

Alt-MSA Handbook Part 7: Forms Required for the Alt-MSA Portfolio



Required Alt-MSA Forms

The forms described in the *Alt-MSA Handbook Part 7* must be included in each student's Alt-MSA Portfolio. These forms are available as electronic templates at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

For Alt-MSA, student MOs **MUST** be entered and submitted for review using MSDE's web application, ***Alt-MSA Online***, at www.altmsa.com. Use of this web site will ensure that TETs have access to electronic tools to help them in selecting and writing MOs and will also ensure timely submission and review of MOs, as well as ease in revising written MOs to incorporate review feedback. Additional information on selecting, writing and submitting MOs is located in Part 3 of this *Alt-MSA Handbook*.

Test Examiners (TEs) who have questions about completing any of the required forms should first contact their School Test Coordinator (STC) and principal, or their system's Local Accountability Coordinator (LAC) and Alt-MSA Facilitator (AMF).

Questions or comments may also be e-mailed directly to MSDE at alt-msa@msde.state.md.us.



Alt-MSA Portfolio
Table of Contents,
Sections 1 and 2

Required Alt-MSA Form: Table of Contents (Sec. 1 & 2)

The Table of Contents is the first item in the Alt-MSA Portfolio, and is to be placed before the first tab in the portfolio.

- Use the Table of Contents to guide the correct placement of all portfolio components.
- Sections 1 and 2 of the Portfolio contain items which have pre-designated letters rather than page numbers. Place the assigned letter on **only** the first page of the document included in sections 1 and 2, and **place a check mark** on the Table of Contents page on the line on the left to indicate that each of the documents is included.
- To complete the Table of Contents form of the portfolio for Sections 3 and 4 (for all assessed grades) and for Section 5 (for grades 5, 8, and 10 only), place a page number corresponding to the page number assigned to the documents and baseline and mastered artifacts on the line in the right column.
- Note: Portfolio scorers will NOT search the portfolio for a document or artifact. All items must be clearly labeled and/or numbered and in the correct order. Reading replacement artifacts should be placed in position one or two accordingly even though the MO will appear numerically later in the final test document.
- Do **NOT** place portfolio pages and artifacts in plastic sleeves, unless the item is student work requiring the plastic sleeve to hold the item in place.

Alt-MSA TABLE OF CONTENTS

Download an electronic template at of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____ Grade _____

Designation in Portfolio

TABLE OF CONTENTS (this document) In front of First Tab

PORTFOLIO SECTION 1

_____	Test Examiner Team Signatures	A
_____	Assistive Technology Verification Form (If applicable for those students using Full Physical Only)	B
_____	Final Reading, Mathematics and Science Test Documents and the preceding years' Test Documents (Note: These final test documents must be printed from the <i>Alt-MSA Online</i> web application. The printout from the web site will include the original documents submitted for contractor verification or technical review, as well as any contractor feedback received.)	C
_____	Copy of Student's IEP Goals and Objectives	D
_____	Non-Public Out of State Alt-MSA Portfolio Approval Form if applicable	E

PORTFOLIO SECTION 2

_____	Signed Parent/Guardian Review of Alt-MSA Reading and Mathematics Objectives	F
_____	Signed Parent/Guardian Review of Alt-MSA Portfolio	G
_____	Documented Parent/Guardian Contacts for Alt-MSA	H



Alt-MSA Portfolio
Table of Contents,
Section 3 (all grades)

Required Alt-MSA Form: Table of Contents (Section 3)

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____

Grade _____

PORTFOLIO SECTION 3

Artifacts for Reading Objectives

Pages in Portfolio

General Reading Processes

Mastery Objective 1 or Replacement for MO 1

(Content Standard/Topic _____)

baseline _____ mastery _____

Mastery Objective 2 or Replacement for MO 1

(Content Standard/Topic _____)

baseline _____ mastery _____

Vocabulary

Mastery Objective 3

baseline _____ mastery _____

Mastery Objective 4

baseline _____ mastery _____

Mastery Objective ____ aligned with science

General Reading Comprehension

Mastery Objective 5

baseline _____ mastery _____

Mastery Objective 6

baseline _____ mastery _____

Comprehension of Informational Text

Mastery Objective 7

baseline _____ mastery _____

Mastery Objective 8

baseline _____ mastery _____

Mastery Objective ____ aligned with science

Comprehension of Literary Text

Mastery Objective 9

baseline _____ mastery _____

Mastery Objective 10

baseline _____ mastery _____

At least one Reading Mastery Objective must be videotaped. List the videotaped Mastery Objective _____

Required Alt-MSA Form: Table of Contents (Section 4) Grades 3, 4, 6, 7 Only

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____

Grade _____

PORTFOLIO SECTION 4

Artifacts for Mathematics Objectives

Pages in Portfolio

Algebra, Patterns, and Functions

Mastery Objective 1

baseline _____ mastery _____

Mastery Objective 2

baseline _____ mastery _____

Geometry

Mastery Objective 3

baseline _____ mastery _____

Mastery Objective 4

baseline _____ mastery _____

Measurement

Mastery Objective 5

baseline _____ mastery _____

Mastery Objective 6

baseline _____ mastery _____

Statistics: Data Analysis

Mastery Objective 7

baseline _____ mastery _____

Mastery Objective 8

baseline _____ mastery _____

Number Relationships and Computation

Mastery Objective 9

baseline _____ mastery _____

Mastery Objective 10

baseline _____ mastery _____

At least one Mathematics Mastery Objective must be videotaped. List the videotaped Mastery Objective _____



Alt-MSA Portfolio
Table of Contents
Section 4 (Grades 3,
4, 6, and 7 only)



Alt-MSA Portfolio
Table of Contents
Section 4 (Grades 5,
8, and 10 only)

Required Alt-MSA Form: Table of Contents (Section 4) Grades 5, 8, and 10 Only

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____

Grade _____

PORTFOLIO SECTION 4

Artifacts for Mathematics Objectives

Pages in Portfolio

Algebra, Patterns, and Functions

Mastery Objective 1

baseline _____ mastery _____

Mastery Objective 2

baseline _____ mastery _____

Geometry

Mastery Objective 3

baseline _____ mastery _____

Mastery Objective 4

baseline _____ mastery _____

Measurement

Mastery Objective 5

baseline _____ mastery _____

Mastery Objective 6

baseline _____ mastery _____

Mastery Objective ____ aligned with science

Statistics: Data Analysis

Mastery Objective 7 (aligned with science)

baseline _____ mastery _____

Mastery Objective 8 (aligned with science)

baseline _____ mastery _____

Number Relationships and Computation

Mastery Objective 9

baseline _____ mastery _____

Mastery Objective 10

baseline _____ mastery _____

At least one Mathematics Mastery Objective must be videotaped. List the videotaped Mastery Objective _____

Required Alt-MSA Form: Table of Contents (Section 5) Grades 5 and 8 Only

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____

Grade _____

PORTFOLIO SECTION 5

Artifacts for Science Objectives

Pages in Portfolio

Mastery Objective 1 (Earth/Space)

baseline_____mastery_____

Mastery Objective 2 (Life Science)

baseline_____mastery_____

Mastery Objective 3 (Chemistry)

baseline_____mastery_____

Mastery Objective 4 (Physics)

baseline_____mastery_____

Mastery Objective 5 (Environmental Science)

baseline_____mastery_____



Alt-MSA Portfolio
Table of Contents
Section 5 (Grades 5
and 8 only)

Alt-MSA

Alternate Maryland School Assessment

Alt-MSA Portfolio
Table of Contents
Section 5
(Grade 10 only)

Required Alt-MSA Form: Table of Contents (Section 5) Grade 10 Only

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____

Grade _____

PORTFOLIO SECTION 5

Artifacts for Biology Objectives

Pages in Portfolio

Mastery Objective 1 (Biology)

baseline _____ mastery _____

Mastery Objective 2 (Biology)

baseline _____ mastery _____

Mastery Objective 3 (Biology)

baseline _____ mastery _____

Mastery Objective 4 (Biology)

baseline _____ mastery _____

Mastery Objective 5 (Biology)

baseline _____ mastery _____

Required Alt-MSA Form: Test Examiner Team (A)*

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

The staff listed below comprises the Test Examiner Team for

Student Name _____ Grade _____

Signatures indicate (1) attendance at Alt-MSA training and have read the *Alt-MSA Handbook*, (2) involvement in the development of the Alt-MSA portfolio for this student, (3) that the Mastery Objectives are based on Alt-MSA test results from the prior year or a pre-assessment, (4) that the Test Documents or artifacts were not submitted for previous Alt-MSA administrations, and (5) Mastery Objectives have not been previously mastered. The test examiners for this student will print and sign their name, indicate their position, and date. This form must be completed at the beginning of the test window.

1. _____
Name Signature Position Date

2. _____
Name Signature Position Date

3. _____
Name Signature Position Date

4. _____
Name Signature Position Date

5. _____
Name Signature Position Date

6. _____
Name Signature Position Date

7. _____
Name Signature Position Date

School Test Coordinator:

Name Signature Date

Principal/Education Director:

Name Signature Date

*Letter A refers to the designation of this item in Section 1 of the Portfolio.



Test Examiner Team
(TET) Signatures

Alternative Maryland School Assessment (Alt-MSA)

Assistive Technology Verification Form (B)*

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

(This form is for students who require full physical prompts only)

Local School System: _____ LSS# _____

School Name: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B.: _____ Disability Code: _____

We verify that the student has been evaluated through the Assistive Technology Office or by the student's Speech and Language Pathologist in the LEA. A full range of assistive technologies to support student learning has been explored and the student is most successful with the one assistive technology device/system listed below:

Assistive Technology Specialist Signature or
Speech and Language Pathologist Signature

Date

Special Education Teacher Signature

Date

Principal/Education Director Signature

Date

*Letter B refers to the designation of this item in Section 1 of the Portfolio.

Required Alt-MSA Form: Reading Mastery Objectives (C)*

READING: Alt-MSA TEST DOCUMENT

Maryland Content Standards, Indicators, Objectives, and Mastery Objectives to be Assessed

(Note: This Test Document will be created electronically on the *Alt-MSA Online* system, printed, and inserted into the portfolio. Part 3 of the *Alt-MSA Handbook* contains instructions and guidelines for selecting, writing, and submitting Mastery Objectives electronically using the web site. The screen shot on the following page is a sample printout from <http://www.altmsa.com>.)

Note: Electronic submission on *Alt-MSA Online* indicates that the principal has reviewed and approved these test documents.



Reading Mastery
Objectives

*Letter C refers to the designation of this item in Section 1 of the Portfolio.



This document was created: month day, year

Student Name

Grade 8

Reading Alt-MSA XXXX-XXXX Final Test Document

Maryland Content Standards, Topic, Indicators and Objectives to be assessed

General Reading Processes
Mastery Objective Number 1 -
Topic - Indicator Phonemic Awareness, Phonics, Fluency - Not Applicable
Mastery Objective This student does not have a Mastery Objective selected in this content area. See replacement Mastery Objective number 1 below.

General Reading Processes
Mastery Objective Number 2 -
Topic - Indicator Phonemic Awareness, Phonics, Fluency - Not Applicable
Mastery Objective This student does not have a Mastery Objective selected in this content area. See replacement Mastery Objective number 2 below.

General Reading Processes
Mastery Objective Number 3 - Meets Alt-MSA Technical Requirements
Topic - Indicator D. Vocabulary - 2. Apply and refine a conceptual understanding of new words
VSC Objective b. Explain relationships between and among words
Mastery Objective Given picture symbols from a modified grade-level unit, and an assistive technology, student will identify the synonyms with 8 partial physical prompts, 1 time with 80% accuracy.

Required Alt-MSA Form: Mathematics Mastery Objectives (C)*

MATHEMATICS: Alt-MSA TEST DOCUMENT

Maryland Content Standards, Indicators, Objectives, and Mastery Objectives to be Assessed

(Note: This Test Document will be created electronically on the *Alt-MSA Online* system, printed, and inserted into the portfolio. Part 3 of the *Alt-MSA Handbook* contains instructions and guidelines selecting, writing, and submitting Mastery Objectives electronically using the web site. The screen shot on the following page is a sample printout from <http://www.altmsa.com>.)

Note: Electronic submission on *Alt-MSA Online* indicates that the principal has reviewed and approved these test documents.



Mathematics Mastery
Objectives

*Letter C refers to the designation of this item in Section 1 of the Portfolio.



This document was created: month day, year

Student Name

Grade 8

Mathematics Alt-MSA XXXX-XXXX Final Test Document

Maryland Content Standards, Topic, Indicators and Objectives to be assessed

Knowledge of Algebra, Patterns, and Functions
Mastery Objective Number 1 - Meets Alt-MSA Technical Requirements
<p>Topic - Indicator A. Patterns and Functions - 1. Identify, describe, extend, and create patterns, functions and sequences</p>
<p>Mastery Objective Given a worksheet/manipulatives/100 chart and the direction to "Count by 2, 3, 4, 5, 6, 7, 8, 9, 10, and/or 100," and an assistive technology, student will skip count with 5 partial physical prompts, 1 time with 80% accuracy.</p>

Knowledge of Algebra, Patterns, and Functions
Mastery Objective Number 2 - Meets Alt-MSA Technical Requirements
<p>Topic - Indicator B. Expressions, Equations, and Inequalities - 2. Identify, write, solve, and apply equations and inequalities</p>
<p>Mastery Objective Given an addition number sentence, and an assistive technology, student will read the sentence and use the terms and, add, plus, and equal with 5 partial physical prompts, 1 time with 80% accuracy.</p>

Knowledge of Geometry
Mastery Objective Number 3 - Meets Alt-MSA Technical Requirements
<p>Topic - Indicator A. Plane Geometric Figures - 1. Analyze the properties of plane geometric figures</p>
<p>Mastery Objective Given divided squares, triangles, and rectangles, and an assistive technology, student will identify the name of the new shape with 7 model prompts, 1 time with 80% accuracy.</p>

Required Alt-MSA Form: Science Mastery Objectives (C)*

SCIENCE: Alt-MSA TEST DOCUMENT

Maryland Content Standards, Indicators, Objectives, and Mastery Objectives to be Assessed

(Note: This Test Document will be created electronically on the *Alt-MSA Online* system, printed, and inserted into the portfolio. Part 3 of the *Alt-MSA Handbook* contains instructions and guidelines for selecting, writing, and submitting Mastery Objectives electronically using the web site. The screen shot on the following page is a sample printout from <http://www.altmsa.com>.)

Note: Electronic submission on *Alt-MSA Online* indicates that the principal has reviewed and approved these test documents.



Science Mastery
Objectives

*Letter C refers to the designation of this item in Section 1 of the Portfolio.



This document was created: month day, year

Student Name

Grade 8

Science Alt-MSA XXXX-XXXX Final Test Document

Maryland Content Standards, Topic, Indicators and Objectives to be assessed

Earth/Space Science
Mastery Objective Number 1 - Meets Alt-MSA Technical Requirements
<p>Topic - Indicator E. Interactions of Hydrosphere and Atmosphere - 1. Cite evidence to explain the relationship between the hydrosphere and atmosphere.</p>
<p>VSC Objective b (Grade 8). Recognize and describe the water cycle as the distribution and circulation of Earth's water through the glaciers, surface water, groundwater, oceans, and atmosphere.</p>
<p>Mastery Objective Given illustrations of the processes which change the states of water, and an assistive technology, student will identify the process (condensation, precipitation, or evaporation) with 8 partial physical prompts, 1 time with 80% accuracy.</p>

Life Science
Mastery Objective Number 2 - Meets Alt-MSA Technical Requirements
<p>Topic - Indicator A. Diversity of Life - 1. Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them - these include external and internal structures (features) and processes.</p>
<p>VSC Objective b (Grade 7). Identify general distinctions among organisms that support classifying some things as plants, some as animals, and some that do not fit neatly into either group. **Animals consume food **Plants make food</p>
<p>Mastery Objective Given pictures/illustrations/descriptions of familiar plants/animals, and an assistive technology, student will group them according to their observable features with 8 partial physical prompts, 1 time with 80% accuracy.</p>

Reading Mastery Objective Number 4 (Aligned with Life Science)
<p>Topic - Indicator D. Vocabulary - 3. Understand, acquire, and use new vocabulary</p>
<p>VSC Objective a. Use context to determine the meanings of words</p>
<p>Mastery Objective Given sentences with vocabulary words from a modified grade-level unit, and an assistive technology, student will identify the definition of the words with 8 partial physical prompts, 1 time with 80% accuracy.</p>

Non-Public Out of State Alt-MSA Portfolio Approval FORM (E)*



Bernard J. Sadusky
Interim State Superintendent of Schools

200 West Baltimore Street, Baltimore, MD 21201 410-767-0100 410-333-6442 TTY/TDD

Alternate Maryland School Assessment (Alt-MSA) Non-Public Schools Review Form

(This form is to be used by Non-Public Schools that do not have Maryland State Certified Personnel to administer the Alt-MSA)

Local School System: _____	LEA# _____
School Name: _____	Grade: _____
Student Name: _____	D.O.B.: _____
Local ID#: _____	Disability Code: _____
SASID# _____	

**Alt-MSA Mastery Objectives Sent to Home LAC for Review and Approval by
Non-Public School:**

*Non-Public School Principal/Education Director
Signature*

Date

**Date Mastery Objectives were Reviewed and Approved by Home LAC office and Special
Education Director's Office:**

Local Accountability Coordinator/Designee Signature

Date

Special Education Director/Designee

Date

*Letter E refers to the designation of this item in Section 1 of the Portfolio.



Alternate Maryland School Assessment

Parent/guardian review of MOs

Required Alt-MSA Form: Parent/Guardian Review of Mastery Objectives (F)*

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name _____ Grade _____

Parent/Guardian Review

Alt-MSA Reading, Mathematics, and Science (Grades 5, 8, and 10 only)

The reading and mathematics objectives from the Maryland Content Standards listed on the enclosed Test Documents were selected by your child’s teachers to be one focus of your child’s instruction and the Alt-MSA Portfolio. If your child is in grade 5, 8, or 10 you will also receive a Test Document for science.

- These objectives were selected based on what your child already knows and what your child needs to learn.
- The Test Documents list the specific skills on which your child will be taught and assessed.
- The enclosed brochure provides more detail about the Alt-MSA Portfolio.

Please review these objectives and let your son’s/daughter’s teachers know if you have questions about the objectives.

- Your child’s Alt-MSA Portfolio is one component of his/her instructional program. The instructional program also includes instruction in the IEP goals and objectives, academic content for science, social studies, health, art, music, physical education, and functional skills.

Please sign below to indicate you have reviewed the objectives for your son’s/daughter’s Alt-MSA Portfolio. Please keep the Test Documents for your use at home.

_____ I have reviewed the Test Documents selected for Alt-MSA.

_____ Questions I have about the selected objectives:

At home, we can do the following to aid in my child’s instruction:

Parent/Guardian Signature

Date

*Letter F refers to the designation of this item in Section 2 of the Portfolio.

Required Alt-MSA Form: Parent/Guardian Portfolio Review (G)*

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Parent/Guardian Review of Alt-MSA Portfolio

Your child's Alt-MSA Portfolio was developed between September 4, 2012 and February 26, 2013. Evidence of your child's attainment of the reading and mathematics (grades 3-8 and 10) and science (grades 5, 8, and 10 only) Mastery Objectives is included in his/her Alt-MSA Portfolio. The Mastery Objectives were sent to you earlier in the school year.

Student's Name _____

_____ I have reviewed the contents of my child's Alt-MSA Portfolio.

Comments I have for my son/daughter, if any:

Comments I have for the teachers, if any:

Signature of Parent/Guardian

Date

Alt-MSA

Alternate Maryland School Assessment



Parent/Guardian
Portfolio Review

*Letter G refers to the designation of this item in Section 2 of the Portfolio.

Alt-MSA

Alternate Maryland School Assessment

Parent/Guardian
Contacts

Required Alt-MSA Form: Parent/Guardian Contacts (H)*

Download an electronic template of this form at: www.altmsa.com
by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

PARENT/GUARDIAN CONTACTS: Alt-MSA PORTFOLIO

Student Name _____

Grade _____

Date

- | | | |
|-------|---|-------|
| _____ | Sent home the Alt-MSA Reading and Mathematics Test Documents, Science Test Documents (grades 5, 8, 10) brochure, and cover form (p. 7-21) for review and signature. | _____ |
| _____ | Responded to questions received. | _____ |
| _____ | Contacted to request return of signed cover form. | _____ |
| _____ | Sent invitation to review a copy of the Alt-MSA Portfolio. | _____ |

*Letter H refers to the designation of this item in Section 2 of the Portfolio.

Required Alt-MSA Form: Full Physical Excusal Form (I)***Alt-MSA Full Physical (Medically Fragile) Excusal
IEP Team Check List**

Student Name _____
 Student SASID _____
 School Name _____

Date _____
 LSS Name/# _____
 School # _____

_____ Copy of the **complete IEP** for the current assessment year.

_____ Copy of the most recent psychological report indicating that the student is a student with a significant cognitive disability at or near the profound intellectual range of functioning and, although specialized instructional supports are in place, the student, at this time, is unable to access, demonstrate understanding, and respond to instruction in academic content. This documentation must be kept in the student's IEP confidential file/folder.

_____ Copy of the most recent educational reports that confirms the need for full physical prompting due to significant cognitive limitations at or near the profound intellectual range of functioning and, although specialized instructional supports are in place, the student, at this time, is unable to access, demonstrate understanding, and respond to instruction in academic content. This documentation must be kept in the student's IEP confidential file/folder.

_____ Copy of medical documentation that confirms the need for the student to use full physical prompting due to severe physical limitations and, although specialized related services supports are in place, the student is unable to access, demonstrate understanding, and respond to instruction in academic content at this time. Documentation should also confirm the student is identified as medically fragile with severe health care needs. This documentation must be kept in the student's IEP confidential file/folder.

_____ Documentation of a student with a significant cognitive disability at or near the profound intellectual range of functioning, with physical and medical limitations may be found in one or more of the IEP components listed below to support the use of full physical prompting excusal:

- _____ Present Levels Statements
- _____ Impact Statement
- _____ Supplementary aids, services, program modifications and supports
- _____ Goals and Objectives
- _____ Progress Reports (current)
- _____ Educational Reports

Parent Informed: I have been informed that my child is eligible to participate in the Alt-MSA; however, the IEP Team will be submitting documentation to the Maryland State Department of Education for an excusal from that assessment as recommended at the _____ (Date) IEP Team meeting. The MSDE will review the materials submitted to support this decision in all documentation listed above. **If a review determines that there is insufficient documentation to support the IEP team decision, the student must participate in the Alt-MSA.** I understand that this excusal may reduce my child's access to instructional activities aligned to the Maryland State curriculum. I agree with the release of the identified documentation checked above, which supports the verification for an excusal of my child from the Alt-MSA.

Parent Signature _____

Date _____

IEP Team Chairperson Signature _____

Date _____

Principal Signature* _____

Date _____

***My signature verifies my understanding that students who are excused from the Alt-MSA assessment will receive no score and no proficiency level designation. Students will count in the "n" (n=total number of students participating in the assessment) and be identified as a non-participant for accountability purposes.**

Special Education Director _____

Date _____

Local Accountability Coordinator Signature _____

Date _____

NOTE: The data chart format below may be used to record student responses when using data charts as artifacts. The data chart may be used to document instruction using less than full physical prompts. All required information must be recorded in the appropriate area on the data chart. Several pages of the data chart below must be included to fully document baseline data, instruction over time to reduce the need for full physical prompting, as well as mastery of the objective (refer to pages 4-15). **Additionally, how Assistive Technology was used to reduce the need for full physical prompting MUST be documented on this form.**

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Template for Full Physical Data Chart

Student Name:		Content Connection (e.g., title of book, content unit, etc.) Alignment to SC/CLG (for science embedded MOs: science content standard label, grade, and science standard)			
Mastery Objective:					
Assistive Technology Used					
Observable, measurable target student behavior and distractor(s) used	Baseline Data Date:	Date:	Date:	Date:	Date:
	Prompt/Response I	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP
	Prompt/Response I	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP
	Prompt/Response I	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP	Prompt/ Response I V G M PP FP
Total Accurate:					
% Accurate: (at the prompt level indicated in MO)					
Mastered/Not Mastered					

Key: (√ or + =Correct Response) (X or - =Incorrect Response) (0 = No Response)

I=Independent, V=Verbal, G=Gesture, M=Model, PP=Partial Physical, FF=Full Physical

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab
 or <http://docushare.msde.state.md.us>

Data Chart For BASELINE ONLY

Student Name:		
Mastery Objective:		
Content Connection (e.g., title of book, content unit, etc.) Alignment to SC/CLG (for science embedded MOs: science content standard label, grade, and science standard)		
Assistive Technology Used (if applicable)		
Observable, measurable student behavior	Baseline Data Date:	
	Prompt I	Response
	Prompt I	Response
	Prompt I	Response
	Prompt I	Response
	Prompt I	Response
Total Accurate:		
% Accurate:		
Mastered/Not Mastered		

Key: (√ or + =Correct Response) (X or - =Incorrect Response) (0 = No Response) (I = Independent)



Test Administration and Certification of Training Form and Non-Disclosure Agreement

This form must be signed by all individuals having access to test materials, including online materials, during any Maryland State Department of Education (MSDE) sponsored testing. This includes:

- School Test Coordinators (STCs);
- Test Examiners (TEs);
- Persons designated as Proctors;
- Instructional Assistants or other personnel who provide accommodations to students with disabilities and/or students who are English Learners (EL); and
- Teachers or others who support a test administration or who have access to test materials.

Only persons who are employees or agents of the school district and who have signed this form may supervise, administer, proctor, or assist with the administration of the test. The school system must retain completed forms on file as specified in COMAR 13A.03.04.03.

This is to certify that:

- I understand that the MSDE assessment materials are confidential and I agree to abide by all of the regulations governing test administration and data reporting policies and procedures as specified in COMAR 13A.03.04.
- I have been trained for my role in the upcoming testing by a trainer authorized by my school district. I am familiar with COMAR and the district test administration regulations and have received a copy of the regulations.
- I understand that it is a breach of professional ethics to provide or alter answers, provide verbal or nonverbal clues, teach items on the test, share prompts, coach, hint, or in any way influence a student's performance during the testing. The only materials students may use are those authorized in the test's Test Administration and Coordination Manual and/or Examiner's Manuals. (Alt-MSA Test Examiners may provide students the prompts consistent with the student's Mastery Objectives.)
- I understand that copies of test materials, including items and other documents that are labeled as secure, are confidential and must be kept secure at all times. Unauthorized access, use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I understand that making notes about, making answer keys for, writing about, or discussing with persons not involved in the test administration, the content of the actual test or any part thereof, including reading passages, is prohibited.
- I understand that I may not provide any part of the test materials for examination or other use by any other party.
- I understand that I may not disseminate any of the test materials to any other party.
- I understand that I may not discuss the topics and/or specific content of the test materials with any other party.
- I understand that accommodations for students with disabilities must be limited to those documented in the student's IEP or Section 504 Plan, and accommodations for English Learners (EL) must be limited to those documented in the EL plan. Accommodations also must be those which are permitted as outlined in the current *Maryland Accommodations Manual*.
- I understand that the test must be administered on the dates specified within the allowed window.
- I understand the test materials must be returned to the representative authorized by MSDE by the agreed-upon date.
- I understand that, unless part of the directions for administration, I may not read any material to a student unless part of an allowable accommodation. Students unsure of the question or an answer should be told only to reread the question and give their best response. Although I understand I can encourage students to respond to each question, I understand I cannot tell students to change their responses.
- I understand that students who finish a portion of the assessment early may review their work only as permitted in the Test Examiner's Manual.
- If I am administering the Alternate Maryland School Assessment (Alt-MSA), I understand that I may not inaccurately report a student's accuracy scores, submit artifacts and forms from previous test years, submit artifacts not completed within the test window, misrepresent or change dates on artifacts, falsify artifacts, falsify signatures, "coach" a student to provide correct answers, misrepresent Mastery Objective review documents, or submit portfolios that are not developed in compliance with the guidelines presented in the current test year Alt-MSA Handbook.
- If I am a School Test Coordinator, I have received and reviewed the current administration's Test Administration and Coordination Manual and Test Examiner's Manual and agree to abide by the policies and procedures as outlined therein. If I am a Test Examiner, I have received and reviewed the current administration's Test Examiner's Manual and agree to abide by the policies and procedures as outlined therein.
- **I have read the above and have been prepared for my role in this test administration.** I understand that violations of test administration and security provisions may include invalidation of test results, cost assessed to my district, disciplinary actions against me by my district, and/or certificate suspensions or revocations by the MSDE as applicable.

Name (Please print)

Title

LEA/School

School Year

Signature

Date

Title 13A
STATE BOARD OF EDUCATION
Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

Chapter 04 Test Administration and Data-Reporting Policies and Procedures

Authority: Education Article, §2-205, Annotated Code of Maryland

.01 Scope.

This chapter applies to:

- A. Tests administered by or through the State Board of Education including but not limited to:
- (1) The norm-referenced test or tests in use by the State;
 - (2) The Maryland Functional Testing Program;
 - (3) The Maryland School Assessment;
 - (4) The Alternate Maryland School Assessment;
 - (5) The High School Equivalency Program Test (GED);
 - (6) Teacher Certification Tests;
 - (7) High School Assessment Tests; and
 - (8) Other test instruments required by the State Board of Education.

B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and

C. Local school system-owned materials that are the same as those used in any State-operated assessment program.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "Department" means the State Department of Education.
- (2) "Individual" means a student, teacher, administrator, or other school system employee.
- (3) Local School System.
 - (a) "Local school system" means a public school system.
 - (b) "Local school system" includes special schools and institutions that use tests administered on behalf of the State Board of Education.
 - (c) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
 - (d) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

.03 Local School System Test Administration and Data-Reporting Policies.

A. A local school system shall develop and adopt test administration and data-reporting policies.

B. The test administration policy shall provide for:

- (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including answer keys, audio tapes, and examinee answer documents, before, during, and after testing;
 - (2) The proper administration of tests and the monitoring of test administrations;
 - (3) Annual training of appropriate personnel on the local test administration policy and procedures; and
 - (4) The retention for 6 years after the date of test administration of the following information for each testing group for each testing day:
 - (a) Name and student identification number for each student,
 - (b) School and system names and identifiers, and
 - (c) Names of the test administrators, examiners, and proctors.
- C. The data reporting policy shall contain:
- (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01 of this chapter; and
 - (2) Training of appropriate personnel on data procedures.
- D. Test Administration and Certification of Training Forms.
- (1) Each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees.
 - (2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable.
 - (3) All signed forms and agreements shall be retained by the local school system for the duration of the individual's employment or relationship with the local school system.

.04 Local School System Test Procurement Designate.

A. A local superintendent of schools shall designate annually one individual in each school system who shall be the sole individual in the school system authorized to procure test instruments that are used in testing programs administered by or through the State Board of Education.

B. The name of the individual designated in §A of this regulation shall be provided in writing to the Department.

C. Changes in responsibility shall be communicated in writing to the Department within 10 days of the official change.

.05 Testing Behavior Violations.

A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.

B. It is a violation of test security for an individual to:

- (1) Give examinees access to secure test items or materials before testing;
- (2) Give unauthorized individuals access to secure test items or materials;
- (3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
- (4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;
- (5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;
- (6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
- (7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
- (8) Administer State-mandated tests on dates other than those specified by the Department;
- (9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or
- (10) Refuse to disclose information regarding test security violations.

C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

.06 Data Collection and Reporting Violations.

A. It is a violation of data collection and reporting for an individual, school, or school system to:

- (1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;
- (2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or
- (3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.

B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

.07 Sanctions for Violations.

A. Invalidation of Test Scores or Other Data.

(1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.

(2) The Department:

- (a) Shall establish procedures to identify:
 - (i) Improbable test score gains or improbable changes in data in consecutive years,
 - (ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and
 - (iii) Any other situation which may result in the invalidation of test results or other data; and
- (b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.

(3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data and test results.

(4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.

(5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.

(6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.

B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:

- (1) Personnel sanctions may be imposed by the local school system;
- (2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;
- (3) The school or school system may be censured; and
- (4) Costs incurred as the result of the violation may be recovered by the Department.

C. Mitigating Circumstances.

(1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.

(2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.

D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.

E. Whistleblower Protection.

(1) The local school system shall not take any personnel action as retaliation against an employee who reports information that the employee reasonably believes involves a test security violation under this chapter.

(2) The local school system may take personnel action against an employee if the local school system investigates and concludes that the employee was involved in the reported test security violation.

Administrative History

Effective date:

- Regulation .01 effective July 31, 1968
Regulation .02 effective June 9, 1964; amended effective May 26, 1976 (3:11 Md. R. 593); July 20, 1977 (4:15 Md. R. 1153); July 1, 1978 (5:12 Md. R. 969); June 15, 1979 (6:12 Md. R. 1052); May 30, 1988 (15:11 Md. R. 1331)
Regulation .02A amended effective May 16, 1980 (7:10 Md. R. 952); June 12, 1981 (8:12 Md. R. 1064); August 2, 1981 (9:15 Md. R. 1516); July 4, 1983 (10:13 Md. R. 1181); July 1, 1984 (11:12 Md. R. 1064); August 11, 1986 (13:16 Md. R. 1828); August 24, 1987 (14:17 Md. R. 1872)
Regulation .02A and B amended effective May 20, 1985 (12:10 Md. R. 962)
Regulation .02C and D adopted effective July 25, 1980 (7:15 Md. R. 1426)
Regulation .03 amended effective October 15, 1975 (2:29 Md. R. 1734); March 31, 1976 (3:7 Md. R. 402); July 20, 1977 (4:15 Md. R. 1153); July 28, 1978 (5:15 Md. R. 1190); July 13, 1979 (6:14 Md. R. 1208)
Regulation .03A amended effective August 2, 1982 (9:15 Md. R. 1516); July 29, 1985 (12:15 Md. R. 1525)
Regulation .04 effective August 21, 1968
Regulation .05 adopted effective November 14, 1975 (2:29 Md. R. 1734)
Regulation .05 amended effective July 21, 1976 (3:15 Md. R. 806); October 7, 1977 (4:21 Md. R. 1604); September 22, 1978 (5:19 Md. R. 1447); September 21, 1979 (6:19 Md. R. 1520)
Regulation .06 adopted effective October 13, 1976 (3:21 Md. R. 1208)
Regulation .06 amended effective May 11, 1977 (4:10 Md. R. 768); December 30, 1977 (4:27 Md. R. 2108); November 17, 1978 (5:23 Md. R. 1741)
Regulation .07 adopted effective January 11, 1980 (7:1 Md. R. 44)
Regulation .07A amended effective May 2, 1980 (7:9 Md. R. 848); April 17, 1981 (8:8 Md. R. 723); July 19, 1982 (9:14 Md. R. 1431); May 9, 1983 (10:9 Md. R. 702); April 9, 1984 (11:7 Md. R. 628); May 6, 1985 (12:9 Md. R. 813); August 25, 1986 (13:17 Md. R. 1923); March 7, 1988 (15:5 Md. R. 622)
Regulation .07B amended effective July 19, 1982 (9:14 Md. R. 1431); May 6, 1985 (12:9 Md. R. 813)

Annotation: Appendix F to the "Methods of Administration for the Office of Civil Rights Guidelines for the Division of Vocational-Technical Education" (see Regulation .02C) was incorporated by reference effective February 20, 1981 (8:4 Md. R. 344)

Regulations .01, .03—07 repealed effective January 15, 1989 (15:27 Md. R. 3132)
Regulation .02 and Chapter, Instructional Programs Involving Federal Funds, repealed effective August 7, 1989 (16:15 Md. R. 1651)

Regulations .01—06, Test Security and Data Reporting Policy and Procedures, adopted effective January 6, 1992 (18:26 Md. R. 2831)
Regulation .05B amended effective August 15, 1994 (21:16 Md. R. 1386)
Chapter repealed effective April 20, 1998 (25:8 Md. R. 598)

Regulations .01—07, Test Administration and Data-Reporting Policies and Procedures, adopted effective April 20, 1998 (25:8 Md. R. 598)
Regulation .01A amended effective April 23, 2007 (34:8 Md. R. 768)
Regulation .02B amended effective April 23, 2007 (34:8 Md. R. 768)
Regulation .03 amended effective March 20, 2000 (27:5 Md. R. 585)
Regulation .03B, D amended effective April 23, 2007 (34:8 Md. R. 768)
Regulation .07 amended effective April 23, 2007 (34:8 Md. R. 768)
Regulation .07E adopted effective January 9, 2012 (38:27 Md. R. 1765)

Alt-MSA Online Transfer Request Between LEAs

Request from: _____ Phone number _____ email address _____
 If others need to be notified please list e-mail address _____

The LAC should use this request form to transfer student(s) from one LEA to another LEA. Fax this request form to Pearson attention Alt-MSA at (319) 339-6903. Transferring student records in the online system will ensure that the receiving school has access to the student's MOs. After receiving notification from the receiving school or school system of the request for the online transfer, be certain to send any student portfolio materials in progress to the new school within 10 school days. In addition to transferring the portfolio, the LAC should notify the LAC for the receiving school by sending them a copy of the Online Transfer Request form.

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab *or* <http://docushare.msde.state.md.us>

Student Name	Previous School # and Name	Previous LEA # and Name	Previous Teacher Name	New LEA # and Name	New School # and Name	New Teacher Name (if known)

Alt-MSA Online Transfer Request Between Schools Within an LEA

Request from: _____ Phone number _____ email address _____
 If others need to be notified please list e-mail address _____

You may use this request form to transfer student(s) from one school to another school within an LEA. Fax this request form to your LAC or Pearson, attention Alt-MSA at (319) 339-6903. **Check with your LAC before using this form, as there may be LEA-specific procedures for you to follow in transferring a student within your school system.** In addition to transferring the portfolio, the STC should notify the LAC for the receiving school by sending them a copy of the Online Transfer Request form.

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab **or** <http://docushare.msde.state.md.us>

Student Name	Previous LEA	Previous School # and Name	Previous Teacher Name	New School # and Name	New Teacher Name (if known)



Non-Scorable
Alt-MSA Portfolio
Transmittal Form

This form **may not** be used for a student who is being excused from the assessment for a full physical (medically fragile) excusal.

Non-Scorable Alt-MSA Portfolio Transmittal Form

Instruction: Complete this transmittal form, attach it to the front of the portfolio, and submit the portfolio to Pearson. This form may be used to document an invalidation request or an incomplete portfolio due to a student:

- Change of eligibility for Alt-MSA
- Transferring out of state
- Home schooled
- Transferring out of your school, or school system, for whom you were unable to identify the receiving school or school system.
- Medically exempt
- Passing away

Transmittal Form MUST be taped to the front outside cover of any portfolio that has been approved for invalidation by the LAC.

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab **or** <http://docushare.msde.state.md.us>

Student Name	
Student ID number	
LEA Number/LEA Name	
School Number/School Name	
STC Contact Information Name Telephone Number Fax number E-mail	
Reason for non-scorable portfolio	
Please provide any additional comments or notes which might be helpful to the contractor in tracking this student, including the date on which the event noted above occurred.	