Reading Processes: General Reading Comprehension				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
2.0 Comprehension of Informational Text				
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM	
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS
3.0 Comprehension of Literary Text				
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM	
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
READING SUMMARY		5	3	2

** **Mastery Codes**

M = An objective is Mastered (M) if all components of the mastery objective are evident in the artifact and the student has attained at least 80% of the mastery objective.

NM = An objective is scored Not Mastered (NM) if the student attained less than 80% of the mastery objective.

NS = An objective is Not Scorable (NS) if artifact evidence is missing or incomplete.

+ = A Mastery Objective from another Reading content standard has been identified to replace the Phonemic Awareness, Phonics or Fluency content standard.

Page 2

Figure 5-2

XXXX **Reading and Mathematics**

MATHEMATICS	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They use multiple mathematics skills. Their responses indicate significant mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They use various mathematics skills. Their responses indicate some mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal mathematics skills. Their responses indicate little or no mastery of skills and knowledge, in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for MATHEMATICS

		Mastery**		
1.0 Algebra, Patterns, and Functions		M	NM	NS
Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS
Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS
2.0 Knowledge of Geometry				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM	
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
3.0 Knowledge of Measurement				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS
4.0 Knowledge of Statistics: Data Analysis				
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM	
6.0 Knowledge of Number Relationships or Computation				
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM	
MATHEMATICS SUMMARY		4	3	3

** Mastery Codes
M = An objective is Mastered (M) if all components of the mastery objective are evident in the artifact and the student has attained at least 80% of the mastery objective.
NM = An objective is scored Not Mastered (NM) if the student attained less than 80% of the mastery objective.
NS = An objective is Not Scorable (NS) if artifact evidence is missing or incomplete.

Figure 5-2

Alternate Maryland School Assessment
(Alt-MSA) Home Report – Parent Copy
XXXX Reading, Mathematics, and Science: Grade 8

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World–Class Students

Alt-MSA
Alternate Maryland School Assessment

Student: FIRSTNAME M. LASTNAME
Grade: <grade>
Statewide ID: <statewide_id>
LEA: <lea_no> <lea_name>
Home LEA: <home_lea_no> <home_lea_name>
School: <school_no> <school_name>

About the Alternate Maryland School Assessment Program (Alt-MSA) Home Report

In the XXXX-XXXX school year, your child took the Alternate Maryland School Assessment (Alt-MSA). Alt-MSA is the Maryland alternate assessment based on alternate academic achievement standards. A student with significant cognitive disabilities participates in Alt-MSA if the Individualized Education Program (IEP) team determines that he or she is participating in extended Maryland content standards in reading, mathematics, and science and cannot participate in the Maryland School Assessment (MSA), even with accommodations. Alt-MSA assesses and reports student attainment of Individualized Mastery Objectives based on the Maryland reading, mathematics, and science content standards. These content standards are available online at http://mdk12.org. A portfolio is constructed for each student consisting of artifacts (such as student work samples) that document the student's mastery of the assessed reading, mathematics, and science objectives.

This report reflects your child's degree of attainment of the reading, mathematics, and science Mastery Objectives that your child's teachers selected to assess, using the supports your student typically needs during instruction. During the school year, you were asked to review both your child's Mastery Objectives as well as his or her completed Alt-MSA Portfolio prior to its submission for scoring. IEP goals are considered in development of the Mastery Objectives which are aligned with the Maryland voluntary state curriculum and core learning goals. The Mastery Objectives in reading, mathematics, and science were individualized as appropriate for your child. Understanding your child's performance is best done in consultation with your child's teacher and the members of his or her IEP team.

The charts on the following pages present (1) the percentage of objectives your child mastered in reading, mathematics, and science, (2) your child's performance in one of the three performance levels — Basic, Proficient, or Advanced, (3) comparative performance of other students on the Alt-MSA at your child's school, in the school system, and the state, and (4) details as to how your child performed on each of the Alt-MSA Mastery Objectives. Additional information on school and school system performance is available online at http://mdreportcard.org.

Dear Parents,

My mission is to help prepare Maryland's students for their future. Today's children will have to know more and perform at higher levels in order to succeed. As parents, teachers, and administrators, we must communicate with each other about how our children are doing so that we can work together to create an environment where all children can realize and meet their potential.

This report includes results of your child's Alternate Maryland School Assessment (Alt-MSA) and are one indication of his or her academic performance. This report contains information about your child's Alt-MSA test results in reading, mathematics, and science, both overall and in detail, as well as how he or she did compared to other students in Maryland. The Mastery Objectives in reading, mathematics, and science on which your child was assessed were individualized for him or her, and may be aligned with his or her Individualized Education Program (IEP) goals.

The information from the Alt-MSA Home Report is a gauge of how your child is doing academically, where he or she is succeeding, and where he or she may need help. I encourage you to review the report with your child and talk with his or her teacher to make sure your child is performing to the best of his or her abilities. As a community, we must work together to ensure our children's future success.

Bernard J. Sadusky
Interim State Superintendent of Schools

Page 1

Figure 5-2

Alternate Maryland School Assessment (Alt-MSA) Home Report – Parent Copy

READING	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They apply multiple reading skills to comprehend informational and literacy text. Their responses indicate significant mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They apply various reading skills to comprehend informational and literacy text. Their responses indicate some mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal reading skills. Their responses indicate little or no mastery of informational and literacy text, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for READING

		Mastery**		
1.0 General Reading Processes: Phonemic Awareness/Phonics/Fluency		M	NM	NS
+Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
+Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
1.0 General Reading Processes: Vocabulary				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
1.0 General Reading Processes: General Reading Comprehension				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
2.0 Comprehension of Informational Text				
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
3.0 Comprehension of Literary Text				
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
READING SUMMARY		4	3	3

** Mastery Codes
M = An objective is Mastered (M) if all components of the mastery objective are evident in the artifact and the student has attained at least 80% of the mastery objective.
NM = An objective is scored Not Mastered (NM) if the student attained less than 80% of the mastery objective.
NS = An objective is Not Scorable (NS) if artifact evidence is missing or incomplete.
+ = A Mastery Objective from another Reading content standard has been identified to replace the Phonemic Awareness, Phonics or Fluency content standard.

Page 2

Figure 5-2

XXXX Reading, Mathematics, and Science

MATHEMATICS	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
\<Firstname\>	00%						
\<SchoolName\>	00%				00%	00%	00%
\<LEA Name\>	00%				00%	00%	00%
\<State\>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They use multiple mathematics skills. Their responses indicate significant mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They use various mathematics skills. Their responses indicate some mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal mathematics skills. Their responses indicate little or no mastery of skills and knowledge, in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for MATHEMATICS

		Mastery**		
1.0 Algebra, Patterns, and Functions		M	NM	NS
Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
2.0 Knowledge of Geometry				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
3.0 Knowledge of Measurement				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
4.0 Knowledge of Statistics: Data Analysis				
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
6.0 Knowledge of Number Relationships or Computation				
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
MATHEMATICS SUMMARY		4	2	4

** Mastery Codes
M = An objective is Mastered (M) if all components of the mastery objective are evident in the artifact and the student has attained at least 80% of the mastery objective.
NM = An objective is scored Not Mastered (NM) if the student attained less than 80% of the mastery objective.
NS = An objective is Not Scorable (NS) if artifact evidence is missing or incomplete.

Page 3

Figure 5-2

Alternate Maryland School Assessment (Alt-MSA) Home Report – Parent Copy

SCIENCE	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They use multiple science skills. Their responses indicate significant mastery of skills and knowledge in the content areas of earth science, life science, chemistry, physics, and environmental interactions, when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They use various science skills. Their responses indicate some mastery of skills and knowledge in the content areas of earth science, life science, chemistry, physics, and environmental interactions, when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal science skills. Their responses indicate little or no mastery of skills and knowledge in the content areas of earth science, life science, chemistry, physics, and environmental interactions, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for SCIENCE

		Mastery**		
2.0 Earth/Space Science		M	NM	NS
Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
3.0 Life Science				
Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
4.0 Chemistry				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
5.0 Physics				
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
6.0 Environmental Science				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
READING Mastery Objectives Aligned with Science Content				
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
MATHEMATICS Mastery Objectives Aligned with Science Content				
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
SCIENCE SUMMARY		5	3	2

** Mastery Codes
M = An objective is Mastered (M) if all components of the mastery objective are evident in the artifact and the student has attained at least 80% of the mastery objective.
NM = An objective is scored Not Mastered (NM) if the student attained less than 80% of the mastery objective.
NS = An objective is non scorable (NS).

Page 4

Alt-MSA

Alternate Maryland School Assessment