

Mod-HSA



What can you do to support your child and his/her teacher to prepare for assessments?

Meet with your child's teacher as often as needed to discuss your child's academic progress. Ask the teacher to suggest activities for you and your child to do at home to prepare for assessments and improve to your child's understands of schoolwork. Teachers and parents/guardians should ensure that the student is receiving the appropriate accommodations both in the classroom and on assessments as identified in the IEP. When parents/guardians and teachers work together, students benefit. For more information and practice test sample items for the Mod-HSA, please visit www.mdk12.org.

How are results reported for the Mod-HSA?

The Mod-HSA score report and distribution of home reports operate on the same schedule as reporting for the regular HSA. Achievement information for schools, local school systems, and the State is printed in the annual "School Report Card," available on the Internet at www.mdreportcard.org. Please contact your child's school for more information



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The Modified High School Assessment (Mod-HSA)



What It Means
for Your Child's Program



MOD-HSA



PARENT GUIDE TO THE MODIFIED HIGH SCHOOL ASSESSMENT - Mod-HSA

What are the Mod-HSAs?

The Mod-HSAs are alternate assessments based on course-level Core Learning Goals and modified academic achievement standards designed for students receiving special education services who meet specific participation requirements. These end-of-course assessments in algebra/data analysis, English, biology and government meet the Maryland graduation testing requirements (*passing the HSAs is required for students who first entered grade 9 in the fall of 2005 or later*).

The Mod-HSAs cover the **same** content (as described in the Maryland Core Learning Goals and Assessment Limits) as the regular High School Assessments (HSA).

Why were the Mod-HSAs developed?

No Child Left Behind (NCLB) allows states to provide modified assessments (Mod-HSA). These type of assessments are designed for students who require and receive modified academic achievement standards aligned with course-level academic content standards **during instruction and assessment**. These students are learning the **same** course content as students in the general population, but they require modified academic achievement standards to be successful on State assessments.

What are Modified Academic Achievement Standards?

Modified academic achievement standards are based on the **same** academic content standards (as described in the Voluntary State Curriculum and Assessment Limits) as the state's regular assessment (HSA). However, the Mod-HSAs differ in format to provide students access to the course-level content standards that incorporates variation in test delivery to meet the specific learning characteristics of the students. Examples include test items with fewer and shorter reading passages, shorter or less complex questions, and test items with fewer answer choices. **It is important to know that the Mod-HSA covers the same content as the HSA.** Please see www.mdk12.org for description of the Voluntary State Curriculum.

Why are the Mod-HSAs based on course-level content standards?

The Mod-HSAs are based on course-level content standards to ensure that students who participate in the Mod-HSA receive instruction in course-level content so they can make progress towards meeting course-level proficiency.

How are students with disabilities identified to participate in the Mod-HSA?

A student eligible to participate in the **Mod-HSA** will be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student is identified as appropriate for **instruction and assessment** using course-level content standards and modified academic achievement standards aligned with the student's instruction in the Maryland Core Learning Goals in algebra/data analysis, English, biology, and government.

Can a parent refuse to have their child included in the Mod-HSA?

The Individuals with Disability Education Act (IDEA) and NCLB requires that **all** students with disabilities participate in State and local assessments. As a member of the IEP Team, parents/guardians work collaboratively with the other team members to determine the assessments in which their child will participate. In Maryland, high school students with disabilities participate in:

- the High School Assessments (**HSAs**), in algebra/data analysis, English, biology, and government (with or without accommodations, as appropriate)
- the Modified High School Assessments (**Mod-HSAs**) in algebra/data analysis, English, biology, and government (with accommodations)

Students unable to participate in the assessments listed above, as determined by the student's IEP Team,

participate in:

- the Alternate Maryland School Assessment (**Alt-MSA**) in reading, math, and science for students in grade 10 with most significant cognitive disabilities.

What academic areas does the Mod-HSA assess?

Students taking the Mod-HSA are assessed in the content areas of algebra/data analysis, English, biology, and government. For students participating in the Mod-HSA, the assessment is based course-level content standards and modified academic achievement standards. These standards must be aligned with Maryland's Core Learning Goals for the course in which the student is enrolled. Thus, only the academic achievement standards are modified, **not** the content standards on which those modified academic achievement standards are based. It is important to remember that students pursuing the Mod-HSA are not precluded from completing the requirements for the regular high school diploma. **A student may take a Mod-HSA in one subject and a regular assessment (HSA) in another subject.** (e.g. a student may be eligible for the biology and English Mod-HSAs and eligible for the algebra/data analysis and government HSAs).

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Maryland State Department of Education Website

www.marylandpublicschools.org

