Alternate Maryland School Assessment

2004 - 2005 Technical Manual

Grades 3-8 & 10
Reading & Math

Alt-MSA
Alternate Maryland School Assessment

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Maryland State Department of Education
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Purpose

This technical report is designed to provide information to Maryland stakeholders (including testing coordinators, educators, parents, and other interested citizens) and the field of alternate assessment about the development, implementation, scoring, and technical attributes of the portfolio-based Alternate Maryland School Assessment, otherwise known as the Alt-MSA.

The Technical Report provides information about the Alt-MSA that will help schools and educators use the assessment and interpret the results. It is hoped that the information presented in this Technical Report will guide schools and educators in making informed assessment-based decisions in order to improve instruction, which will lead to improved student learning. This Technical Report also outlines the purpose of the Alt-MSA so that stakeholders have a clear understanding of why participation in the assessment program is important to both students and schools.

One of the main goals of any assessment system is improved learning through informed instruction. This is a challenging goal and one that will require the commitment and dedication of all those involved: state agency personnel, local administrators, teachers and students.

1.0 Historical Overview

1.1 Overview of the Alternate Assessment

The Individuals with Disabilities Education Act (IDEA), 2004, as well as The No Child Left Behind Act of 2001 (NCLB), mandate that states provide an alternate assessment when implementing statewide accountability systems. To qualify as a "true" alternate assessment, the assessment must be aligned to the State's content standards, must report student achievement according to established proficiency levels (known as Alternate Achievement Standards, in the case of an alternate assessment such as the Alt-MSA) with the same frequency and level of detail as the State's regular assessment, and must serve the same purpose as the assessment for which it is an alternate (Office of Elementary and Secondary Education, 2003).

The Alternate Maryland School Assessment (Alt-MSA) is an assessment designed for students with significant cognitive disabilities who are unable to participate in the regular Maryland School Assessment, even when accommodations are provided. The Alt-MSA is a way for all students with disabilities to take part in and benefit from a structured assessment system.

Background

From 1995-2003, students with disabilities who could not participate in the general education assessment participated in the Independence Mastery Assessment Program (IMAP). IMAP

- served as the alternate assessment for the Maryland School Performance Assessment Program (MSPAP) and was intended as a program evaluation;
- assessed students in grades 3, 5, 8, and 11; and
- assessed program performance by assessing students in personal management, as well as community, recreation/leisure, career/vocational, and communication/ decision making/interpersonal skills.

New federal mandates in the revised Elementary and Secondary Education Act, known as NCLB 2001 prompted a revision of the general education assessment (MSPAP) as well as the IMAP by requiring that

- students receive an individual score in reading and mathematics and, by 2007, science; and
- students be assessed in grades 3-8 and a high school grade.

Mandates in the IDEA further specified that:

- Individualized Education Programs (IEPs) be generated for all students with disabilities;
- IEPs delineate the administration modifications required for a disabled student to participate in the general state or district-wide assessment program, or provide a rationale as to why the assessment is inappropriate and how the student will be assessed; and that

- students with disabilities have equal access to grade level academic content standards.

As a result of these new mandates both the general education assessment (MSPAP) and the IMAP were revised. The revised version of the MSPAP, the Maryland School Assessment (MSA), is administered to students in Grades 3-8 and 10 and tests students' attainment of grade-level objectives in reading and mathematics. The revised version of the IMAP, now known as the Alternate Maryland School Assessment (Alt-MSA), is administered in grades 3–8 and 10 and assesses attainment of individually selected objectives in reading and mathematics aligned with grade-level content standards, using grade- and age-appropriate materials.

Some milestones in the development of Maryland's alternate assessment program are outlined below.

Chronology of Alternate Assessment Development in Maryland

1994	IMAP domains and indicators were developed.
1994-1995	First administration of the IMAP.
1997	Amendments to the IDEA required all children be included in statewide testing and accountability systems.
2001-2002	IMAP modified to include reading, mathematics, and writing.
Spring 2003	Design and development of the Alt-MSA.
Summer 2003	Standard setting for the reading and mathematics portions of the IMAP.
2003-2004	First administration of the Alt-MSA.
Summer 2004	Alt-MSA standards validation.

The new Alt-MSA differs from the previously administered IMAP in several important ways, as shown in the table below.

Comparing the Alt-MSA and the IMAP

	2004 to present Alt-MSA	IMAP 2002-2003 Accountability Assessment Items	IMAP 2002-2003 Non-Accountability Assessment Items
Purpose	Intended to assess student attainment of individually selected objectives in mathematics and reading aligned with grade-level content standards to support the requirements of NCLB.	Intended to assess student attainment of individually selected objectives in mathematics and reading at the student's instructional level to support the requirements of NCLB.	Assessed performance in writing, communication/ decision making/ interpersonal, personal management, community, recreation/leisure, career/vocational.
Grades Tested	3-8, and 10	3, 5, 8, 11	3, 5, 8, 11

	2004 to present Alt-MSA	IMAP 2002-2003 Accountability Assessment Items	IMAP 2002-2003 Non-Accountability Assessment Items
Reporting	Student scores included in statewide results for reading and mathematics	Student scores included in statewide results for reading and mathematics	Scores not included in statewide accountability results
Score Use	Accountability, inform instruction, program evaluation	Accountability, inform instruction, program evaluation	Inform instruction, program evaluation
Assessment Specifications	• Assess reading and mathematics objectives based on Maryland content standards. • Test examiner identifies 10 reading and 10 mathematics objectives based on student's grade/instructional level. • Review of previous year's Alt-MSA results or (when necessary) pre-assessment to determine baseline skills. • Authentic task/setting criteria (two Mastery Objectives must be authentic and demonstrated in an authentic setting). • Detailed specifications for the design of assessment tasks (Mastery Objectives). • Assessment objectives customized to match the abilities of the student, by using appropriate prompts and supports to enable student participation. • Review of Mastery Objectives to verify adequacy and alignment.	• Assessed reading and mathematics objectives based on Maryland content standards. • Test examiner identified reading and mathematics objectives based on student's instructional level. • For each objective, selected artifacts were collected at baseline, mid year, and end of year to demonstrate student growth. • Some assessment tasks developed locally according to MSDE guidelines and others designed by MSDE for administration statewide.	• Individualized writing and communication/ decision making/ interpersonal objectives were selected by test examiners. • Students participated in 2 grade-specific performance tasks that assessed personal management, community, recreation/leisure, and career/vocational.
Scoring	• Dichotomous scoring of each task as displaying mastery or non-mastery. • Calculation of mastery percentages in reading and mathematics that reflect the proportion of Mastery Objectives mastered. • Mastery percentage scores used to assign students to performance levels.	• A growth score was assigned based on student achievement and use of supports. • Students assigned to performance levels based on their demonstrated growth.	• Writing and communication/ decision making/ interpersonal were scored based on growth model. • Performance tasks score based on number of steps in each task the student performed.

Purpose of the Assessment

The Alt-MSA is designed to

- ensure that all students have an opportunity to reap the instructional and informational benefits afforded by an assessment program;
- ensure that all students are included in the statewide accountability system;
- allow for all students to participate in a standards-based curriculum;
- provide a means for charting student performance from year to year relative to the state content standards;
- provide teacher/schools/districts with information to inform instruction and support program evaluation;
- support inferences regarding the extent to which a student has mastered a specific objective; and
- hold schools and districts accountable for improved instruction and student learning.

Participation in the Alt-MSA

Alternate assessments like the Alt-MSA are designed to measure the performance of students with significant cognitive disabilities who are unable to participate in the general education assessment used by districts and states (even with accommodations) as determined by the individual student's IEP team. Participants in the Alt-MSA comprise approximately 1% of the total tested student population. It is mandatory that students with disabilities participate in either the MSA or Alt-MSA. Each student's IEP team decides which assessment is appropriate for an individual student.

Students with disabilities must participate in the MSA if they:

- participate in the grade-level general education curriculum with or without accommodations, supplemental aids and services, or assistive technologies, as determined by the IEP team; and
- are anticipated to meet the graduation requirements for a Maryland High School Diploma with or without accommodations, supplemental aids and services, or assistive technologies, as determined by the IEP team.

A student with a significant cognitive disability will participate in ALT-MSA if he or she meets **each** of the following criteria:

- The student is learning extended Maryland reading (at emerging, readiness, or functional literacy levels) and extended Maryland mathematics content standards objectives.
- The student requires explicit and ongoing instruction in a functional life skills curriculum including personal management, community, recreation/leisure, career/vocational, communication/decision making/interpersonal.
- The student requires extensive and substantial modification (reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. The curriculum differs significantly from that of their non-disabled

peers. They learn different objectives, may use different materials, and may participate in different learning activities.

- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.
- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.
- The student cannot participate in the MSA even with accommodations.

Eligible students participate in the Alt-MSA in Grades 3-8, and 10. To determine the grade level of a student in an un-graded program for the purpose of accountability in the state assessment program, the following MSDE procedure is used:

> Grade equals the number of years the student has been in school after kindergarten (including the current year) adjusted by subtracting the number of times he/she was not promoted and/or adding the number of times he/she was accelerated.

The number of students that participated in the current administration of the Alt-MSA is provided in Appendix A, Table 1 by gender, ethnicity, grade, and socioeconomic status.

Organizations and Groups Involved

A number of groups and organizations are involved with the Alt-MSA. Each of the major contributors listed below serves a specific function, and their collaborative efforts contribute significantly to the program's success.

Maryland State Department of Education (MSDE)

The Division of Accountability and Assessment and the Division of Special Education/ Early Intervention Services of MSDE have the joint responsibility of implementing the requirements in Maryland for statewide testing of students with disabilities. Together they oversee the development of test administration manuals, accountability and interpretive reports, and instructional videotapes, planning, scheduling, implementation, scoring, and reporting of all Alt-MSA activities and supervise MSDE's current contract with Pearson Educational Measurement. MSDE staff conducts extensive training and professional development for administrative staff in central offices as well as school-based test examiners in both the public and non-public special placement schools. In addition, MSDE staff conducts quality-control activities for every aspect of the development and administration of the assessment program and monitors the security provisions of the scoring process.

Pearson Educational Measurement (PEM)

PEM has been the MSDE's primary contractor for the Alt-MSA assessment program since January 2004. Each school year, approximately 5,100 Alt-MSA student tests are administered. PEM distributes test materials to approximately 1,000 schools in Maryland and is responsible for the security of all student materials. In addition, PEM produces ancillary testing materials including test administration manuals, interpretive guides,

online ordering and pretest file uploading instructions, packing lists, return shipping materials and instructions, freight bills and pre-identification labels, and student and summary reports. PEM also conducts the handscoring of all student assessment tasks for the Alt-MSA and distributes a set of standard reports for various audiences within the state.

PEM collaborates with the MSDE on all facets of the Alt-MSA, including rangefinding, training scorers, daily and cumulative performance scoring reports, and the format of final student and state summary reports. In addition, PEM recruits and hires scoring personnel, trains group leaders, coordinates the shipping and handling of student papers, maintains security, and transmits scoring data to the PEM-Iowa City scoring center.

For the 2004-2005 Alt-MSA administration PEM employed a subcontractor, the Inclusive Large-Scale Standards and Assessment group (ILSSA) at the University of Kentucky, for the purpose of conducting the Mastery Objective Review.

Stakeholder Advisory Committee

The Alt-MSA Stakeholder Advisory Committee is comprised of MSDE staff, local school system central office staff, non-public special placement school staff, as well as representatives of institutes of higher education, teachers, parents, and important stakeholder groups. The Stakeholder Advisory Committee provides invaluable input by representing the teachers and students most influenced by the Alt-MSA. They consult and make recommendations on all aspects of the Alt-MSA test design and administration and annually review the Test Administration and Coordination Manual to verify that it is clear, concise, and user- friendly.

1.2 Test Design and Blueprint

The Alt-MSA was developed in close collaboration with experts in the areas of reading and mathematics content; psychometrics; portfolio assessment for students receiving special education; consultants with a national perspective; Stakeholder Advisory Committee members; special educators; and parents of students who participate in the Alt-MSA.

Review of the Standards

Before making design recommendations for the Alt-MSA, the MSDE and the Stakeholder Advisory Committee reviewed the existing Maryland Content Standards. Committee members worked in small groups to examine the Maryland reading and mathematics standards. They also reviewed several examples of extended standards used by other states in their alternate assessments.

Test Design

In consideration of the best design for the Alt-MSA, the Stakeholder Advisory Committee reviewed alternate assessments from a variety of different states to examine the following characteristics: test format (e.g., portfolio, checklist, and performance tasks), assessment components, scoring procedures employed, and perspectives regarding the alignment of the alternate assessment to a student's IEP. Throughout this process contributors were reminded that their main goal was to develop an assessment instrument

aligned with federal mandates and current best practice in instruction and assessment. A general overview of the current design of the Alt-MSA follows:

- The Alt-MSA assesses and reports student mastery of reading and mathematics objectives from the Maryland Content Standards, as incorporated and expressed in the document known as the Maryland Voluntary State Curriculum (VSC), that are selected by the student's test examiner team[1]. A student's test examiner team includes teachers, related service providers, instructional assistants and others who are involved in the student's day-to-day instruction. It is the responsibility of this team to construct a portfolio of evidence that demonstrates that the individual student attained the target Mastery Objectives that were written to align with the selected reading and mathematics content standard objectives. Scorers review the portfolios to determine if the submitted evidence substantiates that the Mastery Objectives have been attained.

- A cycle of assessment and instruction is intrinsic to the Alt-MSA. Early in the school year the test examiner team uses the Alt-MSA results from the prior year or conducts a pre-assessment to determine what skills the student currently possesses in reading and mathematics and what skills they still need to learn. A student's instructional and assessment program is based on the results of this review.

- Based on (1) the review of the prior year's results or the pre-assessment and (2) the content standards, indicators, and objectives specified for Alt-MSA, the team selects the reading and mathematics content standard objectives that the student can be expected to attain with at least 80% accuracy by the beginning of March of the following year. The objectives selected by the team should include current reading and mathematics objectives in the student's Individualized Education Program (IEP) that have not yet been achieved. Test examiners then collaborate to develop one Mastery Objective, or assessment task, for each selected objective.

- Students must receive instruction in the selected reading and mathematics content standard objectives. A student is assessed when the test examiner determines that he or she can demonstrate the skill with at least 80% accuracy. Evidence of mastery is collected by the test examiner when the student has mastered an objective. Evidence of mastery may be collected at any time during the test window, which spans from the beginning of October to the beginning of March. The portfolio is a collection of student work and other documentation that demonstrates that the student has attained the Mastery Objectives. Thoughtful early planning, organization, and shared ownership of the Alt-MSA among the student's teachers and related service providers results in a portfolio that conveys student learning reflecting an integrated instructional program provided by a collaborative instructional team.

[1] In 2004 test examiners were given the option of assessing students on access skills, rather than content standards. However, access skills were dropped for 2005 as an examination of these skills found that they were already incorporated in the Voluntary State Curriculum and grade-level standards.

- Since the Alt-MSA is a record of a student's work, portfolio development involves the student as much as possible. Students work with test examiners to chart their learning and select artifacts that demonstrate mastery.

- Active parent/guardian involvement supports the student in learning the selected reading and mathematics objectives. Therefore, parents are encouraged to review their child's proposed Alt-MSA Mastery Objectives before assessment. Such a review allows parents to provide the school with input and feedback that can inform instruction, and helps to ensure that Mastery Objectives strike the right balance of challenge and attainability. Students' opportunities to learn are broadened when parents are full participants in their child's education. Families provide additional opportunities to practice what is learned in school at home and in community settings. These opportunities increase the likelihood that skills learned in the school community will be generalized to activities in the home and other community settings.

Test Blueprint

The following section delineates the Maryland Content Standards/Topics to be assessed in Reading and Mathematics and their relative emphasis on the Alt-MSA as specified by the MSDE.

For the Reading Alt-MSA test examiners must select at least one indicator and two objectives from each of the content standards or topics listed below for assessment. One artifact is submitted for each objective selected. In addition, one objective from Standard 2.0 (#7) and one objective from Standard 3.0 (#9) must represent an authentic task or setting.

1.0 General Reading Processes

- Phonemic Awareness or Phonics or (*Other*)--Select an indicator and two objectives from Phonemic Awareness or Phonics.
  Other: If it has been documented that the student does not acquire literacy skills through instruction in phonemic awareness or phonics the TET will select two additional objectives in another area of reading for the Alt-MSA.
- Vocabulary--Select an indicator and two objectives from Vocabulary.
- General Reading Comprehension--Select an indicator and two objectives from General Reading Comprehension.

2.0 Comprehension of Informational Text--Select an indicator and two objectives from Comprehension of Informational Text.

3.0 Comprehension of Literary Text --Select an indicator and two objectives from Comprehension of Literary Text.

For the Mathematics Alt-MSA test examiners must select at least one indicator and two objectives from each of the content standards or areas listed below for assessment. One artifact is submitted for each objective selected. In addition, one objective from Standard 3.0 (#5) and one objective from Standard 6.0 (#9) must represent an authentic task or setting.

1.0 Algebra, Patterns, And/Or Functions

- Patterns and Functions--Select one indicator and two objectives from Patterns and Functions or Expression, Equations, and Inequalities.

2.0 Knowledge of Geometry

- Plane Geometric Figures or Transformations--Select an indicator and two objectives from Plane Geometric Figures or Transformations.

3.0 Knowledge of Measurement

- Measurement Scales or Measurement--Select an indicator and two objectives from Measurement Scales or Measurement.

4.0 Knowledge of Statistics

- Data Analysis--Select an indicator and two objectives from Data Analysis.

6.0 Knowledge of Number Relationships or Computation

- Select an indicator and two objectives from Number/Number and Place Value, Fraction, Money, or Number Computation.

7.0 Process of Mathematics

- Communication
  To show student mastery of this indicator, this must be integrated with the other indicators in each of the assessed content standards. Note: Although specific Mastery Objectives will not be written for "Process of mathematics" students will be scored based on evidence in the artifact that they have communicated mathematical ideas. Each mathematical artifact will receive two scores: (1) mastered/not mastered, and (2) communicated/did not communicate mathematical ideas.

The selected indicators and objectives are the focus of assessment providing the content and skills to which mastery objectives must align. A complete discussion of the mastery objective and assessment development process is provided in Chapter 2, as is a description of required Alt-MSA portfolio components and organization (see section 2.4).

2.0 Portfolio Assessment Construction & Administration

2.1 Timeline

The Alternate Maryland School Assessment (Alt-MSA) test construction and administration timeline for the current administration is located in Appendix B.

2.2 Contributors

A number of Local Education Agency and school staff members contribute their time and expertise to promote the success of the Alt-MSA program. A list of these contributors and an overview of their roles and responsibilities relative to the Alt-MSA test construction and administration process are provided in Appendix C. In addition to students in the public schools, students who are in special placements in non-public settings but supported by public funding also participate in the Alt-MSA. (These schools are commonly referred to in Maryland as "Special Placement Schools.")

2.3 Alt-MSA Development and Administration

Alt-MSA Portfolio Planning and Development

Several tasks and activities are conducted each fall prior to administration of the Alt-MSA to make certain that all stakeholders are well trained, informed, and dedicated to the Alt-MSA assessment effort. These activities provide evidence for the validity of Alt-MSA assessment results and, to the extent possible, standardize the assessment development and administration process. The steps in the Alt-MSA planning and development process are outlined below.

1. Attend Training

   LAC's and Alt-MSA Facilitators and Special Placement School STC's attend in-depth train-the-trainer sessions about the Alt-MSA and become thoroughly familiar with the procedures for developing the Alt-MSA Portfolio.

2. Provide Training

   LACs and Alt-MSA Facilitators conduct required training sessions for STCs to familiarize them with Alt-MSA portfolio development procedures for administration of the Alt-MSA. The STCs, LACs and Alt-MSA Facilitators then provide in-depth training to Test Examiners. Any staff member who teaches or is in some way involved in the instruction of a student participating in the Alt-MSA attends this training. A student's teachers, related service providers, and instructional assistants should be considered members of his/her Test Examiner Team. In addition, teachers who are providing in home teaching services for students who are identified as participants in Alt-MSA must also attend in-depth training session about administering the assessment.

   Training includes an overview and discussion of ethical procedures for test administration. It is expected that students will receive the prompts and supports typically used throughout instruction and assessment during the ALT-MSA, however

it is a breach of professional ethics for school personnel to: use inappropriate or undisclosed prompts; provide verbal and non-verbal clues of answers that go beyond the degree of support used in instruction; or coach or hint in any way (beyond that used in instruction) that may influence a student's performance during the testing situation. A breach of ethics may result in invalidation of test results and LEA or MSDE Disciplinary action.

As soon as student portfolios contain student identifying information, student testing materials, and/or student work, they become secure documents and must be treated as such. Therefore, Test Examiners also receive training on the proper handling of secure materials. This includes maintaining student portfolios in a secure, locked area when not in use so that only members of the TET and the STC can access them. It is assumed that Test Examiners and any others who handle test materials are aware of the consequences of test security violations which may include prosecution or penalties imposed by the Maryland State Board of Education and/or the State Superintendent of Schools.

The complete Code of Ethics for the Alt-MSA can be found in Part 1 of the Alt-MSA Handbook.

3. Meet with Test Examiners

The principal or designee, school test coordinator, teachers, related service providers, and instructional assistants who teach students who participate in Alt-MSA meet to identify the test examiner team for each student. It is important to include each student's teachers, related service providers, and instructional assistants in the test examiner team. The decisions made by this team determine the content of the student's Alt-MSA Portfolio and components of his/her reading and mathematics instructional programs. Students have more and better opportunities to learn and generalize their learning when selected skills are taught across a student's schedule and in different settings by all the student's teachers, related service providers, and instructional assistants.

4. Test Examiner Teams Meet to Review Prior Year's Results or Conduct Pre-Assessment

(4a.) Review Alt-MSA results for students who participated in the prior year's administration

The TET reviews Alt-MSA results from the previous year. For Mastery Objectives that were mastered, the team will identify different objectives to assess for the upcoming Alt-MSA. For Mastery Objectives not mastered in the previous year due to lack of student demonstration of skill, the team considers (1) whether the student should be taught and assessed on objectives similar to those for the prior year, but using different prompts and conditions, or (2) whether it is more appropriate to select objectives for instruction and assessment which differ from those assessed in the prior year.

(4b.) Plan and Conduct the Pre-assessment

If a student did not participate in the Alt-MSA in the prior year (i.e., in a non-assessed grade or who are new to the public schools this year), the TET will plan and conduct a pre-assessment to determine what indicators and objectives within selected reading and mathematics content standards a student has already mastered.

To formulate the content for a pre-assessment, the team first reviews the Maryland reading and mathematics content standards. These are available on http://mdk12.org/instruction/curriculum/reading/index.html
and
http://mdk12.org/instruction/curriculum/mathematics/index.html

The TET then identifies the student's potential instructional level by reviewing the previous year's objectives on the Content Standards documents. Next, the test examiner team reviews current formal and informal test results for reading and mathematics and indicates those results next to the content standards and objectives selected above. On these lists of objectives, "M" (Mastered) and the date are recorded next to the objectives that have been mastered by the student. "IP" (In Progress) and the date are recorded next to objectives that are in progress and currently part of the student's instructional program.

Finally, the test examiners conduct the pre-assessment by informally probing appropriate objectives at the selected instructional grade level to determine if additional objectives in reading and mathematics have been attained. Next to mastered objectives, "M" and the date of the pre-assessment is recorded. If a student does not respond to the probe "NR" (No Response) is recorded.

The information gleaned from pre-assessment guides the selection of the objectives for the Alt-MSA Portfolio.

5. Test Examiner Teams Select Indicators and Write Mastery Objectives for the Alt-MSA

(5a) Select Indicators and Objectives for the Alt-MSA

Based on an analysis of the student's performance on the previous year's Alt-MSA and/or the results of the pre-assessment, the test examiner team selects at least one indicator and two objectives from each of five designated content standards within a subject area. If a pre-assessment was conducted, those objectives marked "NR" and "IP" should be considered for assessment and instruction by the team. Selected content standard indicators and objectives are recorded on the Alt-MSA Reading and Mathematics Test Documents as reflected in Part 3 of the Alt-MSA Handbook. For a given student the Reading and Mathematics Test Documents indicate: the content standards/topics, indicators and objectives selected for assessment; the Mastery Objectives developed to assess the selected objectives (see below); and the types of artifacts (e.g., Data Chart, Student Work, Videotape, Audiotape) to be submitted as evidence of

mastery. Samples of these documents are provided in Appendix E and the entire Handbook is available online at:
www.marylandpublicschools.org/MSDE/testing/alt_msa

(5b) Write Mastery Objectives

Using the objectives selected and recorded on the Alt-MSA test documents, test examiners write a clear statement of expected mastery for each objective. Mastery Objectives are not a repetition of the state objectives. Each Mastery Objective must include the following required components:

- The conditions for performing the skill. (The task direction, a verbal direction given by the teacher to initiate the behavior, activity, or task may be part of the condition statement. A task direction is NOT a prompt).
- The observable, measurable response the student is to make.
- The level of mastery expected. For the Alt-MSA, the criterion for a judgment of "mastered" is 80% or greater attainment.
- The level of teacher assistance or prompting to be provided to the student. If a specific prompt type is not indicated the scorer will assume the student did not use any prompts and performed the task independently. The different prompt types are:

  - Gesture prompt – this level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g., teacher taps scanner switch button).

  - Verbal prompt – this level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another, more specific, verbal prompt is provided (e.g., after the teacher gives the task direction and a latency period, the teacher then says, "push the button to turn on the scanner").

  - Model prompt – this level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher's model (e.g., the teacher demonstrates how to push the switch and then asks the student to repeat).

  - Partial Physical Prompt – this level of prompt requires the teacher to touch the student to elicit a response (e.g., teacher touches the student's hand closest to the scanner switch button).

  - Full Physical Prompt – this level of prompt requires the teacher to place his/her hand over the student's hand and move it toward the response (e.g.,

In addition to incorporating each of the above components, each Mastery Objective must align with the reading and mathematics VSC indicator and objective being assessed. Although student Mastery Objectives are written at the student's instructional level, the Mastery Objectives and submitted artifacts must still be aligned with grade level curriculum materials and instructional activities. For example: a 10th grade student counting Beanie Babies is probably not aligned to curriculum materials. Part 4 of the Alt-MSA Handbook (referenced above) provides both examples of appropriate Mastery Objectives and specifications for achieving each of the required components outlined above. The 20 Mastery Objectives for each and every student participating in the Alt-MSA are subjected to a rigorous review by the Alt-MSA Contractor to ensure alignment with the VSC and measurability. This process of review of Mastery Objectives is described in detail in number 6, below.

6. Review by Principal and Send to LAC

After the Alt-MSA test documents are completed by the test examiner team and reviewed and signed by the principal or designee, a copy is sent to the Local Accountability Coordinator. The LAC then forwards the documents to the MSDE for technical review.

7. Technical Review of Mastery Objectives

Each Mastery Objective submitted for a student is reviewed by PEM or their subcontractor ILSSA to verify that it meets the requirements outlined in the Handbook, including: alignment to the selected content standard indicator and objective, clear specification of performance conditions (e.g., prompts needed, mastery criterion of at least 80%), and measurability. The review provides test examiners with feedback as to which/if any of these requirements the proposed Mastery Objectives fail to meet. During operational scoring, Mastery Objectives that do not meet the established criteria will result in the tested objective being scored as "0," so pre-assessment feedback is an extremely important step in the assessment development process.

In 2004-2005 nine reviewers at Master's level or above in special education or school psychology were trained on the Alt-MSA Review Process. Training activities included:

1. Familiarizing reviewers with: the purpose of the review process, the Maryland Content Standards and Voluntary State Curriculum, the layout of a typical Alt-MSA portfolio, and the Alt-MSA test documents.

2. Training reviewers on the necessary components of a Mastery Objective and how to determine their presence/absence (e.g., alignment, observable measurable response):
    - how to make decisions about alignment of Mastery Objectives with the general curriculum;

- how to identify appropriate/inappropriate condition statements (prompts, stimulus);
- how to identify appropriate/inappropriate measurable student response statements; and
- how to determine whether the criterion or level of mastery is at least 80%.

3. Familiarizing reviewers with the quality assurance procedures to be employed throughout the scoring process.

4. Familiarizing reviewers with the Mastery Objective Review Form (see Appendix D) and explaining how it should be filled out.

5. Providing reviewers with examples of Mastery Objectives that were written correctly and incorrectly.

6. Walking reviewers through the step by step process to be followed in the review of each Mastery Objective submitted on a student Test Document. The specific process employed in 2004-2005 is provided in Appendix D.

Several steps are taken by the MSDE to ensure quality and consistency in the Mastery Objective review process. After training, reviewers are required to "qualify" by correctly evaluating 5 out of 5 Mastery Objective sets. In 2004-2005, the Mastery Objectives for 500 students were back-read by a second reviewer from ILSSA. The first 500 were also back-read an additional time by the MSDE. After the first 500 students were completed, ILSSA back-read every third student's Mastery Objectives until a second 500 students had been back-read. Back reading is the process by which two independent reviewers evaluate the same set of Mastery Objectives so that the consistency of their results can be compared. Of the approximately 4,200 student Test Documents submitted for Mastery Objective review in 2004-2005, roughly 35% were evaluated by a second reviewer and at least 10% were back read by the MSDE. This means that approximately 84,000 individual Mastery Objectives were evaluated at least once before assessment. Discrepancies, when they occurred, were sent to a third reviewer or the MSDE to be resolved.

Despite these backreading procedures, the contractor's reviewers did not maintain consistency in their reviews. Consequently, teachers in the field received review feedback which was inconsistent: that is, identical mastery objectives received different feedback for different students. To address this issue, all instances of discrepant reviews were re-submitted to a contractor team which worked to resolve each and every discrepancy, assuring that all items would have the review rules applied consistently. Approximately, 529 student's test documents were revisited to rectify such discrepant reviews.

Upon completion of the 2004-2005 mastery objective review process, process improvement meetings were held to discuss ways of improving consistency in 2005-

2006. One key change that was discussed was to move away from completing the review by student and instead complete the review by content standard/topic. The complete list of recommended changes resulting from the process improvement meetings is provided at the end of Appendix D.

Reviewers use a checklist document to examine each Mastery Objective and indicate areas of concern (see Appendix D). When necessary, hand-written comments or suggestions are also provided. When the review is complete the checklist is sent to the STC for distribution to the TET so that Mastery Objectives can be revised as needed. Test examiners include this checklist with the final submitted portfolio. Mastery Objectives identified as needing revision to be scorable, as indicated on the checklist, are reviewed during scoring and scored as "Not Mastered" if noted revisions were not made.

8. Parent/Guardian Review

The "Alt-MSA Test Documents for Reading and Mathematics" are shared with the student's parents/guardians. Parents/guardians are invited to review, provide suggestions, ask questions, and consider how they could reinforce the skills to be assessed at home and in the community.

Parents are not asked to approve the Mastery Objectives. However, if parents/ guardians indicate that their child has already mastered an objective, the TET must review the use of the Mastery Objective for the Alt-MSA. Parents are asked to sign the cover sheet and return it to the school.

9. Provide Instruction and Assess the Objectives

Teachers and test examiners plan for how each objective should be taught and assessed. During this process test examiners consult with general education teachers for ideas about how they teach and assess similar objectives. The general education teachers can provide a curricular context for teaching and assessing the objective. This helps test examiners teach the objectives and select the type of artifacts to be submitted as evidence of mastery.

All students tend to learn new skills more readily when they are taught in an authentic or real-life context. Linking the instruction of reading and mathematics content standards to other taught or targeted outcome areas will more likely result in student mastery of the reading and mathematics content standard objectives. Other content areas such as science, social studies, art, music, health, and physical education, and the areas of community, recreation/leisure, career/vocational, and personal management provide students and teachers the real-life, authentic context that will promote learning of reading and mathematics.

All aspects of the Alt-MSA are conducted within the context of the ongoing daily instructional program. The Alt-MSA is a focus for team meetings. Test examiners

are not expected or encouraged to take any component of Alt-MSA portfolio development away from the school. The Alt-MSA portfolio is constructed within the context of daily instruction while involving the student, test examiner team, and the parent/guardian.

Acceptable Evidence of Mastery

For each Mastery Objective, evidence that indicates the student has mastered the objective is included in the portfolio**.** For four of the objectives, two in reading and two in mathematics, an artifact that shows the student demonstrating an authentic task in an authentic setting must be provided. To be considered an authentic task: 1) the artifact must reflect the application of a reading or mathematics skill to a "real-world" task-in the school (elementary, middle, high) or the community (middle, high) and 2) it should be a task that non-disabled, same grade peers would be doing. For a setting to be considered authentic the task reflected in the artifact must occur where it would be demonstrated by non-disabled, same grade peers (i.e., in the "real world" of school or community).

The different types or categories of artifacts that may be submitted as evidence of mastery are described below. Examples are further described and illustrated in Part 5 of the Alt-MSA Handbook.

- **Student Work**
  Student work artifacts are artifacts generated or completed by the student that clearly reflect attainment of the Mastery Objective and provide direct evidence that the student has mastered the objective. Test examiners are cautioned about submitting worksheets such as an activity sheet from an external source, like a workbook, textbook, or periodical, on which a student is required to recall and repeat information, select a pre-determined response, or provide limited or brief responses (e.g., circle a selection, identify a statement as true/false, fill in a blank). While commercially produced materials may be useful during instruction for the purpose of student practice, it is unlikely that they will completely align with the individualized Mastery Objectives written by the test examiners for a specific student.

- **Audiotape**
  When appropriate, test examiners may provide audiotaped evidence of the student demonstrating the Mastery Objective. If possible, the student must introduce him/herself (or the test examiner may introduce him/her) and the objective being assessed and the date must be stated. If the objective is not stated, the test item on the audiotape is not scored. Audiotapes are scored by rating the student as "mastered" or "not mastered" based on demonstration of the skill in relation to the Mastery Objective for the assessed objective. If the target student behavior is not observed within 5 minutes, the Mastery Objective is scored "not mastered."

- **Original Data Charts**
  Artifacts that display evidence of instruction over time and document student demonstration and attainment of the Mastery Objective are called data charts.

Data charts are scored by rating the student as "mastered" or "not mastered" based on the recorded demonstration of the skill in relation to the components of the Mastery Objective for the assessed objective.

- **Videotape**

  A videotape is a required artifact for the Alt-MSA. Each student must be videotaped demonstrating mastery of at least two objectives, one from a reading content standard and one from a mathematics content standard. The videotape is the artifact for these two objectives. Additional objectives may also be videotaped and submitted as evidence of mastery. Videotaped demonstrations of Mastery Objectives should last no longer than five minutes per objective. If the student response is not observed by the scorer within five minutes, the Mastery Objective is scored "not mastered."

  For videotaped artifacts, students must introduced themselves (or a test examiner may introduce them) and the objective being assessed and the date must be stated. Videotape artifacts are scored by rating the student as "mastered" or "not mastered" based on demonstration of the skill in relation to the Mastery Objective.

  Parents/guardians are informed that (1) videotapes are required for the Alt-MSA, (2) only scorers who have signed Nondisclosure Agreements will view the videotapes, and (3) the videotapes are secured and destroyed after scoring.

  If a parent/guardian states in writing that they will not allow their child to be videotaped, the following procedures must be followed:

  1. Three professional staff members must observe the student demonstrate the selected reading and mathematics Mastery Objectives. One observer may be the student's primary teacher, another observer may be a member of the professional instructional team who is providing direct service to the student or another teacher, and the third observer must be a district representative not working in the particular school.

  2. Each observer records a detailed observation of the entire student performance of the target Mastery Objectives. All observers must review their written observations for accuracy and completeness to be certain that all observed components of the written Mastery Objective are included in their observations. Observers print and sign their names at the end of the recorded observations. The student's name, grade, school, and Mastery Objective must be included at the beginning of the observation.

Artifacts that are not scored as evidence of mastery are:

- photographs;
- a narrative description of the student demonstrating the Mastery Objective; and

- any artifact that does not contain all the required components of a written Mastery Objective as listed below and described in the Alt-MSA Handbook.

Students are scored as "not mastered" for the objective if these artifacts are all that is submitted for the given Mastery Objective.

When collecting evidence of a student's attainment of each Mastery Objectives, Test Examiner Teams must use judgment in selecting the type of artifact that would best demonstrate the student's mastery. For example, if a student is non-verbal and must indicate choices by pointing or pressing a switch, then an appropriate artifact might be a videotape, as opposed to an audiotape. Choosing an inappropriate artifact to represent attainment of an objective can result in scorers not being able to interpret the artifact and thus rendering the artifact non-scorable and the Mastery Objective receiving a score of "not mastered."

The tables at the end of Appendix H provide the percentage of Mathematics and Reading artifacts scored mastered or not mastered, or assigned a condition code in 2004-2005. For a given grade and subject the data provided in each column of these tables is as follows:

- Number of Students Assessed – the number of students who submitted a portfolio.
- Percent Proficient or Advanced – the percentage of all students who tested that achieved a proficiency level of Proficient or Advanced (i.e., obtained a mastery percentage score of 60 or above).
- Percent Objectives Mastered – the percentage of all submitted mastery objectives scored "Mastered".
- Percent of Objectives Not Mastered – the percentage of all submitted mastery objectives scored "Not Mastered".
- Percent of Objectives Not Scorable – the percentage of objectives scored "Not Mastered" that received a "Not Scorable" condition code.
- Artifacts Not Scorable – the percentage of objectives scored "Not Mastered" receiving each possible condition code (A, B, C, D).

Required Artifact Components

Artifacts cannot be scored "mastered" if they are missing any of the required information described below:

(1) student's name
(2) date including month, day, year
(3) Mastery Objective being assessed
(4) % achievement of assessed Mastery Objective
(5) level of prompt used
(6) key to interpret test examiner notations

Eligible Test Examiners

Eligible Test Examiners for the Alt-MSA administration must be state-certified professional school staff and related service providers. Under the supervision of the test examiners, special education instructional assistants who typically provide instruction

and support to the assessed student may copy documents to be included in portfolios, provide appropriate support to a student during an assessment, videotape and audiotape student demonstration of Mastery Objectives, and observe and record data of student demonstration of Mastery Objectives.

Regular and/or certified staff members who are not eligible as Test Examiners include:

- non-certified instructional assistants and aides who are not regular employees of the school district (e.g., student teachers, parents who serve as regular volunteers); and
- state certified teachers who are not regular employees of the school system and who are not on a substitute list.

2.4 Portfolio Organization

The Alt-MSA Portfolio contents are organized into four sections. The required components of each section are described below. Samples of all forms that must be included in the Alt-MSA Portfolio can be found in the Alt-MSA Handbook. They are also provided in Appendix E of this report.

Section 1: Student Information

This section includes the list of test examiners for the student, the originally submitted "Reading and Mathematics Test Documents", the comment sheet provided back to the STC after Mastery Objective technical review, the revised "Reading and Mathematics Test Documents" and a copy of the student's IEP goals and objectives. For a given student the Reading and Mathematics Test Documents indicate: the student's grade; the content standards/topics, indicators and objectives selected for assessment; the specific Mastery Objectives developed to assess the selected objectives; the types of artifacts submitted as evidence of mastery (e.g., Data Chart, Student Work, Videotape, Audiotape); the test examiner who administered each Mastery Objective; and the principal or designee's signature (see sample Test Documents in Appendix E).

Section 2: Parent/Guardian Participation

Section 2 contains all parent/guardian review and participation documents. One such document is a signed form indicating parental/guardian review of the selected reading and mathematics content standards to be assessed with the Alt-MSA. A test examiner sends a copy of the Alt-MSA Test Documents for Reading and Mathematics with a cover form to the parents/guardians. Parents/guardians are invited to review, provide suggestions, and consider how they could reinforce these skills at home and in the community. Parents/guardians are then requested to sign the cover form and return it to the school for inclusion in the portfolio.

Another document included in Section 2 is a signed parental review form indicating review of the final Alt-MSA portfolio. Upon portfolio completion, parents/guardians are asked to review their child's portfolio before it is submitted for scoring. In addition, they are invited to submit further examples of their child's demonstration of the assessed Mastery Objectives. These additional examples are included in the child's portfolio.

Test examiners monitor and record the occurrence of each review. This information is summarized on the "Parent/Guardian Contacts" sheet which is also provided in Section 2 of the portfolio.

Section 3: Student Mastery of Reading Indicators and Objectives in the Context of Reading

If a student did not participate in the Alt-MSA in the previous year, the first page of this section is the pre-assessment of the selected grade level(s) for the reading content standards, otherwise it is the Alt-MSA Test Document for Reading. The pages that follow the Test Document are the artifacts which provide evidence of attainment of the Mastery Objectives, including a videotape of the student demonstrating mastery of at least one reading objective. For each selected objective within a reading content standard at least one artifact must be included. To be scored, each component of the Mastery Objective must be clearly evident in the artifact submitted. The objective that is being assessed must be stated on the artifact. Every artifact must be dated (month/day/year), and a page number must be placed on the artifact that corresponds to the same page number in the Table of Contents. More than one artifact for each Mastery Objective may be submitted. Scorers do not score artifacts that do not clearly correspond to the Alt-MSA Test Examiner Document.

Section 4: Student Mastery of Mathematics Indicators and Objectives in the Context of Mathematics

If a student did not participate in the Alt-MSA in the previous year, the first page of this section is the pre-assessment of the selected grade level(s) for the Mathematics Content Standards, followed by the Alt-MSA Test Document for mathematics content standards. The pages that follow the Test Document are the artifacts that are evidence of attainment of the Mastery Objectives. This includes the videotape of the student demonstrating mastery of at least one mathematics objective. For each selected objective within a mathematics content standard, or access skill, at least one artifact must be included. To be scored, each component of the Mastery Objective must be clearly evident in the artifact submitted. The objective that is being assessed must be stated on the artifact. Every artifact must be dated (month/day/year), and a page number must be placed on the artifact that corresponds to the same page number in the Table of Contents. More than one artifact for each Mastery Objective may be submitted. Scorers do not score artifacts that do not clearly correspond to the Alt-MSA Test Examiner Document.

Given the rare occurrence that a Mastery Objective is adjusted during the course of instruction, the test examiner must document this on the appropriate Test Document and write a new Mastery Objective that aligns with that objective. Such changes are only appropriate under the most exceptional of circumstances.

3.0 Scoring and Reporting

3.1 Scoring

The role of scorers is to judge whether the evidence submitted for each Mastery Objective, the artifact, demonstrates that the student has attained the conditions required for mastery of that objective. The following sections outline the procedures implemented by Pearson Educational Measurement's (PEM) Performance Scoring Center (PSC) to verify and maintain the reliability and accuracy of the scoring process and results.

Recruitment of Scorers and Scoring Supervisors

In the selection of candidates for scoring the Alt-MSA, priority is given to (1) individuals with degrees in special education (2) individuals with previous experience in scoring the Alt-MSA and (3) individuals with previous experience in performance scoring. At a minimum, all scorers have a four-year college degree and must complete the formal application process including an interview. Such prescreening of candidates promotes the selection of only the highest caliber of scorers. Regardless of previous experience or education, however, all selected scorers are required to meet the project's qualification standards (acceptable scores on qualifying set) and are subject to continual monitoring (i.e., backreading and validity) for quality and accuracy. Backreading is the process by which a scoring supervisor reads a percentage of each scorer's work to assess their reliability. Any issues discovered during this process are used for individual and group training. Validity is the process by which portfolios scored during range finding and approved by MSDE are presented to readers throughout the scoring process. Because the Alt-MSA scoring is via a paper-based process, validity portfolios are not presented blindly to scorers. Scorers' agreement with the true scores assigned to these portfolios is monitored to ensure that individual scorers are consistently scoring in a manner which produces valid and reliable results. In 2004-2005 scoring activities occurred at the Virginia Beach 2 scoring site in Chesapeake, Virginia; therefore the majority of scorers resided in this general area.

Scoring supervisors are chosen from the larger pool of scorers based on demonstrated expertise with the Alt-MSA scoring process, organizational abilities, and training skills. Individuals chosen to perform these assignments possess leadership abilities and positive interpersonal communication skills. Supervisors also possess the essential capability of helping scorers to understand the particular scoring requirements of the Alt-MSA. A list of all those involved in the Alt-MSA scoring effort and their roles is provided in Appendix F.

Recruitment for the Alt-MSA begins approximately six weeks before the onset of scorer training.

Rangefinding

Rangefinding is the process by which a wide range of portfolios are reviewed by a committee of experts for the purpose of selecting exemplars to use in the training, monitoring, and qualification of scorers and for establishing/revising the scoring guidelines. For the Alt-MSA a sample of approximately 120 portfolios are chosen by MSDE for rangefinding:

- 50 portfolios from grades 3, 4, and 5
- 50 from grades 6, 7, 8
- 20 from grade 10

To the extent possible, these portfolios represent the range of abilities and characteristics in the population tested as well as a range of artifact types. The goal is to provide the rangefinding committee with a sample of portfolios that is diverse enough to highlight any issues that may be encountered during scoring and therefore should be addressed in training. The rangefinding portfolio selection process for the current administration is outlined in Appendix G.

Prior to the rangefinding meeting, participating PSC staff members review the training materials and scoring decisions from the previous year's scoring and familiarize themselves with the rangefinding portfolios. PSC staff members then meet with the MSDE to further review and discuss these portfolios and plan the order of portfolio presentation. The rangefinding agenda is finalized at this time. To help maintain consistency in scoring from year to year one portfolio from the previous year's training materials was used again the following year. Incorporating previously scored material into the current year's rangefinding and training sets helps to ensure that decisions made by past range finding committees will be communicated to the current year's committee.

At the start of the rangefinding meeting, the committee members, in conjunction with the MSDE and the PSC staff, begin work by reviewing the scoring rules and decisions from the previous year. This helps the committee acquire a common understanding of standards and promote consistency of scoring from year to year. Next, the rangefinding committee is introduced to their tasks: 1) reviewing and scoring the rangefinding portfolios to be used in the training of scorers, and 2) determining the scoring guidelines.

Throughout the meeting, PSC staff members maintain notes and record consensus scores, teacher comments, and discussions of portfolios. Teacher comments and discussion are used by staff to aid in scorer training. At the end of each day MSDE and PSC staff members debrief to discuss the committee work and any scoring issues from the day. In addition, the agenda for the next day is discussed and adjusted as needed.

At the end of the rangefinding meeting PEM provides the MSDE with the official rangefinding record, which includes consensus scores and teacher's comments. Both the MSDE and a PEM staff member sign this record to certify that the scores have been recorded accurately. The PEM Scoring Director will later add information on the placement of each portfolio in the training and qualifying sets.

Immediately following the rangefinding meeting, the MSDE and the PSC conduct a post-rangefinding session to prepare the scoring guide, training sets (i.e., anchor sets and practice sets), qualifying sets, and a validity set. The scoring guide, training sets, and qualifying sets are submitted to MSDE for approval and sign off before scoring supervisor training begins.

Training

Training begins with the distribution and review of the Scorer Participant Guide. The Scorer Participant Guide introduces potential scorers to the schedule, provides an overview of the training and scoring process, explains general PSC training, scoring and quality-control procedures, and gives specific information about Pearson Educational Measurement and the Alternate Maryland School Assessment.

The Training Process

Scorers are trained to score all grade levels in both reading and mathematics content areas. The Alt-MSA scoring rules are presented in context with student portfolios. First, an anchor set of portfolios, consisting of all training issues, is introduced to scorers. Then, a set of practice portfolios is used to give the scorers the opportunity to practice scoring. Finally, a set of qualifying portfolios is administered to the scorers to determine if they have fully grasped the scoring criteria and rules.

Introduction

During the introduction, hard copies of all training sets are provided to the scorers for review and discussion. Scorers are encouraged to take notes throughout the training process. Scorers are also provided with

- an overview of relevant vocabulary specific to special education and the alternate assessment;
- an introduction to the Maryland State Content Standards in both reading and mathematics and an explanation as to how these standards guide the assessed objectives;
- an explanation of portfolio contents and organization;
- the criteria for acceptable evidence of mastery;
- a description of required Mastery Objective components and sample Mastery Objectives; and
- an in-depth review and discussion of the scoring rules and guidelines.

Anchor Portfolio Set and Scoring Guide

After the general introduction, the scoring director introduces the anchor portfolios in conjunction with the content standards and scoring rules. The Anchor Set is a combination of portfolios that are exemplary and portfolios with common scoring issues. Each anchor portfolio demonstrates a clear, straightforward presentation of mastery or non-mastery of the objectives. The Scoring Director discusses the uniqueness of each portfolio, highlighting critical information that demonstrates exactly why an objective is considered mastered or not. Five anchor portfolios train scorers to understand the criteria for scoring and provide references for use during live scoring.

Practice Portfolio Sets

As part of training, scorers practice scoring on sets of practice portfolios. Through two practice sets of four portfolios each, scorers hone their skills to understand the scoring guidelines, content standards, and evidence of mastery. Scorers score the practice sets independently using the anchor set, the content standards, and the scoring rules as guidelines. Scoring the practice portfolios is not as clear as the anchor portfolios.

Practice portfolios contain questionable objectives and artifacts that may not be straightforward. During practice, questions and interaction are encouraged so scorers may further internalize the scoring guidelines. The Scoring Director reviews the scorers' practice portfolios and provides the correct scores. Practice is an essential part of the training procedure.

Qualifying Portfolio Sets

After practice and review, scorers take a qualifying set of three portfolios. Again independently, the scorer uses all training materials to score the qualifying set. Each qualifying set consists of three complete portfolios. For a scorer to begin live scoring 80% perfect agreement is required on each of three portfolios within one of two qualifying sets. After each qualifying set, a review of the scores takes place in order for scorers to understand their errors. If a scorer does not qualify on the first set, the scoring director reviews that scorer's errors with him/her before administering a second qualifying set of three portfolios. Scorers not meeting the established guidelines by the end of the training session are dismissed. The percentage of scorers that qualified to score the current administration and the average qualification score (i.e., percent agreement) overall and by content area is provided in Appendix A, Table 2.

Once scorers have qualified, the scoring director trains the portfolio flow, including how to first and then second score and the alert process. Scorers are then divided into teams based on performance on the qualifying sets and prior experience. This ensures that less experienced or less expert scorers will receive more individual attention. Two scoring supervisors are assigned to each team and, at this point, scorers begin live scoring.

Training of Scoring Supervisors

Scoring supervisors receive the same content and scoring training as scorers, in addition to extra training on supervisory duties. Each supervisor receives training on the material circulation. A select group of scoring supervisors also receives additional training on resolution scoring.

Distribution of Portfolios to Scoring Teams

Upon arrival at the scoring site material handlers unload and check in student portfolios. Boxes arrive in numbered batches. Material handlers check each portfolio in on a shipping list and then file it in a secure warehouse according to batch number until scoring.

At scoring time, material handlers deliver a batch of approximately 24 portfolios to the scoring supervisor of a team. The supervisor signs off receipt of the batch on the Warehouse Batch Tracking Log. Scorers sign out an individual portfolio on a Batch Tracking Log that remains with each batch. They then transfer completed portfolios to an area designated "first score complete." Material handlers collect the portfolios and bring them to different scoring team for second scoring. When all of the portfolios associated with a batch have gone through second scoring they are collected from the "second score complete" area and returned to the warehouse to be filed. No team reviews the same batch of portfolios twice.

Scoring Procedure

The Alt-MSA Scoring Process is defined in Appendix H. This document chronologically defines the steps a reader should follow to review a portfolio and score the associated artifacts. It also delineates the scoring rubric and provides examples of Mastery Objectives/artifacts that would receive a condition code rather than a score.

Each artifact within a portfolio is scored at least two times. Portfolio artifacts for which the first and second scores do not agree are sent to resolution. Resolution readings are identified by the supervisors and performed by the Scoring Director, Assistant Scoring Director, Scoring Supervisors, or designated agent (experienced scorers). The Scoring Director supervises all individuals performing resolution readings. Some Mastery Objectives may not be scorable according to MSDE criteria. If a scorer believes that a Mastery Objective is not scorable, for whatever reason (i.e., alignment issues, artifact not dated or name missing, or as determined by current administration scoring rules), the scorer brings the portfolio to his/her supervisor for review. If the supervisor is uncertain how to score the objective, the Scoring Director is consulted. If a score or condition code cannot be determined based on established scoring rules, the MSDE is consulted. Any scoring decisions or policy rulings are documented by the Scoring Director.

After the appropriate score or condition code is determined by supervisory staff, the score or code is recorded on both the first and second scoring monitor by the scoring supervisor. (The scoring monitor is the scannable document that allows each student's scores to be captured electronically.) This helps to ensure that a second scorer will not be bringing the same issue to the attention of supervisors and the Scoring Director after it has already been reviewed by supervisory staff.

The percentage of 2004-2005 student artifacts scored mastered or non-mastered, or assigned a condition code are presented by grade at the end of Appendix H.

Quality Control

Backreading

Backreading is a source of information on scoring accuracy. Backreading is one of several methods used to monitor reader accuracy whereby a scoring supervisor reviews a random sampling of scores assigned by readers on their team to assess accuracy. Backreading is trained during scoring supervisor training, is initiated at the beginning of scoring, and continues throughout scoring. It is a PEM standardized ISO procedure used to monitor scorers, to help eliminate drift by alerting scorers to their mistakes at the team level, and anchoring them back to the training materials and scoring rules. Backreading results are documented and recorded by supervisors on backreading tally forms.

Each day every team reviews the training sets and scoring rules. Reviewing the training materials keeps all scorers and scoring supervisors grounded in the guidelines established during training. If a scorer is absent for two days or more, he/she reviews all training materials and scoring rules with a supervisor, updating the scorer on any missed scoring decisions. The scorer also takes a validity portfolio to verify that he/she is still scoring accurately.

Validity Sets

Validity portfolios are portfolios whose "true scores" have already been determined by the Scoring Director and the MSDE. These portfolios are interspersed among the portfolios to be scored to allow individual scorer accuracy to be assessed throughout the scoring process. The average percent agreement between readers' scores and the "true scores" for these validity sets is provided in Table 3 of Appendix A for the current administration.

Validity reports and other reports generated by the Electronic Paper Scoring System (ePS) are described below.

Data Generated and Used by PSC Staff to Monitor Scorers and Scoring Accuracy and Control Scorer Drift

The PSC staff reviews and distributes reports daily to evaluate reliability and other scorer statistics. Enhanced summary reports provide team statistics so that these can be compared to the scoring group as a whole. These reports allow MSDE and the PSC to effectively work together to determine scoring issues and reduce the number of resolutions. Samples of all reports referenced below are provided in Appendix K.

- **Inter-rater reliability reports:**
  The Scoring Director reviews inter-rater reliability reports daily to assess how accurately scorers are assigning scores. There are three reports that address inter-rater reliability specifically and these are available in either daily or cumulative format.
  - The first is the "Portfolio Statistics Summary Report". It presents a snap shot at the project level. This report provides a quick, high level view of how reliably the scorers are scoring overall. It includes data showing what percentage of scores correctly match the true scores assigned by the range finding committee in the Validity % column, what the percent of matching scores is between two scorers in the Reliability % column and how many resolutions were generated by nonadjacent scores. This information is broken down by subject.
  - The second report "Portfolio Statistics by Scorer and Team" provides additional detail. Scoring Directors use this report to look at individual scorer, team, and room totals and determine if any retraining is needed. If a scorer team or the room as a whole has an average agreement below the acceptable level of 80%, it indicates that there is a misconception held by a portion of the scorers that needs to be addressed. Percent agreement on validity sets and the reliability of resolution scores is also provided.
  - The third report that is consulted is the "Portfolio Statistics by Objective". It breaks down reliability, validity and resolution information by objective. This allows Scoring Directors to ascertain whether there is a specific objective that scorers are having difficulty with. In addition, it shows the number of resolutions that were scored "Not Mastered" versus the number that were scored "Mastered".

To determine the source or nature of a potential misconception back reading tally sheets, notes compiled by scoring supervisors, and scores on validity responses are reviewed. The types of questions asked by scorers are also considered. Once the misconception is identified, a course of action is initiated. This may consist of any combination of the following activities; general group review, retraining of a smaller group of struggling scorers, group calibration on the area that scorers have the misconception about, and/or focusing back reading on the specific score point(s) that is being affected.

If inter-rater reliability reports show the group average at or above an acceptable level of 80%, the reliability percent for individual scorers is carefully considered. Any scorers falling below 70% are identified and an individual intervention log is opened. Depending on the nature and degree of disagreement, remediation for individual readers could involve: individual review of training materials pertaining to specific scoring issues, retraining of a small group of struggling scorers, and/or focused back reading for poorly performing scorers. Scorers for whom remediation efforts do not produce improved performance are released from the project.

- **Frequency distribution reports:**
  Frequency distribution reports document the percentage of scores assigned to each score point (0/1) and condition code (A, B, C, D) by team, reader and the group overall. These reports are reviewed by the Scoring Director. If a scorer is assigning significantly more or fewer of a particular score point or condition code than the group/room average, retraining may be required. For the Alt-MSA the "Frequency Distribution Report is disaggregated by Objective (e.g., Reading Objective 1). In this way the Objective area(s) for which a scorer is out of sync can be identified to indicate what the emphasis for retraining should be.
  Since this is a fairly lengthy report only the first page is provided for review in Appendix K.

- **Validity reports:**
  Validity reports document how often a scorer agrees with the "true scores" assigned to a pre-approved set of validity responses (i.e, the validity set).

  The Scoring Director reviews the validity reports to identify struggling scorers and determine whether there is any room drift or a particular type of item or issue causing problems. A struggling scorer is defined as one below the Alt-MSA validity requirement of 80% agreement with "true scores" and/or agreement significantly below the room average. When identified, the Scoring Director and scoring supervisors monitor and provide remediation (using any of the previously mentioned tactics) to assist struggling scorers. Room drift occurs when a group of scorers consistently scores an item (artifact) or set of items (e.g., all Reading Objective 1 items) in the validity set incorrectly. If there is strong evidence of room drift, project management may consider retraining or calibration of that particular objective or type of item.

There are two reports designed specifically to monitor validity and each is available in daily and cumulative formats. They are the "Validity by Portfolio and Reader" and the "Validity by Portfolio" reports. Each of these reports provide the "true score" associated with each mastery objective (as agreed on by the range finding committee) and the percent of all scorers taking a particular validity portfolio that agreed with these true scores. In addition, the "Validity by Portfolio and Reader" report shows the percentage of true scores *each scorer* agreed with for a given validity portfolio. In both of these reports agreement data is provided by content area, and for the portfolio overall.

All reports are monitored by the Scoring Director and Project Managers throughout the scoring process. The reports are also discussed with the MSDE on a regular, ongoing basis. Based on these reports, backreading, and trends found in resolution scoring, it may be necessary to retrain on a particular item or create a calibration set. If needed, calibration sets are created by PSC staff and approved by MSDE staff. Calibration is a form of training that creates consensus and accuracy within the scoring pool (both scorers and supervisors). A calibration set focuses on one problem or issue. Calibration papers or portfolios are focused with a single, clear purpose. A list of the steps taken by the PSC to verify scorer accuracy and correct for scoring drift is provided in Appendix I.

Security at the Scoring Site

Providing an environment that promotes the security of test items, student responses, data, and employees is of utmost concern to PEM. Therefore, throughout the Alt-MSA scoring process PEM employs the following standard safeguards for security at the Virginia Beach site:

- Site personnel are stationed at the entrance to verify that only employees or venders have access.
- Alt-MSA materials may only leave the facility during the project with the permission of the Maryland State Department of Education.
- All PEM staff at the Virginia Beach site sign a nondisclosure and confidentiality form in which they agree not to use or divulge any information concerning tests, scoring guides, or individual student responses.
- All Virginia Beach staff is required to wear PEM identification badges while in the scoring facility.
- No recording or photographic equipment is allowed in the scoring area without the consent of MSDE.
- Any contact made by the press is referred to MSDE.

3.2 Standard Setting

Proficiency levels were established for the Independence Mastery Assessment Program (IMAP) in Summer of 2003. IMAP was the predecessor assessment to the Alt-MSA. This process involved Maryland educators applying a portfolio paper sorting method to the 2002-2003 assessment results. In order to ensure uniform performance standards between IMAP and Alt-MSA, a process of equipercentile linear transformation was used to translate the IMAP growth score proficiency level cut points to the Alt-MSA mastery percentage proficiency level cut points. This process resulted in two performance

standards on the mastery percentage scale that define the basic, proficient, and advanced proficiency levels described below.

***Basic**: Students at this level demonstrate 0% to 59% mastery of the skills tested in reading and mathematics.*

***Proficient**: Students at this level demonstrate 60% to 89% mastery of the skills tested in reading and mathematics.*

***Advanced**: Students at this level demonstrate 90% or greater mastery of the skills tested in reading and mathematics.*

3.3 Reports

A variety of reports are described and listed in this section. Samples of some of these reports can be found in Appendix J of this document.

Description and Interpretation of Scores

The following scores are calculated and reported to students, schools, and/or districts that participate in the Alt-MSA.

Mastery Objective Score

Each student who participates in the Alt-MSA is assessed on 20 unique Mastery Objectives: 10 for each subject area. A Mastery Objective is a clear statement of the specific response a student must provide (and the conditions under which it must be provided) in order to demonstrate mastery of a particular objective. For each Mastery Objective assessed, an appropriate artifact is submitted in the student's Alt-MSA portfolio for scoring. The artifact is scored as either exhibiting mastery or non-mastery of the associated objective. If mastery status cannot be determined the student is assigned a not-scorable condition code for that Mastery Objective (see Appendix H).

Test Examiners must select two objectives from each subject area for demonstration in the context of an authentic task or setting. In Reading these objectives must be associated with Standards 2 and 3. In Mathematics the selected objectives must be associated with Standards 3 and 6. To be considered an authentic task: 1) the artifact must reflect the application of a reading or mathematics skill to a "real-world" task-in the school (elementary, middle, high) or the community (middle, high) and 2) it should be a task that non-disabled, same grade peers would be doing. For a setting to be considered authentic the task reflected in the artifact must occur where it would be demonstrated by non-disabled, same grade peers (i.e., in the "real world" of school or community).

By themselves Mastery Objective scores provide only an indication of whether or not the artifact submitted for a given Mastery Objective met the requirements for mastery. Unless a condition code is provided, no further information can be gleaned from this score. Specific information regarding how and why mastery was (or was not) obtained must be determined from the submitted artifact and its accuracy score (i.e., the value compared to the 80% mastery criterion).

Given the purpose of the Alt-MSA, and therefore the manner in which Mastery Objectives are developed and assessed, one must be careful not to generalize Mastery Objective scores beyond the specifics of the task assessed. Although Mastery Objectives are developed to map back to the Maryland State Content Standards, success on a specific Mastery Objective may not generalize to a similar task measuring the same underlying objective. In order to make generalizations regarding a student's knowledge and skills with respect to an underlying objective further evidence of success is typically required. Average Mastery Objective scores for the current administration can be found in Appendix A, Tables 4 and 5 for Reading and Mathematics, respectively. For each content standard/indicator the value provided indicates the percentage of all artifacts associated with that content standard/indicator that were scored as "mastered." For example, if the average Mastery Objective score associated with the Phonics/Phonemic Awareness indicator were 0.85, this would indicate that 85% of the submitted Mastery Objectives associated with this indicator were scored "mastered."

Mastery Percentage Score

Within each subject area the proportion of Mastery Objectives scored as "mastered" (i.e., that have an artifact that meets the criteria outlined for mastery) is the mastery percentage score for that subject. Mastery percentage scores are used to categorize students into one of three different proficiency levels: Basic, Proficient, and Advanced. Each proficiency level identifies a particular range of mastery percentage scores that corresponds to a level of academic achievement. (See section 3.2 of this document for a description of standard-setting process and the resulting proficiency level definitions.) The ultimate goal of NCLB is for all students to reach the Proficient or Advanced level.

The Alt-MSA is intended to assess each student on a set of skills and objectives that are appropriate, yet challenging. As a result, the specific set of Mastery Objectives assessed is different for each student. This would seem to suggest that a given student's mastery percentage should not be compared to that of another student or the state/system/school average. To an extent this is true. It is quite possible that the set of Mastery Objectives developed for a given student could be much easier than the set developed for a different student, after taking into account their respective levels of functioning. If, however, each student is assessed on a set of tasks developed to be at the *appropriate level of difficulty*, as the developers of the Alt-MSA intended, mastery percentage comparisons may be appropriate. The goal is for all students to be held to the same standards relative to a set of challenging and appropriate objectives. Therefore, the work or degree of educational growth required by a student to achieve a 60% mastery percentage (the score needed to be deemed proficient) should be approximately equivalently challenging for all students regardless of the specific tasks assessed.

Appendix A, Tables 6 and 7 provide mastery percentage frequency distributions in reading and mathematics for the current administration. Average mastery percentage scores are provided in Table 8. In addition, the percentage of students classified in each proficiency level given these mastery percentages can be found in Appendix A, Tables 9-11 and 12-14 for reading and mathematics, respectively. The tables provide counts and percentages for the total group tested, as well as broken out by socioeconomic status (i.e., free/reduced lunch) and ethnicity.

Reports

All districts receive the following standard reports:

Accountability Reports

Home Report
The Alt-MSA home report provides parents/guardians information about their child's overall performance on the mathematics and reading objectives assessed in the current administration. These reports provide the student's mastery percentage score and corresponding proficiency level for each subject area. The average mastery percentage score for the student's school and district and the state overall is also reported.

The overall purpose of these reports is to provide parents/guardians feedback as to the percentage of submitted mastery objectives scored mastered within each subject and how these percentages translate into proficiency levels. In addition, the normative school, district and state percentages allow parents to compare the performance of their child to the average performance of those students taking the Alt-MSA in their school, district, and the state overall. When making such comparisons, however, it is important to remember that each student is assessed on a different set of tasks specifically designed to meet his/her educational goals.

Label
A label is produced for each student who participates in the Alt-MSA. The label includes the student's name, gender, ethnicity, LEA, and school name, as well as his/her mathematics and reading proficiency level.

Non-Accountability Reports

Report to Principals
The Principal's report provides a general description of the Alt-MSA program, including the process used to score portfolios and the means by which proficiency level cut-scores were established. This report also provides principals with guidelines for using the provided Alt-MSA results to support instructional planning and overall program evaluation.

The Principal's report includes a section with student portfolio feedback. This section provides information for principals and teachers about a student's performance relative to each Mastery Objective assessed. For each Mastery Objective within a subject area the report indicates whether it was mastered, not mastered, or not scorable. For those Mastery Objectives deemed not scorable the condition code assigned is provided and defined. Student portfolio feedback reports are used in conjunction with student portfolios to help test examiner teams identify those indicators and objectives that should be the focus of assessment for individual students in the upcoming year.

School/System/State Summary Report
The format of the school, system, and state summary reports is identical. These reports differ only in the population of students used to calculate the reported results. The summary report provides a general description of the Alt-MSA program, a description of

the scoring process, and some guidelines for the use and interpretation of assessment results. In addition to this informative text, a data driven sub-report providing the percentage of submitted artifacts (in the school, system, or state) for mathematics and reading considered mastered, not mastered, and not scorable by grade level is produced. This data is intended to inform instructional planning, support program and resource evaluation, and identify topics for professional development.

4.0 Reliability and Validity

4.1 Reliability

Reliability is quantification of the consistency of results from a measurement. The ability to measure consistently is a necessary prerequisite to making appropriate score interpretations (i.e., showing evidence of valid use of the results). For an alternate assessment such as the Alt-MSA there are several conceptualizations of reliability that might be considered. One is the consistency of the observed outcomes associated with a given skill (Schafer, 2005). If a student has truly mastered a skill, mastery should be evident over occasions, settings and even tasks. If this is not the case, it suggests that the student was either scored incorrectly (i.e., he/she did not really display mastery), or that mastery interpretations cannot be generalized beyond the conditions of the original assessment task (e.g., occasion, setting, etc.).

An additional reliability consideration for the Alt-MSA relates to the consistency of outcomes across artifact/evidence types (e.g., videotape, student work, audio-tape, etc…). Of interest here is whether the same task provides for consistent evidence of mastery when results are collected to support different types of evidence. This idea is similar to that discussed above regarding the consistency of outcomes over tasks, because most Mastery Objectives are not written to support all artifact types. In most cases a given Mastery Objective will need to be modified to accommodate the different types of evidence to be collected. This, in a sense, changes the nature of the original task. Although the conception of reliability as the consistency of mastery objective outcomes was not explored in 2005, the MSDE is planning future research to address these issues.

Another important aspect of reliability is the consistency with which the specified scoring process can be employed by scorers. Pearson Educational Measurement (PEM) uses several procedures to verify that all Alt-MSA portfolios are scored reliably.

- Training procedures and materials are standardized for all participating scorers. This is true not only within an administration year, but to the extent possible, across administrations.

- The scoring process and scoring rules are clearly documented so there is no ambiguity as to how scoring issues should be handled.

- Validity and reliability reports are reviewed on a regular basis to identify scorer drift, outliers, and general scoring misconceptions (as defined by the portfolios in the validity set). These reports are used to inform scorers of their validity and reliability scores. The scoring director analyzes the reports and informs the supervisor of any concerns. The scoring supervisor in turn reviews any pertinent reports with the scorer. Supervisors monitor these scorers by backreading more frequently and checking their reliability and validity rates.

Reader Agreement

As previously discussed, the monitoring of reader agreement begins during reader training. After practice and review readers must meet the standard qualification criteria set forth by the MSDE in order to begin live scoring. Specifically, readers must achieve at least 80% agreement with a set of pre-established "true" scores determined by the MSDE on one of two qualifying sets of portfolios (see Chapter 3). Agreement for a given reader is calculated as the percentage of "true" artifact scores associated with a given portfolio (20 total: 10 each for math and reading) that the reader matched during scoring.

During live scoring every portfolio is read at least twice by different readers, therefore agreement between the readers is a common measure of reliability. These data are monitored on a daily basis by PEM during the scoring process. Daily inter-rater reliability reports show the percent perfect agreement of each reader against all other readers. Agreement at the group level is expected to be at least 80%. If group agreement is less that 80% mediation is initiated starting with those scorers exhibiting the lowest reliability. If group agreement is above 80%, individuals with less than 70% receive intervention (see section 3.1).

Tables 15-17 in Appendix A summarize reader agreement for each subject area by content standard/topic and overall for the current test administration. Reader agreement rate is expressed in terms of perfect agreement (i.e., the percentage of cases in which the first reader's score equals the second reader's score). High inter-reader agreement implies that the scoring process and scoring rules are being applied consistently across readers.

4.2 Validity

As previously stated, assessment results must show evidence of reliability for the purpose for which they were intended before they can show evidence of validity. Validity relates to the appropriateness or strength of the assessment results for making specific interpretations about what students know and can do. As documented in Standard 1.1 of the Standards for Educational and Psychological Measurement (1999), validity evidence should be collected for every intended interpretation and use of the scores resulting from a measurement instrument.

The purpose of the Alt-MSA is multifold, as outlined in the first chapter of this document. The assessment is intended to provide a measure of student progress to inform parents and to allow evaluation of instructional programs, to inform ongoing instruction by helping teachers plan instruction for the following year, and to comply with federal mandates. A student's Alt-MSA results and portfolio should help teachers determine his/her level of functioning at the time of the assessment, indicate specific skills acquired and those requiring continued instruction, and identify supports and assistive technologies previously employed. This information can be used to inform the review and revision of a student's IEP and support the construction of a well-structured plan for instruction and assessment in the upcoming year. In addition, by reviewing previously submitted portfolios in conjunction with historical data, teachers can get an

indication of a student's rate of progress relative to certain subject and content standard areas.

Second, the Alt-MSA is intended to hold teachers/schools/districts accountable for implementing standards-based curriculum and using assessment results to improve student learning. The annual Alt-MSA development and administration process helps to make certain that teachers/schools/districts are focused on the development, instruction, and assessment of challenging performance goals that are aligned with the state content standards.

Finally, Alt-MSA results should inform and support program evaluation at the classroom, school, and district levels. This includes identification of both resources that may further support instruction, and topics for professional development of staff.

Validity evidence can take several forms and come from a variety of different sources. Currently, most of the evidence provided to support the use of Alt-MSA results (for the goals outlined above) takes the form of detailed descriptions of the assessment development and review process. While this type of evidence is extremely important and goes a long way in verifying that the assessment is measuring what it was intended to, additional types of evidence are also desired. Survey results are provided as evidence of face validity; however, few additional analyses have been conducted. This is due in part to the individualized nature and design of the Alt-MSA which makes collecting traditional validity evidence extremely difficult. The same score for different students may have different meanings depending on the students' instructional goals (Schafer, 2005). As a result, the Alt-MSA requires a reconceptualization of validity as we know it and the specification of original research that will support its unique goals. The MSDE is currently in the process of defining a validity research agenda the results of which will be reported in future editions of this report.

Intrinsic Rational Validity Evidence
Intrinsic rational validity is evidence that exists as an artifact of the test development process. The evidence is intrinsic, because it is built into the test. It is rational because it is derived from rational inferences about the kind of tasks that will best meet the measurement goals of the assessment (Ebel, 1983).

To a large extent, the process that was implemented by the MSDE to develop and design the Alt-MSA is, in and of itself, evidence for the use of Alt-MSA test results in supporting the goals defined above. The MSDE took great care to ensure the right people were involved in all aspects of developing and implementing the Alt-MSA program. Advisory specialists in alternate assessment met at length on many occasions to determine what the assessment should look like given the assessment mandates and intent. In addition, the state implemented a structured process to support the identification of desired assessment components and designs. This process included a Stakeholder Advisory Committee review of the alternate standards and assessments for many states across the nation. Such a comprehensive review helped to ensure Alt-MSA results would be viewed as useful and important to teachers and parents alike.

Content- and Curricular-Related Validity Evidence

Content-related validity evidence addresses the extent to which the assessment tasks adequately align to the material or standards intended as the focus of assessment. Several features of the annual Alt-MSA development process provide evidence that the results measure the intended content standard objectives. For one, it is clearly specified in teacher training and the Test Administration and Coordination Manual that Mastery Objectives must be aligned to state content standards objectives. The goal of the assessment to measure skills aligned to the state standards is highlighted as often as possible.

In addition, for the 2004-2005 assessment, staff from ILSSA reviewed each Mastery Objective to verify alignment to, and appropriate representation of, the underlying objective identified by the test examiner. This review provided feedback to test examiners regarding how the Mastery Objective could be improved and whether alignment was an issue.

Face Validity

Face validity addresses the question of whether or not the assessment appears to measure what it supposed to measure. This is an extremely important component of any assessment program. If parents, teachers, or community members do not perceive a test as relevant or do not understand its purpose, they are less likely to give it their attention and support. The extent to which a test possesses face validity is typically gauged by the response of stakeholders to using test results to inform instruction and monitor accountability. One way to obtain this information is through a well-crafted survey periodically administered to parents, teachers, and other stakeholder groups of interest.

In 2004 the MSDE asked teachers, test coordinators and school administrators to complete a survey about the 2004 Alt-MSA development and administration process. The survey included Likert-type statements (i.e., agree, strongly agree, etc. . .) and open-ended questions intended to (in part) identify how the Alt-MSA is perceived. The resulting data was used by the MSDE to gauge test acceptance and discuss areas of concern when developing the 2005Alt-MSA. This survey and a summary of the resulting data are provided in Appendix L. This (or a similar) survey will be administered by the MSDE throughout the life of the assessment program to monitor stakeholders changing perceptions of Alt-MSA processes and results.

Another way to explore face validity is to collect evidence that the assessment outwardly reflects what it is intended to. For example, in 2003-2004, the contents of each student portfolio were reviewed by readers (i.e., scorers) for evidence of "important components of an instructional program" or positive practices. These positive practices, identified by the MSDE, were things such as: evidence of student and/or parent involvement in the portfolio development process; evidence that the student could apply content standards and objectives to authentic, real-life problems; and evidence of age appropriate materials and tasks. Students received a score of 1 on a positive practice if there was evidence of that practice in their portfolio and a score of 0 if there was not. To examine whether the presence/absence of a particular positive practice was related to a student's overall Alt-

MSA performance, correlations were computed between positive practice scores and Alt-MSA mastery percentage scores. The resulting correlations were positive and significant (ranging from 0.24 to 0.34 in Reading and 0.22 to 0.32 in Math) suggesting that the "observable" presence of a positive practice indicator was related to higher mastery percentage scores. When considering these results it is important to note that *only one of the at least two* scorers that scored any given portfolio assigned positive practice scores. Therefore, reader agreement rates for positive practice indicators were not available and the reliability or consistency with which scorers assigned positive practice scores is unknown.

Consequential Validity Evidence

When establishing evidence to support the appropriateness of a test relative to a set of assessment goals, it is important to evaluate both the intended and unintended consequences of the assessment process and results (Messick, 1993). This is especially the case for a portfolio-based assessment such as the Alt-MSA where the assessment development and administration process can be relatively complex and labor-intensive.

In addition to providing information about how the Alt-MSA is perceived by stakeholders, a periodically administered survey may assist the MSDE in making inferences about the consequences of the Alt-MSA (both positive and negative). For example, one of the open-ended questions posed to teachers and test coordinators in 2004 was: "Next year as test coordinator/teacher I plan to . . ." If, in reviewing the responses to this question, we find a significant number of teachers stated that they "plan to develop assessment tasks that better reflect their student's IEP," the MSDE has some evidence that the assessment process is influencing instruction. In this case the process is working as intended by increasing the alignment between the assessment tasks and the student's IEP. In a similar manner, survey responses may shed light on some unintended, negative consequences of the Alt-MSA that can be addressed before the next administration.

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Appendix A - Tables

Table 1. Participation by Grade, Gender, Ethnicity, and SES
(N = 5,047)

Grade	Frequency	Percent of Students Participating in Alt-MSA	Percent of Total Statewide Enrollment per Grade
3	517	10.24	0.83
4	536	10.62	0.84
5	683	13.53	1.04
6	777	15.40	1.16
7	892	17.67	1.29
8	830	16.45	1.19
10	812	16.09	1.19
Total	5047	100.00	1.08

Gender	Frequency	Percent of Students Participating in Alt-MSA	Percent of Total Statewide Enrollment Across Grades
Male	3224	63.88	1.35
Female	1823	36.12	0.80
Total	5047	100.00	1.08

Ethnicity	Frequency	Percent of Students Participating in Alt-MSA	Percent of Total Statewide Enrollment Across Grades
American Indian	16	0.32	0.92
Asian American	167	3.31	0.73
Black	2432	48.19	1.36
White	2181	43.21	0.95
Hispanic	251	4.97	0.80
Total	5047	100.00	1.08

Free/Reduced Lunch	Frequency	Percent of Students Participating in Alt-MSA	Percent of Total Statewide Enrollment Across Grades
NO--does not participate	2680	53.13	1.60
YES--does participate	2364	46.87	0.80
No Response	3	0.06	NA
Total	5047	100.00	1.08

Table 2. Scorer Qualification Results
(N =89)

	Percentage Meeting Qualification Criterion (80% agreement)	Average Qualification Score (percent agreement) by Content Area and Overall		Standard Deviation
Scorers/Scoring Supervisors	99	Reading	89.91	11.48
		Mathematics	88.18	13.01
		Overall	89.05	10.35

**Note: N refers to total number of readers. Averages are based on 346 percent-agreement scores generated by these readers during the qualification process

Table 3. Summary of Performance on Validity Sets
(N=452)

Average Percent Agreement on Validity Portfolios by Content Area and Overall		Standard Deviation
Reading	85.73	10.97
Mathematics	73.34	18.55
Overall	79.54	11.96

**Note: N refers to the total number of validity portfolios scored over readers.

Table 4. Percentage of Mastery Objectives Scored "Mastered" by Reading Content Standard/Topic
(N =10,094)

Content Standard/Topic	Mean	Standard Deviation
Phonemic Awareness/Phonics	0.66	0.47
Vocabulary	0.67	0.47
General Reading Comprehension	0.68	0.47
Comprehension of Informational Text	0.67	0.47
Comprehension of Literary Text	0.68	0.47

**Note: N refers to the number of artifacts associated with each content standard.

Table 5. Percentage of Mastery Objectives Scored "Mastered" by Mathematics Content Standard
(N =10,094)

Content Standard	Mean	Standard Deviation
Algebra/Patterns/Functions	0.71	0.45
Geometry	0.66	0.47
Measurement	0.69	0.46
Statistics	0.62	0.49
Number Relationships/Computation	0.63	0.48

**Note: N refers to the number of artifacts associated with each content standard.

Table 6. Reading Mastery Percentages for All Students Tested (N=5,047)

Proficiency Level	Reading Mastery Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Advanced	100	1168	23.14	1168	23.14
	90	862	17.08	2030	40.22
Proficient	80	692	13.71	2722	53.93
	70	488	9.67	3210	63.60
	60	377	7.47	3587	71.07
Basic	50	247	4.89	3834	75.96
	40	244	4.83	4078	80.79
	30	214	4.24	4292	85.03
	20	143	2.83	4435	87.86
	10	188	3.72	4623	91.58
	0	424	8.40	5047	99.98

Table 7. Mathematics Mastery Percentages for All Students Tested (N = 5,047)

Proficiency Level	Mathematics Mastery Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Advanced	100	1092	21.64	1092	21.64
	90	814	16.13	1906	37.77
Proficient	80	654	12.96	2560	50.73
	70	518	10.26	3078	60.99
	60	414	8.20	3492	69.19
Basic	50	327	6.48	3819	75.67
	40	247	4.89	4066	80.56
	30	185	3.67	4251	84.23
	20	165	3.27	4416	87.50
	10	187	3.71	4603	91.21
	0	444	8.80	5047	100.00

Table 8. Average Reading and Mathematics Mastery Percentage Scores for All Students Tested (N = 5,047)

			Reading Mastery Percentage Score		Mathematics Mastery Percentage Score	
		N	Mean	Std.	Mean	Std.
Ethnicity	American Indian/Alaskan Native	16	75.00	31.83	68.75	32.02
	Asian/Pacific Islander	167	64.43	31.58	61.80	32.23
	African American	2432	63.99	34.04	62.68	33.63
	White	2181	71.73	29.51	70.37	30.11
	Hispanic	251	62.83	32.70	61.75	31.83
Free/Reduced Lunch	NO	2680	66.15	32.00	64.66	32.10
	YES	2364	68.66	32.43	67.41	32.35
	Not Provided	3	63.33	47.26	60.00	17.32
Total Group		**5047**	**67.33**	**32.22**	**65.95**	**32.23**

Table 9. Reading Proficiency Level Frequencies (N = 5,047)

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Advanced	2030	40.22	2030	40.22
Proficient	1557	30.85	3587	71.07
Basic	1460	28.93	5047	100.00

Table 10. Reading Proficiency Level Frequencies by Free/Reduced Lunch Designation (Percentages) (N = 5,047)

Participating in Free/Reduced Lunch	Proficiency Level			Total
	Basic	Proficient	Advanced	
NO--Not Participating	806 (30.07)	870 (32.46)	1004 (37.46)	2680
YES--Participating	653 (27.62)	686 (29.02)	1025 (43.36)	2364
Not Provided	1 (33.33)	1 (33.33)	1 (33.33)	3

Table 11. Reading Proficiency Level Frequencies by Ethnicity (Percentages) (N = 5,047)

Ethnicity	Proficiency Level			Total
	Basic	Proficient	Advanced	
American Indian/ Alaskan Native	3 (18.75)	4 (25.00)	9 (56.25)	16
Asian/ Pacific Islander	54 (32.34)	59 (35.33)	54 (32.34)	167
African American	807 (33.18)	704 (28.95)	921 (37.87)	2432
White	511 (23.43)	708 (32.46)	962 (44.11)	2181
Hispanic	85 (33.86)	82 (32.67)	84 (33.47)	251

Table 12. Mathematics Proficiency Level Frequencies
(N = 5,047)

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Advanced	1906	37.77	1906	37.77
Proficient	1586	31.42	3492	69.19
Basic	1555	30.81	5047	100.00

Table 13. Mathematics Proficiency Level Frequencies by Free/Reduced Lunch Designation (Percentages)
(N = 5,047)

Participating in Free/Reduced Lunch	Proficiency Level			Total
	Basic	Proficient	Advanced	
NO--Not Participating	866 (32.31)	867 (32.35)	947 (35.34)	2680
YES--Participating	688 (29.10)	717 (30.33)	959 (40.57)	2364
Not Provided	1 (33.33)	2 (66.67)	0 (0.00)	3

Table 14. Mathematics Proficiency Level Frequencies by Ethnicity (Percentages) (N = 5,047)

Ethnicity	Proficiency Level			Total
	Basic	Proficient	Advanced	
American Indian/ Alaskan Native	5 (31.25)	5 (31.25)	6 (37.50)	16
Asian/ Pacific Islander	61 (36.53)	54 (32.34)	52 (31.14)	167
African American	839 (34.50)	759 (31.21)	834 (34.29)	2432
White	563 (25.81)	679 (31.13)	939 (43.05)	2181
Hispanic	87 (34.66)	89 (35.46)	75 (29.88)	251

Table 15. Percent Perfect Reader Agreement by Reading Content Standard/Topic (N = 10,094)

Content Standard/Topic	Mean
Phonemic Awareness/Phonics	0.88
Vocabulary	0.89
General Reading Comprehension	0.88
Comprehension of Informational Text	0.88
Comprehension of Literary Text	0.88

**Note: N refers to the number of artifacts associated with each content standard/topic.

Table 16. Percent Perfect Reader Agreement by Mathematics Content Standard (N = 10,094)

Content Standard	Mean
Algebra/Patterns/Functions	0.89
Geometry	0.88
Measurement	0.88
Statistics	0.86
Number Relationships/Computation	0.86

**Note: N refers to the number of artifacts associated with each content standard/topic.

Table 17. Percent Perfect Reader Agreement Over All Students (N = 50,470)

	Mean
Reading	0.88
Mathematics	0.87

**Note: N refers to the total number of artifacts associated with each content area.

Appendix B

Alt-MSA Timeline 2004-2005

[Directions that Differ for Special Placement Schools are indicated by bold italics]

October 1, 2004 – March 4, 2005	2005 Alt-MSA Test Window
September 1, 2004	LACs and Alt-MSA Facilitators attend MSDE train-the-trainer on Alt-MSA administration and development of Mastery Objectives.
September 2, 2004	***Special Placement /NonPublic Schools School Test Coordinators attend MSDE training on Alt-MSA administration and development of Mastery Objectives.***
September 13 – 30	LACs and Special Placement School school test coordinators submit Alt-MSA materials order online.
September	LACs and Alt-MSA Facilitators provide training or information sessions in Alt-MSA administration to principals, school test coordinators, and test examiners ***(School Test Coordinators).***
September	Principal, school test coordinator, and test examiners meet to • identify test examiners (teachers, related service providers, and instructional assistants) who will form the Test Examiner Team for each participating student. • identify roles and responsibilities for Test Examiner Team. • develop an implementation schedule and monitoring plan to assure portfolio completion by March 4, 2005.
September – October 2004	Student's Test Examiner Team • selects reading and mathematics indicators and objectives that will be assessed based on 2004 Alt-MSA test results or a pre-assessment. • completes Alt-MSA Test Documents for Reading and Mathematics; writes Mastery Objectives for each state content standard and indicator to be assessed, identifies type of artifact and test examiners for Mastery Objectives. • sends copy of Alt-MSA Test Documents for Reading and Mathematics to parent/guardian with cover form. Principal or designee • reviews Mastery Objectives to assure they are measurable and aligned with the state content standards and indicators to be assessed. Mastery Objectives that do not have the mandatory components should be returned to test examiners for revision.
November 4, 2004	STC submits Alt-MSA Test Documents/Mastery Objectives for Reading and Mathematics for each student participating in Alt-MSA to test contractor for technical adequacy review, for receipt no later than November 4, 2004.
November 4-December 15, 2004	Alt-MSA test contractor reviews Test documents/mastery objectives. Test documents and feedback returned to School Test

	Coordinator.
November 2004	LACs ***(School Test Coordinators)*** submit pretest file for students in grades 3-8 and 10 who will participate in Alt-MSA (combined MSA/Alt-MSA file, submitted to Alt-MSA test contractors SchoolHouse website).
March 4, 2005	School Test Coordinator collects all Alt-MSA portfolios and unused test materials and packs for pickup from school. For schools selected for Rangefinding, portfolios and unused materials will be picked up on March 7, 2005. Test Contractor will pick up ALTMSA test materials from all schools March 9-10, 2005.
March 21-23, 2005	Rangefinding and preparation of scoring guides by MSDE and test contractor.
April 2005	LAC ***(School Test Coordinator)*** submits posttest file to MSDE.
March 30-April 28, 2005	Alt-MSA Portfolios are scored.
June 2005	Alt-MSA results and home reports sent to schools.
September 2005	Alt-MSA summary reports (reports to principal) sent to state and LEAs.

Appendix C

Contributors to the Alt-MSA Development and Administration Process: Roles and Responsibilities

Local Accountability Coordinator

LACs in each school system have the following responsibilities:

- participate in Alt-MSA training conducted by MSDE and the test contractor and sign Certification of Training Form.
- send 2004 Test Documents to School Test Coordinators (STCs).
- submit pretest and posttest files.
- provide Alt-MSA training for STCs and appropriate information to principals about Alt-MSA requirements, including their role and responsibilities.
- ensure that STCs, schools, and test examiners have access to the appropriate and necessary materials to complete the assessment (e.g., Alt-MSA Handbook, portfolio supplies, etc.).
- ensure that STCs train Test Examiner Teams and Test Examiners appropriately for the Alt-MSA administration.
- answer questions from schools and test examiners regarding the Alt-MSA.
- forward issues in need of resolution related to the assessment to MSDE.
- ensure that the testing is administered appropriately and within the state-specified timeframe.
- ensure that all materials are returned for scoring as specified in the Alt-MSA Handbook.

Principal

The principal in each school has the following responsibilities:

- becomes familiar with Alt-MSA procedures and responsibilities.
- establishes the test examiner team for each student and monitors the portfolio development process.
- facilitates opportunities for Test Examiner Teams to meet and plan Alt-MSA implementation.
- ensures compliance with test procedures.
- secures resources needed for Alt-MSA.
- reviews Test Examiner Documents, signs, and forwards to LAC.

School Testing Coordinator

STCs in each school have the following responsibilities:

- participate in Alt-MSA training conducted by the LAC and Alt-MSA Facilitator or other local school system representative and sign Certification of Training Form.
- provide Alt-MSA training for Test Examiner Teams and Test Examiners and provide every Test Examiner their own copy of the Alt-MSA Handbook.
- read appropriate sections of the Alt-MSA Handbook.

- order materials and provide access to necessary materials for use in the assessment and arrange for additional materials to be supplied if needed by coordinating with the LAC.
- ensure that Test Examiner Teams have the student Test Documents from the prior testing year in order to inform the selection of Mastery Objectives for the current assessment year.
- monitor the construction of student Mastery Objectives by the Test Examiner Teams and ensure that they are submitted on a timely basis in the proper format for review and signoff by the principal.
- ensure that completed, approved objectives are submitted to the test contractor in a timely manner.
- ensure that Test Examiner Teams receive and integrate feedback from the test contractor into revised Mastery Objectives.
- answer questions from Test Examiner Teams and Test Examiners, and forward to the LAC questions/issues which the STC does not know the proper response.
- apply preprinted student barcode labels to all Alt-MSA student materials, or train and directly supervise individuals who will apply the labels to student materials (e.g., student portfolio, videotape, audiotape, etc.).
- monitor portfolio construction during the testing period and ensure that portfolios are being constructed appropriately throughout the testing period.
- facilitate creation by Test Examiner Teams of videotape artifacts for at least one reading and one mathematics Mastery Objective for each student portfolio.
- collect completed portfolios from all Test Examiners at the end of testing.
- pack scorable portfolio materials and unused portfolio materials and ship in accordance with the timing and instructions provided in the Alt-MSA Handbook.

Test Examiner Teams (TETs)

Each Test Examiner Team (TET) has the following responsibilities:

- participates in Alt-MSA training as conducted by the LAC and Alt-MSA Facilitator, STC, principal or other local school system representative and signs Certification of Training Form.
- reads the Alt-MSA Handbook.
- constructs appropriate Mastery Objectives for each student considering the student's Mastery Objectives from the prior year, and performance on the prior-year Alt-MSA Mastery Objectives, or the pre-assessment results, and current IEP.
- completes Mastery Objectives according to the timeline as presented in the Alt-MSA Handbook and submits the objectives for review.
- assures that Test Documents are sent to Parents/Guardians and they are invited to review the Alt-MSA Portfolio.
- receives feedback provided by the Test Contractor on Mastery Objectives and integrates that feedback, as appropriate, into revisions of the Mastery Objectives for each student.

- plans and identifies individual test examiners responsibilities for the Alt-MSA Portfolios and records on Test Documents.
- provides guidance and support to Test Examiners in construction of the student Alt-MSA Portfolio.
- coordinates and conducts videotaping of one reading and one mathematics Mastery Objective artifact for each student.
- monitors construction of the Alt-MSA portfolio to ensure that it is being completed on a timely and appropriate basis by the Test Examiner.

Test Examiners

Each Test Examiner (TE) has the following responsibilities:

- participates in Alt-MSA training as conducted by the LAC and Alt-MSA Facilitator, STC, principal or other local school system representative and signs Certification of Training Form.
- reads the Alt-MSA Handbook.
- constructs appropriate Mastery Objectives for each student considering the student's Mastery Objectives from the prior year, and performance on the prior-year Alt-MSA Mastery Objectives, or the pre-assessment results, and current IEP.
- completes Mastery Objectives according to the timeline as presented in the Alt-MSA Handbook and submits the objectives for review.
- assures that Test Documents are sent to Parents/Guardians and they are invited to review the Alt-MSA Portfolio.
- receives feedback provided by the Test Contractor on Mastery Objectives and integrates that feedback, as appropriate, into revisions of the Mastery Objectives for each student.
- plans and identifies individual test examiners responsibilities for the Alt-MSA Portfolios and records on Test Documents.
- provides guidance and support to Test Examiners in construction of the student Alt-MSA Portfolio.
- coordinates and conducts videotaping of one reading and one mathematics Mastery Objective artifact for each student.
- monitors construction of the Alt-MSA portfolio to ensure that it is being completed on a timely and appropriate basis by the Test Examiner.

Instructional Assistants

Each Instructional Assistant has the following responsibilities:

- attends training provided by School Test Coordinator and signs Certification of training form.
- reads the Alt-MSA Handbook.

Under the supervision of the test examiners, instructional assistants participate as a member of the Test Examiner Team and are allowed to:

- copy documents to be included in portfolios.
- provide appropriate support to students during assessment.
- videotape and audiotape student demonstration of Mastery Objectives.

- observe and record data of student demonstration of Mastery Objectives.
- send forms to parent/guardian and document contact with parent/guardian.

Student

Students participate in the development of their portfolios. It is the assessment of their mastery of reading and mathematics skills. The principles of self-determination are critical for students who participate in the Alt-MSA.

Parents/Guardians

Active parent/guardian participation in student learning reinforces the school instructional program. Parents/guardians are invited to review, provide suggestions, ask questions, and consider how the objectives can be applied at home and in the community. Parents are asked to sign and return the cover form and submit examples of their child's demonstration of the Mastery Objectives. A sample of the forms reviewed and signed by parents is provided in Appendix D.

Alt-MSA Facilitator

The Alt-MSA Facilitator in each local school system has the following responsibilities:

- participates in Alt-MSA training conducted by MSDE and the test contractor and signs Certification of Training Form.
- attends Alt-MSA Facilitator meetings scheduled by MSDE.
- collaborates with the LAC to plan and implement in-depth training for school test coordinators and test examiners; and provides information to principals.
- contacts appropriate MSDE staff for answers to questions.
- provides professional development relating to Alt-MSA in local school system.

Appendix D

2004-2005 Process for Reviewing the Maryland Alt-MSA Mastery Objectives

1. Reviewer accesses website to read and print submitted objectives. Printed versions will be required only when objectives are being double read. Reviewer must be registered and have received confirmation to access the website through the evaluator's link.

2. Reviewer accesses website and then accesses Completed Submissions link to begin reviewing mastery objectives. Reviewers will be given the instructions listed in Steps #3 and #4. In each step of the process, reviewers will refer to training materials and examples in order to clarify questions. If questions persist, reviewers will contact ILSA who will escalate to MSDE, as needed.

3. For each student, read each objective in Reading, one at a time, and examine each mastery objective for the following contents:
    a. Alignment with Maryland Grade Level Content Standards in Reading
        i. Tested Content –
        Content standards or areas within a content standard that are not assessed for the ALT-MSA may not be the focus of a mastery objective (i.e., Reading-Fluency).
        ii. Mastery Objective Alignment –
        If mastery objective is aligned with the selected Maryland content standard indicator and objective, move on to examine the mastery objective for conditions.

        If mastery objective is not aligned, place a check mark under column (2) of the Mastery Objective Review Form and move on to examine the mastery objective for conditions.

    b. Conditions as defined in ALT-MSA Handbook: conditions include the prompts the student needs and the stimulus that will be given to the student to evoke the desired response.
        i. Conditions for performing the skill: Under what conditions will the student perform the skill in the mastery objective?
        ii. Prompts include full physical, partial physical, gestural, verbal, model, and assistive technologies. If no prompt is indicated, assume the student will complete the task independently.
        iii. The stimulus the student will respond to includes the material, object, or task direction that will be given to the student that will evoke the taught behavior.
        iv. If reviewer finds none of the prompts or stimulus (i.e., stimulus, task direction, prompt, object) are included in the mastery objective, reviewer places a check mark under column (3) for that mastery objective number. If any of the conditions are not clear,

reviewer places a check mark under column (4) of the MO review form. Reviewer then moves on to examine the objective for observable student response.

v. If reviewer finds conditions satisfactory, reviewer moves on to examine the mastery objective for observable student response.

c. Observable, Measurable Student Response
   i. Observable student response as defined in ALT-MSA Handbook: an observable/measurable student response where the scorer must be able to see or hear the student response to the stimulus and the response must be able to be converted to a percent of accuracy.
   ii. If reviewer finds the observable response is not included in the mastery objective, reviewer places a check by that mastery objective under column (5) of the MO review form. If the observable response is not clear, reviewer places a check by that mastery objective under column (6).
   iii. If reviewer finds observable student response satisfactory, reviewer moves onto examine mastery objective for Criterion or level of mastery.

d. Criterion or Mastery Level as defined in ALT-MSA Handbook
   i. Criterion or expected mastery level: Did the student achieve 80% - 100% mastery of the objective?
   ii. If reviewer finds criterion is not included in the Mastery Objective, reviewer places a check mark beside that objective under column (7). If the criterion is not clear, reviewer places a check mark beside that objective in column (8).
   iii. If reviewer finds criterion as satisfactory and all areas reviewed have been satisfactory, reviewer checks (ok) box by that mastery objective in column (1) and continues on to the next Mastery Objective.

e. Reviewer must check to ensure that if any area does not meet satisfactory criteria, the (not ok) box under column (1) is chosen.

f. Reviewer must check to ensure all mastery objectives have been reviewed and column (1) has been checked as (ok) or (not ok). If (not ok) has been checked, then a check mark should appear in one of the other 4 areas (alignment, conditions, response or mastery level).

g. If comments are necessary to clarify revisions, reviewers will chose from a pre-selected menu of drop down items to share with Test Examiner Team Member.

h. Reviewer proceeds to Mathematics mastery objectives.

4. For each student, read each objective in Mathematics, one at a time, and examine for the following contents:
    a. Alignment with Maryland Grade Level Content Standards in Mathematics
        i. Tested Content –
        Content standards or areas within a content standard that are not assessed for the ALT-MSA may not be the focus of a mastery objective (i.e., Mathematics-Probability, Data Analysis).
        ii. Mastery Objective Alignment –
        If mastery objective is aligned with the selected Maryland content standard indicator and objective, move on to examine the mastery objective for conditions.

        If mastery objective is not aligned, place a check mark under column (2) and move on to examine the mastery objective for conditions.

    b. Conditions as defined in ALT-MSA Handbook: conditions include the prompts the student needs and the stimulus that will be given to the student to evoke the desired response.
        i. Conditions for performing the skill: Under what conditions will the student perform the skill in the mastery objective?
        ii. Prompts include full physical, partial physical, gestural, verbal, model, and assistive technologies. If no prompt is indicated, assume the student will complete the task independently.
        iii. The stimulus the student will respond to includes the material, object, or task direction that will be given to the student that will evoke the taught behavior.
        iv. If reviewer finds none of the prompts or stimulus (i.e., stimulus, task direction, prompt, object) are included in the mastery objective, reviewer places a check mark under column (3) for that mastery objective number. If any of the conditions are not clear, reviewer places a check mark under column (4). Reviewer then moves on to examine the objective for observable student response.
        v. If reviewer finds conditions satisfactory, reviewer moves on to examine the mastery objective for observable student response.

    c. Observable, Measurable Student Response
        i. Observable student response as defined in ALT-MSA Handbook: an observable/measurable student response where the scorer must be able to see or hear the student response to the stimulus and the response must be able to be converted to a percent of accuracy.
        ii. If reviewer finds the observable response is not included in the mastery objective, reviewer places a check by that mastery objective under column (5). If the observable response is not clear,

reviewer places a check by that mastery objective under column (6).

iii. If reviewer finds observable student response satisfactory, reviewer moves onto examine mastery objective for Criterion or level of mastery.

d. Criterion or Mastery Level as defined in ALT-MSA Handbook
   i. Criterion or expected mastery level: Did the student achieve 80% - 100% mastery of the objective?
   ii. If reviewer finds criterion or mastery level is not included in the Mastery Objective, reviewer places a check mark beside that objective under column (7). If the criterion or mastery level is not clear, reviewer places a check mark beside that objective in column (8).
   iii. If reviewer finds criterion or mastery level as satisfactory and all areas reviewed have been satisfactory, reviewer checks (ok) box by that mastery objective in column (1) and continues on to the next Mastery Objective.

e. Reviewer must check to ensure that if any area does not meet satisfactory criteria, the (not ok) box under column (1) is chosen.

f. Reviewer must check to ensure all mastery objectives have been reviewed and column (1) has been checked as (ok) or (not ok). If (not ok) has been checked, then a check mark should appear in one of the other 4 areas (alignment, conditions, response or mastery level).

g. If comments are necessary to clarify revisions, reviewers will chose from a pre-selected menu of drop down items to share with Test Examiner Team Member.

5. Reviewer notifies and informs the Test Examiner Team Member contact who submitted the Reading and Mathematics Mastery Objectives online that their submitted objectives have been reviewed by hitting the submit button at the bottom of the evaluator's page. In the feedback given to the Test Examiner Team Member, the reviewer number of the reviewer will be located on the bottom of the page with the date and time of completion of review.
   a. In the e-mail notifying the Test Examiner Team Member that feedback is available, a link will be provided that will walk them through the revision process.

   b. A cover sheet and revision process will be included with all paper submissions (if revision is necessary) when the review is returned to the Test Examiner Team Member.

c. The information on the link will look exactly like the revision process provided with the review form that is mailed back to the Test Examiner Team Member.

d. TET questions will be forwarded to Sharon and daily communication between MSDE, ILSSA and PEM will be held to discuss the appropriate responses to these questions, as required.

Alt –MSA Mastery Objective Review Form

Student: **LEA Code:**
Grade: **School Code:**

Directions to Reviewer: Review each mastery objective on the Test Document. Place a (√) in the appropriate columns.

Tested Content	Objective	Mastery Objective Alignment	Conditions		Observable, Measurable Student Response		Mastery Level (80 - 100 %)	
Reading Mastery Objectives	ok not ok (1)	Not aligned with Maryland Reading Objective (2)	Not Present (3)	Not Clear (4)	Not Present (5)	Not Clear (6)	Not Present (7)	Not Clear (8)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Mathematics Mastery Objectives	ok not ok (1)	Not aligned with Maryland Reading Objective (2)	Not Present (3)	Not Clear (4)	Not Present (5)	Not Clear (6)	Not Present (7)	Not Clear (8)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Comments:

(1) OK- The Mastery Objective does not require revisions.

NOT OK- The Mastery Objective requires revisions

(2) √ = The Mastery Objective does not align with the selected reading/mathematics objective.

(3) √ = The conditions are not present

(4) √ = The conditons are not clear.

(5) √ = The observable, measurable student response is not present

(6) √ = The observable, measurable student resons is not clear

(7) √ = The mastery level is not present

(8) √ = The Mastery Objective level is not clear (#) of trials or items ≠ 80 - 1=%

Reviewed By:

Date:

Recommendations for 2005 Mastery Objective Review Process

- Treat more like a scoring than a review process (e.g., use a software system, 100% blind second scoring, conduct rangefinding to generate training sets, create validity sets for quality assurance).
- Make the submission of mastery objectives mandatory for all students participating in the Alt-MSA
- Create a qualification process for all mastery objective reviewers. Results of qualification process should be documented in electronic reports.
- Identify a process for creating reliability reports generated by the software system.
- Establish blind validity sets to monitor quality of review process.
- Find ways to eliminate "discrepant" scores (i.e., the same mastery objective receiving different scores for different students) . One possibility is to review mastery objectives by content standard/topic rather than by student.
- Do not allow mastery objectives to be faxed or mailed in. All mastery objectives must be submitted using the established on-line system.
- Mastery objectives must be submitted by 10/15/05 and feedback must be returned by 11/15/05.
- Conduct rangefinding for mastery objective review in the summer and create MSDE approved training sets.
- Establish a help system that can help TET members write mastery objectives. For example, one in which we put in the common stem and they fill in the blanks.
- Provide electronic feedback on website to all users at the same time.
- New software system must allow for multiple TET members to write mastery objectives for one student.
- Need to identify a plan for questions that come from TET members.
    - Emails should not go to our regular email addresses to avoid overloading.
    - PEM has an email address set up for SchoolHouse so we can consider using that as a processing point. Must be a workflow system to track issues from assignment to closure.
- Allow the MSDE, LACs, and School Administrators the ability to view mastery objective submission status at their user level.

Appendix E

REQUIRED Alt-MSA FORMS

The forms in Alt-MSA Handbook Part 3 must be included in each student's Alt-MSA Portfolio. These forms are available as electronic templates at www.marylandpublicschools.org/MSDE/testing/alt_msa/

TEs who have questions about completing these forms should first contact the STC and principal, or your system's LAC and Alt-MSA Facilitator.

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

Required Alt-MSA Form

The Table of Contents is the first item in the Alt-MSA Portfolio. Use it to guide the correct placement of all portfolio components. Place a page number in the column on the right that corresponds to the page number assigned to the documents and artifacts. Scorers will not search for a document or artifact.

TABLE OF CONTENTS

Table of Contents

Required Alt-MSA Form **Page in Portfolio**

Table of Contents **Page in Portfolio**
Required Alt-MSA Form

Section 4

Mathematics Pre-assessment Results
if student did not take Alt-MSA in 2003-2004 ____

Artifacts for Mathematics Objectives.

Algebra, Patterns, or Functions and
Process of Mathematics:
Communication: Presents mathematical ideas
using words, symbols, visual displays or technology
Objective 1 ____
Objective 2 ____

Geometry and
Process of Mathematics:
Communication: Presents mathematical ideas
using words, symbols, visual displays or technology
Objective 3 ____
Objective 4 ____

Measurement and
Process of Mathematics:
Communication: Presents mathematical ideas
using words, symbols, visual displays or technology
Objective 5 (Authentic Task/Setting) ____
Objective 6 ____

Statistics and
Process of Mathematics:
Communication: Presents mathematical ideas
using words, symbols, visual displays or technology
Objective 7 ____
Objective 8 ____
Number Relationships or Computation and
Process of Mathematics:
Communication: Presents mathematical ideas
using words, symbols, visual display or technology
Objective 9 (Authentic Task/Setting) ____
Objective 10 ____

Portfolio Section 1
Required Alt-MSA Form

The staff listed below comprises the Test Examiner Team for

_____
Student's Name

Signatures indicate (1) attendance at Alt-MSA training, (2) involvement in the development of the Alt-MSA portfolio for this student, (3) that the mastery objectives are based on 2004 Alt-MSA test results or a pre assessment, (4) that the 2004-2005 Test Documents were not submitted for 2004 Alt-MSA administration and have not been previously mastered. The test examiners for this student will print and sign their name and indicate their position.

1.	**Name**	**Signature**	**Position**
2.	**Name**	**Signature**	**Position**
3.	**Name**	**Signature**	**Position**
4.	**Name**	**Signature**	**Position**
5.	**Name**	**Signature**	**Position**
6.	**Name**	**Signature**	**Position**
7.	**Name**	**Signature**	**Position**

School Test Coordinator:

Name	**Signature**

NOTE: These pages contain the text of the parent/guardian brochure which will be distributed to parents/guardians along with each student's Test Documents. The brochure itself is not required to be included in the portfolio, but the signed parent guardian form which follows must be included in the portfolio. <u>The brochure text is included here for your information only.</u>

The Alt-MSA
What It Means for Your Child's Program

A Guide to the Alt-MSA Written for Parents/Guardians, Families, and the Student

What is the Alt-MSA?
The Alternate-Maryland School Assessment (Alt-MSA), designed for students with significant cognitive disabilities, assesses a student's attainment of reading and mathematics Mastery Objectives. The Mastery Objectives are written on the student's instructional level and are aligned with grade level Maryland Content Standards. Levels of performance for students participating in Alt-MSA are based on alternate achievement standards that reflect the learning characteristics of this group of students.

The Alt-MSA allows students with disabilities who can't participate in the MSA even with accommodations to participate in Maryland's state assessment program and school accountability system as required by the federal No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA).

Who developed the Alt-MSA?
Maryland's alternate assessment, Alt-MSA, was developed in close collaboration with experts in reading and mathematics content, psychometrics, and portfolio assessment for students receiving special education; Stakeholder Advisory Committee members, consultants with a national perspective, special education teachers and administrators, and parents and teachers of students who will participate in the Alt-MSA.

How are students selected for the Alt-MSA?
The student's IEP team determines how the student will participate in Maryland's assessment program. The IEP team reviews a comprehensive set of criteria to determine whether a student should participate in the Alt-MSA or the Maryland School Assessment (MSA). As a member of the IEP team, you play a key role in the assessment decision.

What is the assessment format?
Your child's assessment team will write reading and mathematics Mastery Objectives that are challenging and that the student can be expected to attain with at least 80% accuracy by March 4, 2005. The Mastery Objectives written by the Test Examiner Team may include reading and

mathematics objectives in the student's Individualized Education Program (IEP) that have not yet been achieved that are aligned with Maryland Content Standards.

Your child's test examiner team constructs a portfolio of evidence that demonstrates the attainment of the target Mastery Objectives that were selected by his/her test examiner team. Scorers review the portfolios to determine if the submitted evidence substantiates that the Mastery Objectives have been attained by your child.

Who scores my child's Alt-MSA Portfolio?
The portfolios are scored by professional scoring staff selected by the MSDE vendor. Maryland teachers are actively involved in the selection of scorer training materials. MSDE staff is present at all times during the entire scoring project and is the final judge when a scoring question arises.

What is done with the score?
Your child's score is combined with the scores of all the students in your child's school to determine how well the school is doing in educating its students. It is important for teachers, administrators, and parents to know that the school is making progress in teaching all students.

Levels of proficiency were determined for "Basic," "Proficient" and "Advanced" at a standard setting session by Maryland special education teachers. Alternate achievement standards are used to define level of performance for students participating in Alt-MSA. For reading and mathematics, students will be assigned to "Basic" if the percent of Mastery Objectives achieved is 50% or fewer, "Proficient" if percent of Mastery Objectives achieved is at least 60% but less than 90%, and "Advanced" if percent of Mastery Objectives achieved is 90% or greater. Students' proficiency levels are included in districts' Adequate Yearly Progress reports and sent to you as parents/guardians in a Home Report.

What can you do to support your child and his/her teacher in developing the portfolio?
The assessment team encourages you as the parent/guardian to review your child's Test Documents. Active parent/guardian involvement will support your child in learning the selected reading and mathematics objectives. Students' opportunities to learn are broadened when parent/guardians are full participants in their child's education. Families provide additional opportunities to practice at home and in community settings what is learned in school. These opportunities increase the likelihood that skills learned in the school community will be generalized to activities in the home and in other community settings.

How will my son/daughter participate in the Alt-MSA?
Your child's teachers will provide instruction in the reading and mathematics Mastery Objectives. When they determine that your child has mastered an objective, they will place an artifact, such as your child's work, a data collection chart, videotape, or audiotape that shows your child has mastered the objective, in the Alt-MSA Portfolio.

Participation in the Alt-MSA means that your son's or daughter's education is important in determining whether your child's school is successful. With a strong partnership between the school, the student, and the family, we can take full advantage of this opportunity to create a truly world-class educational system for all of our children!

Portfolio Section 2
Required Alt-MSA Form

Parent/Guardian Review
Alt-MSA Reading and Mathematics

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

Please review these objectives and Test Documents and let your son's/daughter's teachers know if you have suggestions or questions about the objectives. Your child's Alt-MSA Portfolio is one component of their instructional program. Their educational program also includes instruction in the IEP goals and objectives, functional academics, and skills in communication, decision-making, interpersonal, career/vocational, community, recreation/leisure, and personal management.

Please sign below to indicate you have reviewed the reading and mathematics 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 2005
____ Suggestions and questions I have about the selected objectives

_____
_____
_____
_____

At home, we can
_____
_____
_____
_____

_____ _____
Parent/Guardian Signature Date

Portfolio Section 2
Required Alt-MSA Form

Parent/Guardian Review of Alt-MSA Portfolio

Your child's Alt-MSA Portfolio was developed between October 1, 2004, and March 4, 2005. Evidence of your child's attainment of the reading and mathematics Mastery Objectives is included in his/her Alt-MSA Portfolio.

Student's Name_____

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

Comments I have for my son/daughter:

_____
_____
_____
_____
_____

Comments I have for the teachers:

_____
_____
_____
_____
_____

_____ _____
Signature of Parent/Guardian Date

Portfolio Section 2
Required Alt-MSA Form

PARENT/GUARDIAN CONTACTS: Alt-MSA PORTFOLIO

	Date
____ Sent home the Alt-MSA Reading and Mathematics Test Documents, brochure, and cover form for review and signature.	_____
____ Responded to suggestions and questions received.	_____
____ Contacted to request return of signed cover form.	_____
___ Sent home invitation to review Alt-MSA Portfolio.	_____
____ Contacted to invite to review Alt-MSA Portfolio.	_____

Portfolio Section 3
Required Alt-MSA Form

Pre-assessment: Reading

If the student did not participate in 2003-2004 Alt-MSA, a pre-assessment must be conducted.

Use www.mdk12.org/instruction/curriculum/reading/index.html

to select the grade level reading content standards objectives that will comprise the reading pre-assessment.

A detailed description of the pre-assessment procedures is in Part 2, page 5 of the Alt-MSA Handbook.

In Section 3 of the student's Alt-MSA Portfolio, include a copy of the test examiner-notated pages of the reading content standards used for the pre-assessment.

Portfolio Section 3
Required Alt-MSA Form

Student Name_____ Grade_____

READING Alt-MSA TEST DOCUMENT

Maryland Content Standards, Indicators, Objectives,

and Mastery Objectives to be Assessed

The Test Examiner Team will (1) record the selected indicator and objectives to be assessed, (2) record a Mastery Objective for each selected objective, (3) identify the type of evidence that will be collected, and (4) identify the test examiner who will obtain the evidence.

READING CONTENT STANDARDS	
1.0 General Reading Processes (Phonemic Awareness, Phonics, or Other) **Other (If instruction in Phonemic Awareness or Phonics is inappropriate for this student, state the Content Standard/Topic that will replace Phonemic Awareness or Phonics)** **_____** **Other Content Standard/Topic**	
Indicator: **Objective 1** **Objective 2**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 1	
Mastery Objective 2	
1.0 General Reading Processes: Vocabulary	
Indicator: **Objective 3** **Objective 4**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 3	
Mastery Objective 4	

1.0 General Reading Processes: Comprehension	
Indicator: **Objective 5** **Objective 6**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 5	
Mastery Objective 6	
2.0 Comprehension of Informational Text	
Indicator: **Objective 7** **Objective 8**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 7 (Authentic Task/Setting)	
Mastery Objective 8	
3.0 Comprehension of Literary Text	
Indicator: **Objective 9** **Objective 10**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 9 (Authentic Task/Setting)	
Mastery Objective 10	

I have reviewed the Test Documents for this student's Alt-MSA Portfolio.

_____ _____

Principal or Designee's Signature Date

Portfolio Section 4
Required Alt-MSA Form

Pre-assessment: Mathematics

If the student did not participate in 2003-2004 Alt-MSA, a pre-assessment must be conducted.

Use http://www.mdk12.org/instruction/curriculum/mathematics/index.html to select the grade level mathematics content standards objectives that will comprise the mathematics pre-assessment.

A detailed description of the pre-assessment procedures is in Part 3, page 5 of the Alt-MSA Handbook.

In Section 4 of the student's Alt-MSA Portfolio, include a copy of the test examiner-notated pages of the mathematics content standards used for the pre-assessment.

Portfolio Section 4
Required Alt-MSA Form

Student Name_____ Grade_____

MATHEMATICS: Alt-MSA TEST DOCUMENT
Maryland Content Standards, Indictors, Objectives, and Mastery Objectives to be Assessed

The Test Examiner Team will (1) record the selected indicator and objectives to be assessed, (2) record a measurable mastery objective for each selected objective, (3) identify the type of evidence that will be collected, and (4) identify the test examiner who will obtain the evidence.

MATHEMATICS CONTENT STANDARDS	
1.0 Knowledge of Algebra, Patterns, And Functions **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology**	
Indicator: **Objective 1** **Objective 2**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 1	
Mastery Objective 2	
2.0 Knowledge of Geometry: Plane Geometric Figures or Transformation **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology**	
Indicator: **Objective 3** **Objective 4**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 3	
Mastery Objective 4	

3.0 Knowledge of Measurement **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology**	
Indicator: **Objective 5** **Objective 6**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 5 (Authentic Task/Setting)	
Mastery Objective 6	
4.0 Knowledge of Statistics: Data Analysis *7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology*	
Indicator: **Objective 7** **Objective 8**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and level of mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 7	
Mastery Objective 8	
6.0 Knowledge of Number Relationships or Computation **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology**	
Indicator: **Objective 9** **Objective 10**	
Mastery Objectives **(Include conditions, observable, measurable student response, prompts, and criterion for mastery)**	**Type of Evidence/ Test Examiner**
Mastery Objective 9 (Authentic Task/Setting)	
Mastery Objective 10	

I have reviewed the Test Documents for this student's Alt-MSA Portfolio.

_____ _____

Principal or Designee's Signature Date

NOTE: Use the data chart formats on pages 3-17 through 3-19 to document student trials when using data charts as artifacts.

Blank Data Charts for Multiple Steps/Trials

Key: (prompts, accuracy, etc.)

Student Name:						
Mastery Objective:						
Student behavior	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**	**Date:**
Totals Accurate:						
% Accurate:						

Blank Data Charts for 5 Steps/Trials

Student Name						
Mastery Objective						
Date						
Trials/Steps	**Task Direction**	**Independent**	**Gesture**	**Verbal**	**Model**	**Partial Physical**
Totals						
% Correct						

Student Name						
Mastery Objective						
Date						
Trials/Steps	**Task Direction**	**Independent**	**Gesture**	**Verbal**	**Model**	**Partial Physical**
Totals						
% Correct						

Key: **(+)= Correct (-)=Incorrect (5)=Independent (4)=Gesture Prompt (3)=Verbal Prompt (2)=Model Prompt (1)=Partial Physical Prompt (0)=No Response after Physical Prompt**

Blank Data Charts for 10 Trials/Steps

Student Name						
Mastery Objective						
Date						
Trials/Steps	**Task Direction**	**Independent**	**Gesture**	**Verbal**	**Model**	**Partial Physical**
Totals						
% Correct						

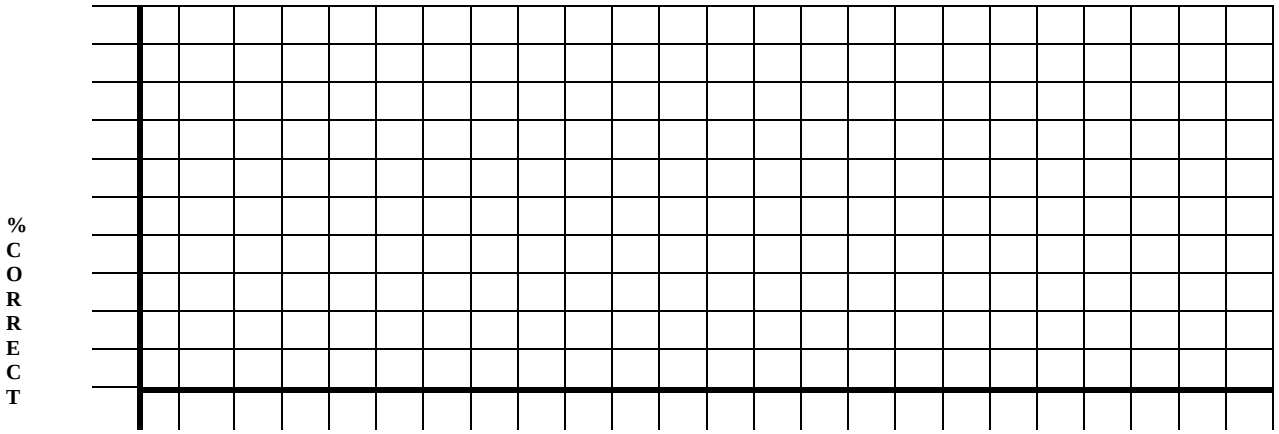
Key: **(+)= Correct (-)=Incorrect**

(5)=Independent (4)=Gesture Prompt (3)=Verbal Prompt (2)=Model Prompt (1)=Partial Physical Prompt (0)=No Response after Physical Prompt

Display Graph

Student Name:

Mastery Objective:



Appendix F

Performance Scoring Center
Staff Roles and Responsibilities

Senior Project Management

Advisor to the project and will be available throughout the project for quality control issues, and training issues.

PSC Project Manager

- Attends rangefinding
- Attends weekly product line status meetings and customer meetings during scoring season
- Supervises Scoring Director
- Assists in training material preparation as needed
- Monitors training either on site or via phone/computer updates daily
- Monitors schedule and progress towards deadlines
- Monitors reliability reports on a daily basis
- Maintains communication with PSC production control
- Maintains communication with customer on scoring related issues

Scoring Center Manager

- Manages scoring center facilities
- Supports and supervises material handlers and warehouse activities
- Supports Scoring Directors and Project Staff as needed
- Supervises maintenance of video, scanning and computer equipment
- Maintains communication with PSC production control
- Prints and shares scorer statistical reports with the customer
- Supports the customer as needed

Scoring Director

- Attends rangefinding
- Facilitates rangefinding and assists in note taking as needed
- Attends weekly product line status meetings and customer meetings as needed
- Prepares training materials under the guidance of the customer and PSC Project Manager
- Writes annotations for training material
- Trains Scoring Supervisors and Scorers
- Supervises Scoring Supervisors
- Monitors and evaluates Scoring Supervisors performance
- Directs material handlers as needed to ensure efficient work flow

- Monitors reliability reports on a daily basis
- Maintains communication with scoring site personnel regarding site issues, personnel issues or material needs
- Maintains communication with product line regarding alerted portfolios and portfolios with processing issues

Scoring Supervisors

- Successfully completes training and meets qualification requirements
- Supervises team of six to nine scorers
- Backreads team members
- Maintains backreading records on scorers, as well as attendance and other project documentation
- Monitors team members statistics and performance
- Assisted in other tasks as assigned by Scoring Director
- Scores accurately
- Score resolution readings as directed by Scoring Director
- Maintains communication with Scoring Director and consults Scoring Director as necessary

Scorers

- Successfully completes training and meets qualification requirements
- Accurately scores portfolios
- maintains acceptable reliability and validity scores
- Maintains communication with Supervisor and consults Supervisor as necessary

Appendix G

A PROCESS FOR PORTFOLIO SELECTION FOR RANGE FINDING

Select Portfolios that:

- Are easy to read-papers are in order, no extra papers

- Clearly meet scoring criteria for **MASTERED**
  - Artifacts reflect 80% mastery
  - Artifacts align with selected objectives
  - Artifacts reflect observable, measurable student response

- Clearly meet scoring criteria for **NOT MASTERED**
  - Artifacts reflect less than 80% mastery

- Clearly meet scoring criteria for **NOT SCORABLE**
  - Artifacts not dated
  - Artifacts missing
  - Artifact not primary evidence-instead a photograph or narrative

  - Objectives don't align with Alt-MSAtest area or content standard
  - Artifacts not aligned with objectives
  - Artifact does not measure the objective

- **Demand close review** to decide how to score artifacts.
  - Artifact may not have a score recorded-either on the artifact or on the artifact entry form.
  - Artifacts are not labeled or is mislabeled with the objective that is being assessed.
  - Test documents are not included
  - Objectives may be a combination of content standard and access skills; numbering of test documents may not align with test documents or may conflict with each other (e.g., two #3's, etc.)
  - Multiple setting artifacts are included for all 4 objectives in reading and mathematics.
  - Test documents are incomplete. If missing the content standards or access skills, it will not be possible to examine for alignment
  - Unclear if the artifact reflects evidence of 80% mastery; unclear if the artifact is evidence of a measurable and observable student response.

	SMALL LEA		MID-SIZE LEA		LARGE LEA	
ELEMENTARY SCHOOL	**Clear**	**Close Review**	**Clear**	**Close Review**	**Clear**	**Close Review**
High functioning student (less supports)						
Low functioning students (intensive supports						
MIDDLE SCHOOL						
High functioning student (less supports)						
Low functioning students (intensive supports						
HIGH SCHOOL						
High functioning student (less supports)						
Low functioning students (intensive supports						
SPECIAL CENTER						
High functioning student (less supports)						
Low functioning students (intensive supports						

Appendix H

Maryland State Department of Education
2005 Alt-MSA Scoring Procedures and Rules

First: Locate Mastery Objective Review and Revisions in Section 1

1. Any email decisions/information relating to alignment from Sharon Hall takes precedence over other reviewer comments
2. If revisions for mastery objective alignment were recommended, were they made?
3. Do the revisions meet the criteria for alignment? If not, score A. If aligned, score artifacts.
4. If test documents were not reviewed, review mastery objectives for alignment with content standards. If a mastery objective is not aligned with an assessed content standard, score "A". If aligned, score artifacts.

Second: Review artifacts

1. **Missing Artifact**
   If a mastery objective does not have an artifact, score "B".
2. **Type of Artifact**
   a. **Acceptable artifacts**-The only types of artifacts that may be used as evidence of mastery are (1) student work, (2) data chart, (3) videotape, (4) audiotape.
   b. **Unacceptable artifacts** include photographs, narrative descriptions, or homework; score "B"

Student Work	Student written responses or student dictated responses recorded verbatim by the test examiner.
Data Chart	Test examiner records student response to specified target behavior on a chart over a period of time. A "checklist" will be considered a data chart.
Videotape	A visual and auditory record on any type of media of a student demonstrating the target behavior. Each artifact on a videotape should be shorter than 5 minutes. However, if there is a note that explains the length of videotape is longer, continue scoring past 5 minutes. Also, if student is steadily continuing to display target behavior, continue to view videotape.
Audiotape	An auditory record of a student verbalizing the target behavior.

3. **Student's name**
   Student's name must be recorded directly on the artifact
   a. The student's name may be in the mastery objective posted directly on the artifact.

b. If no student name on artifact, score "C".

4. Date

Every artifact must have a date that includes month, day, and year

a. If artifact is not dated with month, day, and year OR

b. If dates on artifact are prior to October 1, 2004 or after March 8, 2005, score "C". (Evidence of instruction on a data chart may be dated prior to October 2004.)

5. Mastery Objective

Every artifact must have a stated mastery objective. If there is no reasonable way to determine the mastery objective for an artifact, score "C"

a. **No mastery objective** written on the artifact,
b. **No objective number** written on the artifact,
c. **No page number** that corresponds to the Table of Contents

(Note: While b and c were technically required, if the scorers could figure out the required information without them the students were not penalized.)

6. Accuracy Score

a. Every artifact must have an accuracy score reported, and may include
   1) Percent accurate
   2) Number correct/number of items
   3) Marks next to each item indicating correct/incorrect but not added
   4) On a data chart, test examiner records next to, or on a specific date "mastered", or highlights this date and the student's accuracy score
   5) Verbal statement by test examiner of accuracy score or after **each** student response, test examiner states a positive comment, indicating the item is correct

b. If recorded accuracy score is 80-100%, continue scoring

c. If accuracy score is not stated, score C;
   1) No marks or statement that indicates the percent or number accurate on an artifact
   2) Statement of only "excellent" or "good job"

d. If accuracy score is below 80%, score "0"

7. Test Examiner's Notations

Test examiners should include a key to the notations they make on artifacts. However, if there is not a key, but it is clear how to interpret test examiner notations, continue scoring.

- If test examiner notations are not understood, record this issue on the "Issue Form" for the supervisor to review.

Third: Determine if artifact is evidence of mastery

1. Artifact Alignment

a. Artifact aligns with and measures the mastery objective, continue scoring

b. Artifact does **not** align with and measure the mastery objective, score "D"

2. Components of the Mastery Objective

Scorer must score what is stated in the mastery objective.

a. If all components of mastery objective are evident in the artifact, continue scoring. For videotape, score according to mastery objective stated by the test examiner.

b. If components of the Mastery Objective are **not** evident in the artifact, score "D".

1) If MO specifies a number of student demonstrations of target behavior, i.e., number of items or trials, this must be evident in the artifact. If less than specified number, score "D".

2) If lack of evidence of observable, measurable student response on a data chart, i.e., no specificity of target student behavior on which test examiner is notating responses; or either the visual or auditory component are absent from a videotape artifact, score "D"

3. Accuracy Score

a. Verify the reported accuracy score by reviewing the artifact.

1) If reported accuracy score reflects the evidence in the artifact and accuracy is 80-100%, score "1"

2) If reported accuracy score does not reflect the evidence in the artifact, but accuracy is 80% or higher, score "1"

b. If reported accuracy score reflects the evidence in the artifact and accuracy is less than 80%, score "0"

c. Does not reflect/is not consistent

1) If reported accuracy score does not reflect the evidence in the artifact and accuracy is below 80%, score "D".

2) If a **more intrusive prompt** is used that is not consistent with the percent accuracy reported on the artifact, score "D" (see #4 below)

d. Data Chart

1) On a data chart, if there is no evidence of instruction, i.e., the only recorded student data is on a single day and indicates the student has attained the objective with 80-100% accuracy, score "D"

2) On a data chart, if there is no evidence of instruction, but multiple evidences of mastery over time (at least 2 days), score "1" and place a yellow dot on the spine of the portfolio

4. Prompt level

Read mastery objective to determine prompt level. Prompt levels must be those used in the Alt-MSA Handbook: gesture, verbal, model, partial physical, full physical, unless test examiner delineates a different hierarchy. If

a. Prompt level on the artifact is the **same** as is stated in the MO **and** 80-100% accuracy is reflected in the artifact, score "1"

b. Prompt level on the artifact is **less intrusive** than is stated in the MO **and** 80-100% accuracy is reflected in the artifact, score "1"

c. Prompt level on the artifact is **more intrusive** than is stated in the MO,

score "0". However, if a more intrusive prompt is used that is not consistent with the percent accuracy reported on the artifact, score "D" (see #3 above)

d. If full physical prompt is stated in the mastery objective, locate documentation for instruction toward less intrusive prompts and use of assistive technologies. If this documentation is present **and** 80-100% accuracy is reflected in the artifact, score "1". If this documentation is **not** included, score "D" (Insufficient evidence of instruction #3)

Fourth: Authentic Task and Authentic Setting

Artifacts for R7, R9, M5, and M9 must display an authentic, real-world task that's been demonstrated in an authentic, real-world setting. If so, score "1"; if not, score "0"

- An application of a reading and mathematics skill to a "real-world" task-in the school (elementary, middle, high) or in the community (middle, high)
- Where the task would occur in the "real world" of school or community
- What non-disabled, same grade peers would be doing
- Where non-disabled, same grade peers would demonstrate task

Fifth: Video Presence

- Artifact on video is present and there's been an attempt to "capture" student's mastery objectives in reading and mathematics, score "1"
- Artifact on video is not present, score "0"

Sixth: Evidence of grade level content, materials, tasks?

- What same grade non disabled peers would be reading, using, or doing

  Reading

  Mathematics

  Science

  Social Studies

- If so, score "1"
- If not, score "0"

Objective Scoring Summary for 2004-2005: Mathematics							
						Artifacts Not Scorable	
Grade	Number of Students Assessed	Percent Proficient or Advanced	Percent Objectives Mastered	Percent of Objectives Not Mastered	Percent of Objectives Non-scorable	Reason	Percentage Not Scorable by Reason
3	**517**	**75%**	**69%**	**31%**	**27%**	A	5%
						B	5%
						C	7%
						D	11%
4	**536**	**71%**	**68%**	**32%**	**28%**	A	4%
						B	5%
						C	7%
						D	12%
5	**683**	**72%**	**68%**	**32%**	**30%**	A	4%
						B	4%
						C	8%
						D	14%
6	**777**	**68%**	**65%**	**35%**	**31%**	A	4%
						B	7%
						C	8%
						D	12%
7	**892**	**66%**	**64%**	**36%**	**32%**	A	4%
						B	6%
						C	8%
						D	14%
8	**830**	**68%**	**66%**	**34%**	**31%**	A	4%
						B	6%
						C	8%
						D	14%
10	**812**	**66%**	**63%**	**37%**	**33%**	A	6%
						B	7%
						C	8%
						D	12%

Notes:

Number of Students Assessed – the number of students who submitted a portfolio.

Percent Proficient or Advanced – the percentage of all students tested that achieved a proficiency level of Proficient or Advanced (i.e., obtained a mastery percentage score of 60 or above)

Percent Objectives Mastered – the percentage of all submitted Mastery Objectives scored "Mastered".

Percent of Objectives Not Mastered – the percentage of all submitted Mastery Objectives scored "Not Mastered".

Percent of Objectives Not Scorable – the percentage of Mastery Objectives scored "Not Mastered" that received a "Not Scorable" condition code.

Artifacts Not Scorable – the percentage of Mastery Objectives scored "Not Mastered" receiving each "Not Scorable" condition code (A, B, C, D)

Where:

A = The objective does not match with an Alt-MSA tested area as designated in the Alt-MSA Handbook or does not align with the Maryland content standard objective selected by the Test Examiner Team.

B = The artifact for the objective is missing or was unacceptable evidence (photograph, narrative description or homework.)

C = The artifact for the objective did not include each of the following: student name; month, day, and year the artifact was collected; a statement of the Mastery Objective, including the objective number and page number corresponding to the portfolio Table of Contents; and an accuracy score.

D = The artifact for the objective does not align with and measure the stated objective, if components of the Mastery Objective are not evident in the artifact, if the reported accuracy score does not reflect the evidence in the artifact, if a more intrusive prompt level is used that is not consistent with the percent accuracy score, if (for data charts only) there is no evidence of instruction on multiple occasions, or if (for full physical prompts only) the required documentation for use of full physical prompting is not included

Objective Scoring Summary for 2004-2005: Reading							
						Artifacts Not Scorable	
Grade	Number of Students Assessed	Percent Proficient or Advanced	Percent Objectives Mastered	Percent of Objectives Not Mastered	Percent of Objectives Non-scorable	Reason	Percentage Not Scorable by Reason
3	**517**	**73%**	**69%**	**31%**	**28%**	A	3%
						B	5%
						C	8%
						D	12%
4	**536**	**73%**	**69%**	**31%**	**27%**	A	2%
						B	5%
						C	6%
						D	13%
5	**683**	**75%**	**69%**	**31%**	**28%**	A	3%
						B	4%
						C	8%
						D	13%
6	**777**	**70%**	**66%**	**34%**	**30%**	A	2%
						B	6%
						C	9%
						D	13%
7	**892**	**69%**	**67%**	**33%**	**29%**	A	2%
						B	6%
						C	8%
						D	13%
8	**830**	**69%**	**66%**	**34%**	**31%**	A	3%
						B	6%
						C	8%
						D	14%
10	**812**	**70%**	**66%**	**34%**	**30%**	A	3%
						B	8%
						C	8%
						D	11%

Notes:

Number of Students Assessed – the number of students who submitted a portfolio.

Percent Proficient or Advanced – the percentage of all students tested that achieved a proficiency level of Proficient or Advanced (i.e., obtained a mastery percentage score of 60 or above).

Percent Objectives Mastered – the percentage of all submitted Mastery Objectives scored "Mastered".

Percent of Objectives Not Mastered – the percentage of all submitted Mastery Objectives scored "Not Mastered".

Percent of Objectives Not Scorable – the percentage of Mastery Objectives scored "Not Mastered" that received a "Not Scorable" condition code.

Artifacts Not Scorable – the percentage of Mastery Objectives scored "Not Mastered" receiving each "Not Scorable" condition code (A, B, C, D)

Where:

A = The objective does not match with an Alt-MSA tested area as designated in the Alt-MSA Handbook or does not align with the Maryland content standard objective selected by the Test Examiner Team.

B = The artifact for the objective is missing or was unacceptable evidence (photograph, narrative description or homework.)

C = The artifact for the objective did not include each of the following: student name; month, day, and year the artifact was collected; a statement of the Mastery Objective, including the objective number and page number corresponding to the portfolio Table of Contents; and an accuracy score.

D = The artifact for the objective does not align with and measure the stated objective, if components of the Mastery Objective are not evident in the artifact, if the reported accuracy score does not reflect the evidence in the artifact, if a more intrusive prompt level is used that is not consistent with the percent accuracy score, if (for data charts only) there is no evidence of instruction on multiple occasions, or if (for full physical prompts only) the required documentation for use of full physical prompting is not included instruction on multiple occasions, or if (for full physical prompts only) the required documentation for use of full physical prompting is not included.

Appendix I

Steps Taken to Monitor Scoring Accuracy and to Remedy Drift 2004-2005

- Daily review of scoring rules, training sets, scoring decisions and updates.
- Scoring Supervisors backread portfolios scored by readers on their team and inform the Scoring Director of any scoring trends or issues identified.
- During resolution scoring, trends and issues discovered are brought to the Scoring Director's attention.
- Calibration of scorers occurs when new scoring decisions are made.
- Calibration of scorers occurs when trends, issues, or drift is noticed.
- At daily Scoring Supervisors' meetings, trends and issues are discussed along with methods to correct them.
- Scoring Supervisors are given reports on a daily basis so they may inform scorers of their reliability, validity and rate.
- Scoring Supervisors address trends, issues or drift with individual scorers alerting them to their mistakes. When needed, supervisors or scoring director will work with scorer on an individual basis to help improve their accuracy.
- Scorers not meeting project requirements for reliability and validity after interventions are released from the project.

Appendix J

Sample Score Reports

Alternate Maryland School Assessment (ALT-MSA)
2005 Reading and Mathematics: Grade 10
Home Report

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

In the 2004-2005 school year, your child took the Alternate Maryland School Assessment (ALT-MSA). ALT-MSA is the Maryland assessment in which students with significant cognitive disabilities participate if the Individualized Education Program (IEP) team determines that a student 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 individually written 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 skills 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 your child's completed ALT-MSA Portfolio prior to its submission for scoring. Understanding your child's performance is best done in consultation with your child's teachers and the members of the IEP team.

The charts below present (1) the percentage of objectives your child mastered in reading and mathematics, (2) your child's performance in one of three performance levels-Basic, Proficient, or Advanced, and (3) comparative performance of other students on the ALT-MSA at your child's school, in the school system, and in the state. Additional information on school and school system performance is available online at http://mdreportcard.org.

ALT-MSA Performance Level Descriptions

Advanced: Students at this level demonstrate 90% or greater attainment of their identified mastery objectives in reading and mathematics.

Proficient: Students at this level demonstrate 60% to 89% attainment of their identified mastery objectives in reading and mathematics. The goal for all students is to reach the proficient or advanced level.

Basic: Students at this level demonstrate 0% to 59% attainment of their identified mastery objectives in reading and mathematics.

Your Child's ALT-MSA Mastery Percentages and Performance Levels

Reading

	Mastery Percentage	Basic	Proficient	Advanced
	90%	■	■	
	90%	■	■	
	90%	■	■	
Maryland	80%	■	■	

Mathematics

	Mastery Percentage	Basic	Proficient	Advanced
	70%	■	■	
	70%	■	■	
	80%	■	■	
Maryland	70%	■	■	

School/System/State ALT-MSA Performance

Reading

Percentage of Students at	Basic	Proficient	Advanced
	13%	0%	88%
	12%	6%	82%
Maryland	30%	30%	40%

Mathematics

Percentage of Students at	Basic	Proficient	Advanced
	25%	50%	25%
	12%	59%	29%
Maryland	34%	31%	35%

BACKGROUND

Students with significant cognitive disabilities participate in the Alternate Maryland School Assessment (Alt-MSA) if their IEP team determines they meet the participation guidelines (refer to the Alt-MSA Handbook for a copy of these guidelines). The Alt-MSA assesses student mastery of selected reading and mathematics objectives from the Maryland content standards. For the 2005 assessment, each student's Test Examiner Team (TET) selected the assessed objectives by using the results of Alt-MSA 2004 or a pre-assessment that determined the student's skills in the Maryland content standards. The TET constructed a portfolio containing artifacts that were evidence of mastery of the assessed objectives.

This report provides general information about the Alt-MSA and the process used to score the portfolios. In addition, individual student data and aggregated data are presented in attachments to support the TET in

(a) instructional planning for individual students,
(b) examination of current instructional practice within the school, and
(c) improvement of the portfolio development process based on non-scorable and not mastered objectives.

Although the student's reported Alt-MSA proficiency levels reflect achievement in Maryland's reading and mathematics content standards, these data should be used in conjunction with other measures of student performance (such as IEP progress report data, teacher observations, and other formal and informal assessments) in making instructional decisions.

SCORING THE Alt-MSA PORTFOLIO

Prior to scoring, Maryland teachers who were involved in administering Alt-MSA participated in range finding. During range finding, they identified and scored the portfolios representing the range of performance across grades and contents. These scored portfolios became the basis of scoring guides, training materials, and practice scoring sets which were used to ensure consistency and reliability in portfolio scoring. During scoring, two readers independently scored every Alt-MSA portfolio. The readers first scored the artifacts in Sections 3 and 4 using the scoring rubric. An objective was scored "mastered" if the artifact reflected that the student has attained at least 80% mastery of the objective. Mastered objectives count towards Proficiency. An objective was scored "not mastered" if the artifact did not reflect that the student had attained 80% mastery of the objective. "Not mastered" objectives do not count towards Proficiency.

An objective was "non-scorable" if:

A - The objective did not align with an Alt-MSA tested area as designated in the Alt-MSA Handbook or did not align with the Maryland Content standard objective selected by the TET.
B - The artifact for the objective was missing or was unacceptable evidence (photograph, narrative description, or homework).
C - The artifact for the objective did not include each of the following: student name; month, day and year the the artifact was collected; a statement of the Mastery Objective, including the objective number and page number corresponding to the portfolio Table of Contents; and an accuracy score.
D - The artifact for the objective did not align with and measure the stated objective, components of the Mastery Objective were not evident in the artifact, the reported accuracy score did not reflect the evidence in the artifact, a more intrusive prompt level was used that is not consistent with the percent accuracy score, there was no evidence of instruction on multiple occasions (for data charts only), or the required documentation for use of full physical prompting was not included (for full physical prompts only).

Objectives that were non-scorable are by definition "not mastered" and do not count towards Proficiency.

USING Alt-MSA SCORES FOR INSTRUCTIONAL PLANNING

Use the aggregated school-level data and the individual student data accompanying this report to discuss and plan instructional interventions with your staff. Although the student's reported Alt-MSA proficiency levels reflect achievement in Maryland's reading and mathematics content standards, these data should be used in conjuction with other measures of student performance, such as IEP progress report data, teacher observations and other formal and informal assessments, in making instructional decisions. Refer to the state's website, http://mdk12.org for further guidance in understanding standards, assessments, and AYP; leading the school improvement process; analyzing and using data; and teaching and assessing the content standards.

Step 1: Examine Alt-MSA Student and School Data

- Identify areas of strength: the objectives that have been mastered in reading and mathematics.
- Identify areas of improvement: the objectives that are not mastered in reading and mathematics.
- Identify issues related to artifacts that were non-scorable and therefore were reported as not mastered.

Step 2: Use Alt-MSA Student and School Data to Examine and Plan Instruction for Students

- Plan the selection of reading and mathematics objectives for future instruction and assessment based on 2005 Alt-MSA results.
- Examine current instructional practice for alignment with grade-level reading and mathematics objectives. How can instruction in reading and mathematics be connected with other areas of instruction such as science, social studies, art, music, physical education, health, therapies, career/vocational, community, personal management, and recreation/leisure, both in-school and outside-school communities?
- Identify the assistive technologies provided to students and consider adjustments that may foster student learning.
- Examine whether students' current IEP goals and objectives support access to the grade level Maryland content standards.
- Record current levels of Alt-MSA performance on the next developed IEP to guide the selection of IEP goals and objectives that support access to grade-level content standards.
- Identify practices to link daily instruction with assessment in reading and mathematics.
- Examine how instructional learning time is used.
- Examine whether all members of the TET are actively engaged in reading and mathematics instruction.
- Ascertain whether all members of the TET have ready access to copies of the general education curriculum.

Step 3: Evaluate School-based Implementation of Alternate Assessment

- Evaluate implementation of each component of the alternate assessment in your school.
  - Did a TET develop objectives and submit artifacts or did the classroom teacher assume this responsibility?
  - Did the school test coordinator perform their assigned roles and responsibilities?
  - Did staff request and receive technical support when needed?

Step 4: Use Alt-MSA Student and School Data to Identify Resources Needed to Support Instruction

- Identify instructional resources that support instruction in reading and mathematics content standards (some examples include books, print materials, non-print materials, math manipulatives, and assistive technologies).
- Identify strategies to structure time for TET collaboration.

Step 5: Use Alt-MSA Student and School Data to Identify Topics for Professional Development of Staff

Potential areas for staff development include the following:

- Teaching reading and mathematics to students with significant cognitive disabilities.
- Increasing knowledge and understanding of Maryland reading and mathematics content standards.
- Collecting data and using it to make instructional decisions.
- Developing the Alt-MSA Portfolio: rationale, practices to organize the development of the portfolio, strategies to engage the student in the portfolio development process.
- Writing mastery objectives relating to grade level content standards.
- Collaborating within test examiner and instructional teams; involving all instructional staff in TETs.
- Aligning instruction with the grade-level general education curriculum.
- Applying principles of self-determination to instruction and assessment.
- Connecting reading and mathematics instruction to other critical areas of instruction including science, social studies, art, music, physical education, health, therapies, career/vocational, community, personal management and recreation/leisure.

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Alternate Maryland School Assessment (Alt-MSA)
Student Portfolio Summary Report
2005 Reading and Mathematics

Student:
School:
LEA:
Code:
Grade: 05

Reading	Proficiency Level: Proficient		
Objective	**Mastered**	**Not Mastered**	**Not Scorable**
1			D
2	X		
3	X		
4			C
5	X		
6	X		
7	X		
8	X		
9		X	
10		X	
Summary	6	2	2

Mathematics	Proficiency Level: Proficient		
Objective	**Mastered**	**Not Mastered**	**Not Scorable**
1	X		
2	X		
3	X		
4			C
5		X	
6	X		
7	X		
8	X		
9			D
10	X		
Summary	7	1	2

Notes:
An objective is scored as **Mastered** if all of these components are evident:
1) It aligns with the selected reading or mathematics objective AND
2) The artifact is evidence of an observable and measurable student response directly related to the assessed objective AND
3) The artifact reflects that the student has attained at least 80% mastery of the objective

An objective is scored as **Not Mastered** if:
1) The artifact did not reflect an observable, measurable student response AND/OR
2) The artifact did not reflect that the student had attained 80% mastery of the assessed objective

A mastery objective is **Non-Scorable and therefore Not Mastered** if one or more of the following conditions occur:
- A The objective does not align with an Alt-MSA tested area as designated in the Alt-MSA Handbook or does not align with the Maryland content standard objective selected by the Test Examiner Team
- B The artifact for the objective is missing or was unacceptable evidence (photograph, narrative description, or homework)
- C The artifact for the objective did not include each of the following: student name; month, day and year the artifact was collected; a statement of the Mastery Objective, including the objective number and page number corresponding to the portfolio Table of Contents; and an accuracy score
- D The artifact for the objective does not align with and measure the stated objective, if components of the Mastery Objective are not evident in the artifact, if the reported accuracy score does not reflect the evidence in the artifact, if a more intrusive prompt level is used that is not consistent with the percent accuracy score, if (for data charts only) there is no evidence of instruction on multiple occasions, or if (for full physical prompts only) the required documentation for use of full physical prompting is not included

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Alternate Maryland School Assessment (Alt-MSA)

School System Summary Report

2005 Reading

LEA:
Code:

Reading							
						Artifacts Not Scorable	
Grade	Number of Students Assessed	Percent Proficient or Advanced	Percent of Objectives Mastered	Percent of Objectives NOT Mastered	Percent of Objectives Non-scorable	Reason	Percentage Not Scorable by Reason
3	2	50%	60%	40%	0%	A	0%
						B	0%
						C	0%
						D	0%
4	3	33%	57%	43%	67%	A	0%
						B	0%
						C	67%
						D	0%
5	2	50%	45%	55%	50%	A	0%
						B	0%
						C	50%
						D	0%
6	2	100%	60%	40%	0%	A	0%
						B	0%
						C	0%
						D	0%
7	2	100%	85%	15%	0%	A	0%
						B	0%
						C	0%
						D	0%
8	3	100%	73%	27%	67%	A	0%
						B	0%
						C	0%
						D	67%
10	3	67%	67%	33%	33%	A	0%
						B	0%
						C	33%
						D	0%

MARYLAND STATE DEPARTMENT OF EDUCATION

Alternate Maryland School Assessment (Alt-MSA)

School System Summary Report

2005 Mathematics

LEA:

Code:

Mathematics							
						Artifacts Not Scorable	
Grade	Number of Students Assessed	Percent Proficient or Advanced	Percent of Objectives Mastered	Percent of Objectives NOT Mastered	Percent of Objectives Non-scorable	Reason	Percentage Not Scorable by Reason
3	2	50%	60%	40%	50%	A	0%
						B	50%
						C	0%
						D	0%
4	3	33%	53%	47%	67%	A	0%
						B	0%
						C	67%
						D	0%
5	2	50%	70%	30%	50%	A	0%
						B	0%
						C	50%
						D	0%
6	2	50%	60%	40%	100%	A	0%
						B	0%
						C	0%
						D	100%
7	2	100%	90%	10%	0%	A	0%
						B	0%
						C	0%
						D	0%
8	3	100%	67%	33%	33%	A	33%
						B	0%
						C	0%
						D	0%
10	3	67%	50%	50%	67%	A	0%
						B	33%
						C	0%
						D	33%

Appendix K

Sample Performance Scoring Center (PSC) Reports

ALT-MSA Test Edition 2004-2005

Cumulative Portfolio Statistics Summary Report

Date	# Validity Port Reads	Validity %		# Port 1st Scored	# Port 2nd Scored	Reliability%		Resolutions				
		Reading	Math			Reading	Math	# Portfolio	Total # Obj	# Obj Reading	# Obj Math	# Obj Complete
4/8/05	0	0.0	0.0	35	35	94.9	93.4	1	4	2	2	0
4/9/05	0	0.0	0.0	405	405	88.1	86.7	37	131	60	71	0
4/11/05	0	0.0	0.0	958	958	88.4	87.1	225	799	379	420	0
4/12/05	79	85.9	78.4	1,333	1,334	87.6	86.2	363	1,305	604	701	63
4/13/05	81	85.7	77.8	1,625	1,626	87.6	86.3	459	1,688	789	899	144
4/14/05	159	85.3	69.2	1,962	1,966	87.4	86.3	575	2,119	1,016	1,103	225
4/15/05	164	85.3	69.3	2,530	2,534	87.1	85.8	797	2,930	1,390	1,540	862
4/16/05	164	85.3	69.3	2,540	2,544	87.2	85.9	798	2,931	1,391	1,540	1,134
4/18/05	167	85.2	69.3	3,384	3,388	87.2	86.1	1,105	4,078	1,945	2,133	1,787
4/19/05	243	86.7	73.5	4,038	4,042	87.5	86.6	1,316	4,775	2,295	2,480	2,450
4/20/05	246	86.7	73.6	4,658	4,663	87.8	87.0	1,506	5,394	2,607	2,787	3,074
4/21/05	317	86.4	75.0	5,217	5,222	87.8	87.1	1,680	6,040	2,934	3,106	3,587
4/22/05	318	86.3	75.0	5,904	5,909	87.7	86.9	1,933	6,978	3,373	3,605	4,215
4/23/05	318	86.3	75.0	6,499	6,504	87.6	86.8	2,092	7,644	3,703	3,941	4,670
4/25/05	319	86.3	75.1	7,056	7,061	87.6	86.6	2,336	8,636	4,168	4,468	5,481
4/26/05	383	86.8	72.0	7,587	7,592	87.8	86.8	2,498	9,166	4,417	4,749	6,424
4/27/05	384	86.8	72.0	8,215	8,220	87.9	86.9	2,702	9,923	4,763	5,160	7,854
4/28/05	451	85.6	73.5	8,752	8,758	87.9	87.0	2,880	10,572	5,085	5,487	9,013
4/29/05	451	85.6	73.5	9,258	9,264	88.0	87.0	3,006	11,064	5,325	5,739	10,361
4/30/05	451	85.6	73.5	9,258	9,264	88.0	87.0	3,006	11,064	5,325	5,739	10,669
5/1/05	451	85.6	73.5	9,540	9,546	88.0	87.0	3,107	11,489	5,514	5,975	10,683
5/2/05	451	85.6	73.5	10,022	10,028	88.0	87.0	3,364	12,494	5,992	6,502	11,635
5/3/05	453	85.7	73.3	10,088	10,094	87.9	87.0	3,396	12,663	6,086	6,577	12,663

ALT-MSA Test Edition 2004-2005
Cumulative Portfolio Statistics by Scorer and Team

Team	Scorer	# Validity Port Reads	Validity %		# Port 1st Scored	# Port 2nd Scored	Reliability%		Resolutions					Res Agree%	
			Reading	Math			Reading	Math	# Portfolio	Total # Obj	# Obj Reading	# Obj Math	# Obj Complete	Reading	Math
	4000	0	0.0	0.0	30	30	97.7	99.7	2	8	7	1	8	42.9	100.0
	4002	0	0.0	0.0	35	35	99.1	98.9	3	7	3	4	7	66.7	50.0
Team Totals		**0**	**0.0**	**0.0**	**65**	**65**	**98.5**	**99.2**	**5**	**15**	**10**	**5**	**15**	**50.0**	**60.0**
T1															
	4020	6	88.3	76.7	44	44	92.3	91.6	19	71	34	37	71	20.6	48.6
	2009	6	86.7	76.7	222	222	84.8	84.1	175	691	337	354	691	43.6	49.4
	1003	6	83.3	71.7	180	180	89.6	88.7	103	391	188	203	391	34.0	37.4
	2003	6	90.0	63.3	142	142	88.4	86.1	103	363	165	198	363	39.4	36.9
	1014	6	83.3	65.0	110	110	83.9	83.4	84	360	177	183	360	47.5	41.5
	1063	6	85.0	78.3	244	244	86.0	84.1	191	730	342	388	730	43.3	46.9
	4009	6	81.7	60.0	30	30	83.0	88.7	23	85	51	34	85	23.5	32.4
	1051	6	88.3	73.3	240	240	91.8	90.3	143	430	197	233	430	43.7	48.5
	1032	6	91.7	65.0	172	172	85.4	85.0	123	509	251	258	509	35.9	29.8
Team T1 Totals		**54**	**86.5**	**70.0**	**1,384**	**1,384**	**87.4**	**86.4**	**964**	**3,630**	**1,742**	**1,888**	**3,630**	**40.4**	**42.4**
T2															
	1013	6	81.7	75.0	188	188	86.5	86.7	130	504	254	250	504	50.8	52.0
	2010	6	85.0	63.3	214	214	85.1	85.0	137	639	318	321	639	29.2	22.4
	1019	6	80.0	68.3	150	150	89.6	86.9	101	352	156	196	352	31.4	34.7
	1002	6	80.0	66.7	149	149	87.0	86.1	111	400	193	207	400	37.3	41.5
	4008	6	90.0	83.3	19	19	81.6	79.5	15	74	35	39	74	28.6	33.3
	3002	6	88.3	80.0	229	229	88.6	89.1	148	510	260	250	510	46.2	42.0
	1033	6	88.3	76.7	122	122	86.1	85.6	91	346	170	176	346	43.5	48.9
	1048	5	88.0	64.0	172	172	87.8	87.7	117	421	210	211	421	51.9	62.6
Team T2 Totals		**47**	**85.1**	**72.3**	**1,243**	**1,243**	**87.2**	**86.7**	**850**	**3,246**	**1,596**	**1,650**	**3,246**	**41.1**	**41.9**
T20															
	2014	6	86.7	81.7	187	187	88.3	86.9	136	464	219	245	464	42.5	40.8
	4016	6	81.7	81.7	24	24	94.2	91.7	11	34	14	20	34	35.7	50.0
	9010	0	0.0	0.0	0	1	60.0	70.0	0	7	4	3	7	0.0	0.0
	2006	4	92.5	82.5	34	34	90.3	88.2	26	73	33	40	73	48.5	57.5
	4017	6	93.3	88.3	24	24	93.8	95.4	8	26	15	11	26	40.0	45.5
	1058	6	88.3	78.3	143	143	85.9	89.1	101	358	202	156	358	53.5	51.9
	4014	5	86.0	86.0	24	24	79.6	78.3	17	101	49	52	101	67.3	53.8
	2005	6	96.7	90.0	239	239	87.1	85.7	169	650	308	342	650	57.1	55.6
	4022	6	93.3	93.3	26	26	82.7	85.4	19	83	45	38	83	44.4	50.0
	1018	5	92.0	84.0	59	59	91.9	91.0	37	101	48	53	101	58.3	67.9
	9013	0	0.0	0.0	0	1	90.0	70.0	0	4	1	3	4	0.0	0.0
	3001	6	95.0	90.0	65	65	88.2	87.5	55	158	77	81	158	49.4	43.2
	4011	6	93.3	88.3	31	31	85.5	89.4	19	78	45	33	78	55.6	60.6
	4005	6	86.7	83.3	28	28	90.4	94.3	15	43	27	16	43	55.6	43.8

ALT-MSA Test Edition 2004-2005
Cumulative Portfolio Statistics by Scorer and Team

Team	Scorer	# Validity Port Reads	Validity %		# Port 1st Scored	# Port 2nd Scored	Reliability%		Resolutions					Res Agree%	
			Reading	Math			Reading	Math	# Portfolio	Total # Obj	# Obj Reading	# Obj Math	# Obj Complete	Reading	Math
	1023	6	86.7	86.7	207	207	89.3	87.8	143	475	222	253	475	46.4	46.6
	3005	6	90.0	80.0	224	224	88.4	87.8	153	533	259	274	533	37.8	35.8
	9008	0	0.0	0.0	0	1	90.0	70.0	0	4	1	3	4	0.0	33.3
Team T20 Totals		**80**	**90.1**	**85.4**	**1,315**	**1,318**	**88.1**	**87.7**	**909**	**3,192**	**1,569**	**1,623**	**3,192**	**48.7**	**47.5**
T3															
	2019	6	81.7	76.7	241	241	90.2	89.4	139	491	236	255	491	46.2	43.5
	1024	6	86.7	71.7	136	136	85.7	84.8	95	401	194	207	401	48.5	50.7
	2016	4	77.5	77.5	58	58	83.6	82.8	46	195	95	100	195	58.9	46.0
	3004	6	86.7	80.0	179	179	88.9	89.9	108	379	198	181	379	43.9	40.9
	2012	6	88.3	83.3	134	134	83.4	83.4	102	445	222	223	445	48.2	41.3
	4012	6	90.0	73.3	51	51	93.5	89.8	26	85	33	52	85	39.4	50.0
	1067	6	85.0	73.3	207	207	89.3	88.0	144	470	222	248	470	43.2	42.7
	1035	6	88.3	73.3	152	152	84.4	83.6	112	486	237	249	486	48.5	46.6
Team T3 Totals		**46**	**85.9**	**76.1**	**1,158**	**1,158**	**87.6**	**86.9**	**772**	**2,952**	**1,437**	**1,515**	**2,952**	**47.1**	**44.6**
T4															
	1001	6	80.0	65.0	140	140	91.4	88.4	82	282	120	162	282	30.8	45.1
	2013	3	86.7	56.7	47	47	88.3	84.0	28	130	55	75	130	32.7	41.3
	1027	5	84.0	72.0	128	128	88.6	88.7	80	291	146	145	291	39.7	31.0
	1026	6	83.3	60.0	176	176	93.5	92.3	90	250	114	136	250	46.5	40.4
	4015	6	83.3	76.7	59	59	91.9	91.4	38	99	48	51	99	39.6	37.3
	4001	6	81.7	65.0	47	47	87.7	87.7	26	116	58	58	116	51.7	53.4
	1046	6	80.0	65.0	132	132	91.2	90.2	79	246	116	130	246	39.7	44.6
Team T4 Totals		**38**	**82.4**	**66.3**	**729**	**729**	**91.0**	**89.6**	**423**	**1,414**	**657**	**757**	**1,414**	**39.7**	**41.2**
T5															
	1017	6	95.0	88.3	169	169	85.8	86.2	118	473	240	233	473	51.3	56.2
	4021	6	93.3	83.3	12	12	90.8	84.2	9	30	11	19	30	54.5	52.6
	1056	6	81.7	70.0	156	156	87.3	86.8	97	404	198	206	404	46.5	36.9
	1070	6	83.3	75.0	157	157	92.9	91.7	88	242	111	131	242	51.4	55.0
	1038	6	80.0	76.7	102	102	82.6	81.6	82	365	177	188	365	36.7	46.8
	2017	6	83.3	63.3	189	189	88.9	87.0	126	455	209	246	455	36.8	22.4
	1050	6	78.3	71.7	119	119	89.6	88.0	80	267	124	143	267	50.0	47.6
	1065	5	82.0	62.0	119	119	87.4	85.8	81	319	150	169	319	43.3	38.5
Team T5 Totals		**47**	**84.7**	**74.0**	**1,023**	**1,023**	**88.1**	**87.0**	**681**	**2,555**	**1,220**	**1,335**	**2,555**	**44.8**	**42.3**
T6															
	1028	6	80.0	56.7	165	165	86.1	83.3	122	506	230	276	506	19.1	26.8
	1044	6	85.0	78.3	192	192	90.7	87.9	127	411	178	233	411	55.6	49.4
	4013	6	88.3	73.3	30	30	86.0	89.3	19	74	42	32	74	38.1	43.8
	1031	6	83.3	68.3	209	209	87.7	85.3	143	565	257	308	565	38.9	35.7
	1049	6	90.0	66.7	192	192	87.6	87.6	134	476	238	238	476	38.7	43.3

ALT-MSA Test Edition 2004-2005
Cumulative Portfolio Statistics by Scorer and Team

Team	Scorer	# Validity Port Reads	Validity %		# Port 1st Scored	# Port 2nd Scored	Reliability%		Resolutions					Res Agree%	
			Reading	Math			Reading	Math	# Portfolio	Total # Obj	# Obj Reading	# Obj Math	# Obj Complete	Reading	Math
	2001	6	88.3	75.0	160	160	88.4	88.0	99	378	186	192	378	52.7	51.6
	1007	6	86.7	80.0	269	269	87.8	87.3	178	668	327	341	668	42.2	40.5
	1061	6	88.3	65.0	160	160	88.7	88.1	120	372	181	191	372	45.3	47.6
	4010	6	80.0	60.0	18	18	89.4	91.7	10	34	19	15	34	31.6	40.0
Team T6 Totals		**54**	**85.6**	**69.3**	**1,395**	**1,395**	**88.1**	**86.9**	**952**	**3,484**	**1,658**	**1,826**	**3,484**	**40.7**	**41.1**
T8															
	1021	6	91.7	85.0	216	216	86.5	85.9	155	597	292	305	597	41.4	46.2
	1008	6	78.3	60.0	166	166	91.2	90.1	91	311	146	165	311	23.3	22.4
	1010	5	86.0	76.0	126	126	90.6	88.7	76	261	119	142	261	50.4	41.5
	4018	6	78.3	58.3	24	24	91.3	91.3	15	42	21	21	42	28.6	47.6
	4019	5	84.0	76.0	26	26	88.8	87.3	14	62	29	33	62	37.9	45.5
	1005	5	80.0	68.0	113	113	86.4	83.7	83	338	154	184	338	35.7	27.7
	1020	6	85.0	78.3	144	144	85.0	83.6	100	452	216	236	452	32.9	36.4
	1059	6	86.7	78.3	223	223	86.9	86.0	165	605	293	312	605	36.5	38.5
Team T8 Totals		**45**	**83.8**	**72.4**	**1,038**	**1,038**	**87.8**	**86.5**	**699**	**2,668**	**1,270**	**1,398**	**2,668**	**36.6**	**37.1**
T86															
	2007	5	76.0	50.0	89	89	82.0	83.6	69	306	160	146	306	25.0	30.8
	1016	0	0.0	0.0	2	2	100.0	60.0	2	8	0	8	8	N/A	37.5
	1022	3	90.0	73.3	94	94	85.7	85.3	73	272	134	138	272	47.8	42.8
	1025	3	80.0	53.3	45	45	82.7	75.3	38	189	78	111	189	38.5	45.0
	1053	2	90.0	65.0	36	36	85.6	83.1	24	113	52	61	113	53.8	42.6
	1062	0	0.0	0.0	10	10	81.0	86.0	7	33	19	14	33	31.6	14.3
	1037	6	73.3	48.3	139	139	88.1	86.0	87	359	165	194	359	27.3	28.4
	1068	3	86.7	70.0	51	51	89.4	85.1	34	130	54	76	130	46.3	42.1
	1004	3	83.3	76.7	30	30	85.3	82.3	20	97	44	53	97	27.3	37.7
	1036	1	70.0	60.0	18	18	88.9	86.1	12	45	20	25	45	50.0	44.0
	1054	4	85.0	57.5	53	53	81.7	78.3	44	212	97	115	212	42.3	48.7
	4004	3	90.0	83.3	12	12	89.2	89.2	9	26	13	13	26	61.5	61.5
	3006	2	85.0	70.0	25	25	88.0	90.4	14	54	30	24	54	40.0	62.5
	1040	2	90.0	85.0	46	46	87.6	87.0	34	117	57	60	117	40.4	45.0
	1047	4	85.0	70.0	55	55	88.4	84.9	43	147	64	83	147	28.1	57.8
	1057	0	0.0	0.0	9	9	92.2	91.1	7	15	7	8	15	71.4	37.5
	2018	0	0.0	0.0	24	24	94.2	90.4	15	37	14	23	37	71.4	56.5
Team T86 Totals		**41**	**82.7**	**63.9**	**738**	**738**	**86.3**	**84.4**	**532**	**2,160**	**1,008**	**1,152**	**2,160**	**37.4**	**41.1**
T9															
	9005	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9031	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9028	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9017	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9014	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A

ALT-MSA Test Edition 2004-2005
Cumulative Portfolio Statistics by Scorer and Team

Team	Scorer	# Validity Port Reads	Validity %		# Port 1st Scored	# Port 2nd Scored	Reliability%		Resolutions					Res Agree%	
			Reading	Math			Reading	Math	# Portfolio	Total # Obj	# Obj Reading	# Obj Math	# Obj Complete	Reading	Math
	9000	0	0.0	0.0	0	1	100.0	100.0	0	0	0	0	0	N/A	N/A
	9002	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9016	0	0.0	0.0	0	1	90.0	50.0	0	6	1	5	6	0.0	20.0
	9023	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9011	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9032	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9029	0	0.0	0.0	0	1	60.0	100.0	0	4	4	0	4	50.0	N/A
	9026	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9025	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9030	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9022	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9027	0	0.0	0.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
	9024	1	90.0	90.0	0	0	0.0	0.0	0	0	0	0	0	N/A	N/A
Team T9 Totals		**1**	**90.0**	**90.0**	**0**	**3**	**83.3**	**83.3**	**0**	**10**	**5**	**5**	**10**	**40.0**	**20.0**
Totals		**453**	**85.7**	**73.3**	**10,088**	**10,094**	**87.9**	**87.0**	**6,787**	**25,326**	**12,172**	**13,154**	**25,326**	**42.2**	**42.3**

ALT-MSA Test Edition 2004-2005
Cumulative Portfolio Statistics by Objective

	Objective	# Validity Port Reads	Validity %	# Reliability Reads	Reliability %	Resolutions		Resolution FD	
						Total # Obj	# Obj Complete	Not Mastered (0)	Mastered (1)
Reading									
	Reading Objective 1		93.4		88.0	1,216	1,216	31	184
	Reading Objective 2		94.3		88.1	1,200	1,200	26	182
	Reading Objective 3		80.8		88.5	1,164	1,164	17	182
	Reading Objective 4		78.8		88.9	1,124	1,124	27	186
	Reading Objective 5		76.6		88.3	1,182	1,182	20	236
	Reading Objective 6		83.4		87.7	1,246	1,246	30	222
	Reading Objective 7		75.3		87.7	1,244	1,244	33	245
	Reading Objective 8		93.8		87.7	1,240	1,240	32	249
	Reading Objective 9		93.2		87.3	1,284	1,284	55	255
	Reading Objective 10		87.2		87.4	1,272	1,272	45	278
Reading totals			**85.7**		**87.9**	**12,172**	**12,172**	**316**	**2,219**
Math									
	Math Objective 1		91.6		89.2	1,086	1,086	30	217
	Math Objective 2		60.5		88.3	1,178	1,178	37	211
	Math Objective 3		85.7		87.5	1,264	1,264	33	206
	Math Objective 4		76.6		88.7	1,140	1,140	33	178
	Math Objective 5		82.6		86.9	1,326	1,326	38	263
	Math Objective 6		44.2		88.0	1,208	1,208	37	253
	Math Objective 7		70.0		84.9	1,526	1,526	27	240
	Math Objective 8		63.4		85.7	1,440	1,440	30	223
	Math Objective 9		69.3		84.4	1,572	1,572	44	269
	Math Objective 10		89.6		86.0	1,414	1,414	41	234
Math totals			**73.3**		**87.0**	**13,154**	**13,154**	**350**	**2,294**
Totals		**453**	**79.5**	**5,047**	**87.5**	**25,326**	**25,326**	**666**	**4,513**

Alt-MSA

Cumulative Frequency Distribution Report by Item

Booklet ID : Alt-MSA

Subject : Alt-MSA

Item Name	Reader	Total Read	Score Distribution of Total Read 0 %	1 %	6 %	A %	B %	C %	D %
Reading Objective 1									
	4000	30	0.0	60.0	0.0	0.0	3.3	13.3	23.3
	4002	35	2.9	74.3	0.0	0.0	2.9	8.6	11.4
Team		**65**	**1.5**	**67.7**	**0.0**	**0.0**	**3.1**	**10.8**	**16.9**
	1003	180	5.0	68.9	0.0	1.1	6.1	7.8	11.1
	1014	110	3.6	60.9	0.0	1.8	9.1	10.0	14.5
	1032	172	4.7	70.9	0.0	3.5	5.8	8.7	6.4
	1051	240	4.6	74.6	0.0	1.7	2.9	8.3	7.9
	1063	244	2.5	50.4	0.0	4.1	8.2	11.5	23.4
	2003	142	6.3	75.4	0.0	0.7	2.1	3.5	12.0
	2009	222	5.4	71.6	0.0	3.2	4.1	5.4	10.4
	4009	30	6.7	46.7	0.0	3.3	13.3	6.7	23.3
	4020	44	2.3	31.8	0.0	0.0	31.8	9.1	25.0
Team T1		**1,384**	**4.5**	**65.7**	**0.0**	**2.4**	**6.4**	**8.0**	**13.1**
	1002	149	1.3	56.4	0.0	3.4	7.4	10.1	21.5
	1013	188	3.7	71.3	0.0	3.2	3.7	9.0	9.0
	1019	150	4.0	76.7	0.0	2.0	5.3	6.0	6.0
	1033	122	0.8	66.4	0.0	8.2	4.1	3.3	17.2
	1048	172	4.7	66.3	0.0	2.9	5.8	5.2	15.1
	2010	214	1.9	77.6	0.0	1.9	2.8	8.4	7.5
	3002	229	3.9	64.6	0.0	2.6	8.7	7.0	13.1
	4008	19	5.3	52.6	0.0	10.5	0.0	5.3	26.3
Team T2		**1,243**	**3.1**	**68.5**	**0.0**	**3.3**	**5.4**	**7.2**	**12.6**
	1018	59	1.7	76.3	0.0	3.4	0.0	5.1	13.6
	1023	207	3.9	73.4	0.0	3.4	3.9	8.2	7.2
	1058	143	1.4	72.0	0.0	2.1	4.2	11.9	8.4
	2005	239	1.7	57.7	0.0	3.8	8.4	6.7	21.8
	2006	34	0.0	76.5	0.0	5.9	5.9	2.9	8.8
	2014	187	2.7	65.8	0.0	2.1	3.7	9.1	16.6
	3001	65	4.6	83.1	0.0	1.5	3.1	3.1	4.6
	3005	224	1.3	74.1	0.0	2.7	4.5	7.1	10.3
	4005	28	3.6	60.7	0.0	3.6	7.1	14.3	10.7
	4011	31	0.0	61.3	0.0	3.2	9.7	12.9	12.9
	4014	24	0.0	62.5	0.0	4.2	4.2	8.3	20.8
	4016	24	0.0	66.7	0.0	0.0	8.3	16.7	8.3
	4017	24	0.0	54.2	0.0	4.2	8.3	8.3	25.0
	4022	26	3.8	65.4	0.0	0.0	3.8	7.7	19.2
	9008	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	9010	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	9013	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Team T20		**1,318**	**2.1**	**68.8**	**0.0**	**2.9**	**5.0**	**8.1**	**13.1**
	1024	136	2.9	66.2	0.0	2.2	8.1	5.1	15.4
	1035	152	5.9	61.2	0.0	2.0	3.3	12.5	15.1
	1067	207	4.8	61.8	0.0	5.8	9.7	3.9	14.0
	2012	134	1.5	62.7	0.0	1.5	6.0	9.0	19.4
	2016	58	1.7	75.9	0.0	3.4	0.0	6.9	12.1
	2019	241	5.4	66.4	0.0	1.7	4.6	7.9	14.1
	3004	179	2.2	72.6	0.0	1.1	2.8	7.8	13.4
	4012	51	2.0	60.8	0.0	3.9	9.8	9.8	13.7
Team T3		**1,158**	**3.8**	**65.6**	**0.0**	**2.6**	**5.6**	**7.6**	**14.8**
	1001	140	4.3	74.3	0.0	1.4	1.4	11.4	7.1
	1026	176	4.0	75.6	0.0	1.1	7.4	3.4	8.5
	1027	128	3.1	71.1	0.0	0.8	3.9	9.4	11.7
	1046	132	1.5	67.4	0.0	3.0	6.1	7.6	14.4
	2013	47	6.4	61.7	0.0	2.1	6.4	8.5	14.9
	4001	47	4.3	46.8	0.0	0.0	4.3	17.0	27.7
	4015	59	6.8	45.8	0.0	1.7	11.9	10.2	23.7

ALT-MSA Test Edition 2004-2005
Cumulative Validity by Portfolio and Reader

Reader ID	Sheet ID	Reading Objectives										Math Objectives										% Agree Reading	% Agree Math	% Agree
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10			
True Score	**P0000000001**	1	1	1	1	1	D	C	1	1	1	1	D	1	C	1	1	1	D	D	D			
Reader Total		100.0	97.6	100.0	98.8	95.2	33.3	63.1	90.5	96.4	78.6	95.2	78.6	95.2	63.1	88.1	90.5	81.0	59.5	34.5	90.5	**85.4**	**77.6**	**81.5**
1001	P0000000001	*	*	*	*	*	1	1	B	D	*	*	*	*	D	*	*	*	1	1	*			
Reader Total																						60.0	70.0	65.0
1002	P0000000001	*	*	*	*	*	1	1	*	*	*	*	*	*	1	*	*	*	1	1	*			
Reader Total																						80.0	70.0	75.0
1003	P0000000001	*	*	*	*	*	1	1	*	*	*	*	*	*	1	*	*	*	1	1	*			
Reader Total																						80.0	70.0	75.0
1004	P0000000001	*	*	*	*	*	1	1	*	*	*	*	*	*	1	*	*	*	*	1	*			
Reader Total																						80.0	80.0	80.0
1005	P0000000001	*	*	*	*	*	1	*	D	*	D	*	*	*	*	D	D	D	1	*	*			
Reader Total																						70.0	60.0	65.0
1007	P0000000001	*	*	*	*	*	1	*	*	*	D	*	*	*	*	*	D	*	*	*	*			
Reader Total																						80.0	90.0	85.0
1008	P0000000001	*	*	*	D	*	*	D	*	*	D	D	1	*	D	D	D	D	*	*	*			
Reader Total																						70.0	40.0	55.0
1010	P0000000001	*	*	*	*	*	*	D	*	*	D	*	*	*	D	D	*	D	*	*	*			
Reader Total																						80.0	70.0	75.0
1013	P0000000001	*	*	*	*	*	1	D	*	*	*	*	*	*	D	*	*	*	1	*	*			
Reader Total																						80.0	80.0	80.0
1014	P0000000001	*	D	*	*	*	1	*	*	*	*	*	1	*	*	*	*	*	1	1	C			
Reader Total																						80.0	60.0	70.0
1017	P0000000001	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*			
Reader Total																						100.0	100.0	100.0
1018	P0000000001	*	*	*	*	*	1	*	*	*	*	*	*	*	*	*	*	*	1	1	*			
Reader Total																						90.0	80.0	85.0
1019	P0000000001	*	*	*	*	*	1	*	*	*	*	*	*	*	*	*	*	D	1	1	1			
Reader Total																						90.0	60.0	75.0
1020	P0000000001	*	*	*	*	*	1	*	*	*	*	*	*	*	*	*	*	D	*	1	*			
Reader Total																						90.0	80.0	85.0

ALT-MSA Test Edition 2004-2005
Cumulative Validity by Portfolio

Sheet ID		Reading Objectives										Math Objectives										% Agree Reading	% Agree Math	% Agree	Admin Date
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10				
P0000000001	True Score	1	1	1	1	1	D	C	1	1	1	1	D	1	C	1	1	1	D	D	D				
	Agreement	100.0	97.6	100.0	98.8	95.2	33.3	63.1	90.5	96.4	78.6	95.2	78.6	95.2	63.1	88.1	90.5	81.0	59.5	34.5	90.5	85.4	77.6	81.5	4/12/05
P0000000002	True Score	1	1	1	1	D	1	D	1	1	1	1	1	1	D	D	D	1	A	1	1				
	Agreement	100.0	100.0	98.8	100.0	34.9	95.2	41.0	88.0	94.0	98.8	95.2	59.0	69.9	39.8	41.0	14.5	57.8	34.9	96.4	100.0	85.1	60.8	73.0	4/14/05
P0000000003	True Score	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	D	1	1	1	1				
	Agreement	91.1	97.5	53.2	97.5	100.0	94.9	98.7	92.4	81.0	93.7	96.2	81.0	93.7	96.2	92.4	15.2	81.0	86.1	89.9	96.2	90.0	82.8	86.4	4/19/05
P0000000004	True Score	1	1	D	D	1	1	1	1	1	1	1	1	1	1	1	D	1	1	1	1				
	Agreement	94.5	97.3	38.4	54.8	95.9	95.9	98.6	98.6	98.6	75.3	95.9	91.8	87.7	95.9	94.5	23.3	69.9	64.4	80.8	95.9	84.8	80.0	82.4	4/21/05
P0000000005	True Score	1	1	1	D	1	1	D	1	1	1	C	D	D	D	1	D	A	A	D	D				
	Agreement	100.0	89.7	100.0	64.7	100.0	100.0	57.4	98.5	94.1	92.6	73.5	17.6	79.4	76.5	89.7	27.9	45.6	44.1	57.4	55.9	89.7	56.8	73.2	4/26/05
P0000000006	True Score	D	1	1	D	1	1	1	1	1	D	1	D	D	1	1	1	D	1	C	1				
	Agreement	71.2	80.3	93.9	45.5	31.8	87.9	98.5	97.0	95.5	83.3	90.9	24.2	87.9	95.5	95.5	97.0	83.3	95.5	54.5	95.5	78.5	82.0	80.2	4/28/05
Totals																						**85.7**	**73.3**	**79.5**	

Appendix L

Survey Data

2003-04 School Test Coordinator Survey of the Impact of the ALT-MSA

Directions: Please provide a clear answer for each of the following questions.

1. How many years have you been a School Test Coordinator?
   _____0-1 year _____4-5 years
   _____2-3 years _____ 5+ years

2. In my school, I am also a
   _____Special Education Teacher _____General Education Teacher _____Reading Teacher
   _____Instructional Assistant _____Administrator
   _____Other, please specify_____

3. What grade level is your school?
   _____Elementary _____High
   _____Middle _____Un-graded Special School
   _____Other, please specify_____

4. I work in a _____Public School _____Non public School

5. I attended at least one training session about my role and responsibilities as school test coordinator for the ALT-MSA
   _____Yes _____No

6. To what degree did the ALT-MSA professional development opportunities you received help you to perform your role as School Test Coordinator?
   1 2 3 4 5 6 7 CR
   Low degree High degree
   Cannot Rate

Roles and Responsibilities-

7. As school test coordinator I (please check all that apply):

   _____ completed and submitted the Pretest File for ALT-MSA
   _____submitted the order for materials needed for ALT-MSA
   _____received and disseminated the ALT-MSA materials to the test examiners
   _____labeled the ALT-MSA portfolio materials
   _____completed the "Student Demographic Information Form" for students who need a generic label
   _____completed the "school shipping list" for the ALT-MSA portfolios
   _____packed the ALT-MSA portfolios, sealed and labeled the boxes for shipping
   _____completed and submitted the Posttest File for ALT-MSA

8. If you as school test coordinator **DID NOT** complete all of these tasks, who in your school did?
   _____Administrator _____Special Education Teacher Test Examine
   _____General Education Teacher Test Examiner _____Instructional Assistant
   _____Other, please specify_____

9. I know how to access information about ALT-MSA on Docushare.
   _____Yes _____No

10. I looked for information about ALT-MSA on Docushare
   _____daily _____several times each week _____once a week
   _____several times each month _____once a month
   _____I don't look for information on Docushare

11. Please check all levels at which staff was available to answer any questions you may have had.
   _____State level (within state department)
   _____Local level (within local district)
   _____School level (within building)

Directions: Please answer the following questions after considering your role as the School Test Coordinator.

12. This year, it was helpful to have…

_____
_____
_____
_____

13. It would have been helpful to have…

_____
_____
_____
_____

14. Next year, as School Test Coordinator for the ALT-MSA, I plan to…

_____
_____
_____
_____

Please provide any additional comments below concerning the ALT-MSA that you would like to share with us. Please include any considerations/suggestions you may have for next year's process. Feel free to attach another sheet of paper if needed to give feedback. Thank you for your time.

Instructional Impact Study: Summary of 2003-2004 Survey Results

Methodology

The purpose of this study was to investigate the perceptions of administrators, school test coordinators (STC), teachers, and parents to better understand the status of the ALT-MSA in Maryland. Many issues such as the impact of the ALT-MSA on student access to the general curriculum, instruction in general education settings, and the extent of skill acquisition in reading and math were addressed as questions on the surveys. Each survey was tailored to the different roles of TET members. It is important to note that the parent survey is included in Appendix H for reference, but this survey was not distributed. MSDE decided not to utilize the parent survey due to issues with securing access to the population through the school system. Results of the surveys were to be used to clarify the process of developing an alternate assessment and to provide clear directions in the ALT-MSA Handbook 2004-2005 test edition and 2005-2006 test edition.

Participants

MSDE reported to ILSSA that 5,427 students distributed across 25 Local Education Agencies (LEA) were to complete ALT-MSA portfolios in the 2003-2004 school year. Since there were 5,427 students, each student would have one administrator and one teacher on their TET. Therefore, 5,427 administrator surveys and 5,427 teacher surveys were mailed to schools. Across the 25 LEAs, the 5,427 students attended 684 schools. One STC survey was also mailed to each school.

Descriptive statistics outlined the role (see Table 8), grade level (see Table 9), and type of school (see Table 10) for each respondent on the three surveys. The majority of STCs who responded to the survey said they were also administrators within their

schools. Most administrators responded that their role on the TET was as a principal. Teachers who responded to the survey noted their role on the TET was as a special education teacher. Overwhelmingly, respondents from all three groups were located at the elementary school level (*N*=543). Finally, the vast majority of respondents were from public schools (*N*=1319).

Instrumentation

An initial survey instrument was developed by ILSSA staff. The one instrument was to be disseminated to administrators, STCs, teachers, and parents. Sharon Hall (MSDE staff) piloted the survey and made recommendations for changes and improvements to the survey questions and format. When the Maryland Alternate Assessment Advisory Board reviewed the survey, a suggestion was made to divide the original survey into individual surveys for each group. Therefore, four surveys were then developed. Some similar questions were asked across each of the four surveys, but the surveys were tailored to the individual roles of each group considering their unique roles in the alternate assessment process. The survey was then piloted again with Sharon Hall (MSDE staff) and Bill Shaeffer (University of Maryland staff). The surveys were then piloted by Marty Kehe (MSDE staff) and were approved for use by MSDE.

Once the surveys were approved, cover letters were developed: one from MSDE emphasizing the importance of the research and timely responses and one from ILSSA outlining the ethical issues in participating in research. Both cover letters were approved and both were attached to each survey that was disseminated. When the surveys were complete, a direction letter was developed explaining to the administrators their role

in disseminating and completing the survey research for their school. For each school, the following were mailed in a large envelope or shipping box to the school administrator:

- Directions for dissemination of the surveys by the administrators and return of the surveys by each respondent (See Appendix C);
- Cover letter from MSDE explaining the importance of the research on each survey;
- Cover letter from ILSSA explaining the ethical issues to participating in the research on each survey (See Appendix D);
- One STC survey per school (See Appendix E);
- One administrator and one teacher survey for each student completing an ALT-MSA portfolio at the school (See Appendices F and G);
- One self-addressed, stamped envelope for each survey that was to be returned; and
- A lollipop as a small token of appreciation.

Research Design

A descriptive or statistical research design was used to gather data from TET members about the ALT-MSA in the state of Maryland. A survey technique was used to gather primary data about TET members' attitudes, perspectives, and behavioral perceptions related to the ALT-MSA. The research allows for standardization and uniformity both in the questions asked and in the method of approaching subjects, making it far easier to compare and contrast answers by respondent groups (i.e., STC, administrator, teacher).

A total of 11,538 surveys were mailed to administrators to disseminate to respondents. The deadline for respondents to return all surveys was May 17, 2004. However, respondents continued to return surveys throughout the summer. All surveys returned up until August 1, 2004 were included in the final descriptive research results. Surveys received after August 1, 2004 were not included in the final data analyses per MSDE's instruction. Descriptive, quantitative analyses were provided to MSDE prior to the June 2004 Advisory Board Meeting for use in determining content for the ALT-MSA Handbook 2004-2005 test edition. Once MSDE provided a cut-off date for the surveys (August 1, 2004), all finalized, quantitative and qualitative data analyses were provided to MSDE on August 5, 2004.

Data Analysis

All quantitative data analyses included descriptive, frequency and percentage results. Means were computed and reported when appropriate. Qualitative data analyses were performed on all open-ended questions and comments. "Qualitative modes of data analysis provide ways of discerning, examining, comparing and contrasting, and interpreting meaningful patterns or themes" (Miles and Huberman, 1984). Wolcott (1994) suggests three important steps for analyzing qualitative research data: description, analysis, and interpretation.

Description. The research questions were addressed to teachers, administrators, and school test coordinators to assess their opinions of "the status of the ALT-MSA based on their involvement and experiences with the process." Data consist of observations and opinions relayed to researchers on the surveys by the teachers, administrators, and school test coordinators. Researchers used the principals of qualitative data collection (Yin,

2002) to guide the research: (a) multiple sources of evidence (i.e., many surveys and answers to questions for each group were collected) and (b) development of an evidence database (i.e., data summarized and coded into specific themes or categories in a large database).

Analysis. Researchers identified the essential features of each qualitative response and used systematic processes to define interrelationships between responses. A case survey approach was used to analyze the data (Yin, 2002). This particular approach helped investigators to look at each question that was common to all three surveyed groups to perform pattern-matching within and across groups. Miles and Huberman (1994) suggest putting data into a matrix of categories and tabulating the frequency of common events in order to develop themes which emerge from each question. In this study, each answer to each survey question within each group was categorized. Each time the category was repeated in survey responses, tabulations were calculated.

Interpretation. Researchers analyzed data and developed themes from each question. One commonly used mode of qualitative analysis includes pattern-matching (Yin, 2002). Pattern-matching logic allows researchers to simply look at different patterns within the data to determine the best ways of explaining such patterns. Themes within each group and across each group were compared using the categorized data. Therefore, researchers used quantitative, descriptive analyses and qualitative analyses to analyze the data from this research study.

Results

Since each survey had unique questions related to the specific role of the TET member, the results will be presented by survey. In each survey section, summary paragraphs will highlight important issues and considerations which may later be addressed in the discussion section, if pertinent across groups.

STC Survey

Quantitative results. The STC survey was disseminated to 684 STCs across schools in Maryland. The response rate was 37% with 256 total STCs completing and returning the survey. Results showed that STCs most often had 2-3 years or 5 or more years as a STC combining for 65% of responses. The majority of respondents were also administrators at the elementary school grade level and worked in public schools (see Tables 8, 9, and 10). Almost 93% of respondents reported they had attended at least one training session discussing their role and responsibilities as a STC for the ALT-MSA. STCs were asked on a scale of 1-7 (1=low degree, 7=high degree) to report the degree to which the ALT-MSA professional development opportunities helped them perform their role as a STC. The mean rating was 4.56, only slightly above the mean of 4.0.

Respondents were also asked to check all the roles and responsibilities the completed as a STC. Respondents reported the three roles and responsibilities they completed most often in their school for the ALT-MSA were: (a) received and disseminated the ALT-MSA materials to the test examiners; (b) packed the ALT-MSA portfolios, sealed and labeled the boxes for shipping; and (c) completed the "school shipping list" for the ALT-MSA portfolios. School test coordinators were also asked if they did not complete any of the listed roles and responsibilities from the previous question, who in their school did complete those tasks. Respondents reported

overwhelmingly that the special education teacher on the student's TET completed the other tasks.

STCs were also asked about accessibility of information on the Docushare site. Over 50% of STCs reported they did know how to access information about ALT-MSA on Docushare (*N*=150). However, almost 37% of STCs did *not* know how to access information on the Docushare site. Along with this response, 112 STCs (43.8%) reported they did not look for information about the ALT-MSA on Docushare. Eighty-one respondents (31.6%) said they had looked for information about the ALT-MSA on Docushare at least once a month or more often.

Qualitative results. Three open-ended questions were asked of STCs to give them an opportunity to respond with answers not gathered by other questions on the survey. First, respondents reported it was helpful to have: (a) an earlier start in regards to developing materials and training personnel, (b) an opportunity to collaborate to share ideas, process information, and give/receive feedback from fellow TET members, and (c) a thorough knowledge of the ALT-MSA testing process. Second, respondents reported that it would have been helpful to have: (a) clear procedural instructions with clearly outlined goals, objectives, and examples, (b) an even earlier start in regards to developing the portfolios, and (c) the time to actually create the test, test the students, and then still fulfill all the other obligations as an administrator or other role within the school. Finally, STCs were asked what they plan to do next year: (a) have an earlier start on the ALT-MSA process, (b) enlist other support personnel's help (i.e., KKI, Child Study Team, Instructional Assistant) in completing tasks and activities, and (c) increased organization, training, and ongoing evaluation/monitoring of the ALT-MSA process.

Summary. Almost 93% of respondents reported attending at least one training about their roles and responsibilities as a STC. In addition, STCs reported the degree to which professional development opportunities helped them perform their role as a STC was only slightly higher than the mean. Consequently, there are implications for improving training for STCs so they feel more informed and adequately prepared to complete their responsibilities as a STC. STCs are attending the trainings; the trainings, however, need to be more focused to meet their needs in understanding their role and performing their responsibilities. One topic which may be of interest to STCs is an in-depth training about the ALT-MSA testing process. STCs noted it was helpful to have that background knowledge which is something that could be incorporated into future trainings.

Another topic which may be incorporated into future trainings is how to use the Docushare site and an in-depth discussion on the types of important information contained on the site. Almost 37% of STCs reported they did *not* know how to access information about the ALT-MSA on the Docushare site. Of those who did use the site, most used it once a month or several times a month. Increased access and usage of this site for all STCs may help to further understanding about the ALT-MSA process and provide a central location for information about the ALT-MSA.

When there were duties not completed for the ALT-MSA by STCs, respondents reported the special education teacher on the student's TET completed the responsibilities. Qualitative analyses also showed that STCs hoped to enlist the help of other personnel within the school. These responses suggest that responsibilities are not distributed appropriately throughout the TET.

Administrator Survey

Quantitative results. The Administrator Survey was distributed to 5, 427 administrators across 684 schools. The response rate was 4% with only 288 administrators returning the survey. It is important to note that administrators were asked to complete only one survey. Therefore, one administrator could serve on 5 students' TETs but complete only one survey, reducing the response rate. Most administrators reported their role on the TET was as principal or assistant principal. The administrators also reported they were most often elementary or middle school administrators in an overwhelmingly majority of public schools. Administrators from only 18 non-public schools returned the survey (6.3%) (see Tables 8, 9, and 10).

Respondents were asked how much of their time was spent performing certain duties associated with the alternate assessment. Administrators reported 116 of them spent 0-5 hours meeting with test examiner teams and individual teachers (40.3%) while 63 spent 6-10 hours meeting with these groups (21.9%). Over 46% (N=133) reported they spent 0-5 hours reviewing the mastery objectives and portfolios and correcting problems with portfolios, 15.6% said they spent 6-10 hours, and 11.1% of administrators reported spending 20 or more hours performing this duty. One hundred fifty-one administrators (52.4%) stated they spent 0-5 hours organizing coverage for team meetings, obtaining supplies, and working with office staff and STCs. When asked how much time was spent training staff, 158 administrators (54.9%) reported 0-5 hours while 51 administrators (17.7%) stated they spent 6-10 hours training staff. Finally, when asked about communicating with parents regarding the ALT-MSA, 195 administrators (67.7%)

reported spending 0-5 hours on this duty and only 35 (12.2%) reported spending 6-10 hours on this task.

Additionally, administrators were asked to report who in their school typically comprised the TET for each student. Responses noted that classroom teachers (not specified as special or general education teachers), special education teachers, special education instructional assistants, speech language pathologists, STCs, and local school MSA test administrators were most often part of TETs. Furthermore, administrators were asked if they could approximate the time it took to complete one student's portfolio over one year. Over 30% (*N*=106) reported they could NOT approximate how long it took to complete one portfolio. Of the 158 who could approximate the time to complete one student's portfolio, they were asked to think of one student's portfolio and estimate the student's functioning level. One hundred fourteen estimated the student's functioning as low.

Still thinking of the one student's portfolio, administrators were asked to estimate the time to complete each component of the portfolio for that one student. When asked about conducting a pre-assessment, 145 administrators reported it took 0-5 hours. One hundred thirteen administrators reported it took more than 5 hours to write mastery objectives. Over 25% (N=73) of administrators stated it took 3-5 hours to plan the assessment process with the TET. Almost 42% reported only spending 0-2 hours contacting and meeting with parents/guardians to review their students' portfolios. When asked how much time was spent organizing the portfolio, 102 administrators (59.5%) reported spending nine or more hours on this task.

Administrators were also asked to what degree the ALT-MSA TET worked together to help the student compile the portfolio. This question was answered on a likert scale ranging from 1 being low degree to 7 being high degree. The mean degree to which the TET worked together to help the student was 4.93, only slightly above the mean of 4.0. Using the same scale, administrators were asked to report to what degree the TET had difficulty writing objectives for the student. The mean was 4.62. When asked to what degree the ALT-MSA professional development opportunities helped them to support staff in the portfolio process, administrators reported a mean of 3.82. Additionally, when asked to what degree adequate time was allowed for training ALT-MSA team members, administrators reported a mean of 3.40.

Administrators were asked to check all the levels at which staff was available to answer questions. Most reported availability at the local and school levels (*N*=87; 30.2%) while 69 reported availability from the state, local, and school levels (24.0%). When asked to check all the supports the TET received to help in the portfolio process, not one administrator reported the ability to meet and discuss the portfolio process with the TET. Most reported multiple combinations of: (a) staff availability to answer questions about the portfolio, (b) training given to all team members regarding content standards, (c) classroom resources available to complete the portfolio process, or (d) other.

Qualitative results. Three open-ended questions were asked of administrators to give them an opportunity to respond with answers not gathered by other questions on the survey. First, respondents reported it was helpful to have: (a) organization, training, and ongoing evaluation/monitoring of the ALT-MSA process, (b) an opportunity to

collaborate to share ideas, process information, and give/receive feedback from fellow TET members, and (c) a thorough knowledge of the ALT-MSA testing process. Second, respondents reported that it would have been helpful to have: (a) clear procedural instructions with clearly outlined goals, objectives, and examples, (b) an even earlier start in regards to developing the portfolios, and (c) materials that are in-hand or could be readily acquired in a timely fashion. Finally, administrators were asked what they plan to do next year: (a) have an earlier start on the ALT-MSA process, (b) have specific deadlines, responsibilities and schedules, and (c) an efficient process making good use of time.

Summary. MSDE may want to consider including instructional assistants in training and professional development opportunities revolving around the alternate assessment since administrators reported instructional assistants are a large part of TET teams. Pulling in other team members such as general education teachers may also help to promote collaboration and may even instigate conversation about how to link the instructional activities of the alternate assessment to grade level content standards.

Administrators reported that 42% of them only spent 0-2 hours meeting with parents and reviewing the student's portfolio. Additionally, when asked about communicating with parents regarding the ALT-MSA, 195 administrators reported spending 0-5 hours on this duty and only 35 reported spending 6-10 hours with parents. Administrators and MSDE may want to work together to consider options in fostering and increasing more parent involvement with the alternate assessment process.

Administrators were also asked to what degree the ALT-MSA TET worked together to help the student compile the portfolio. The mean degree to which the TET

worked together to help the student was 4.93, only slightly above the mean of 4.0. When asked to check all the supports the TET received to help in the portfolio process, not one administrator reported the ability to meet and discuss the portfolio process with the TET. It appears administrators, at least, are not involved as much as they could be in working with the TET. The administrators and STCs may want to work together more often to pull the teams into small meetings throughout the year to discuss the alternate assessment process. It may help if TET members are given a guideline sheet with tips and directions for improving collaboration of the TET. Other tips on how to make the process more iterative may foster support from multiple stakeholders on the teams.

Teacher Survey

Quantitative results. The teacher survey was disseminated to 5,427 teachers across 684 schools in Maryland. The response rate was 17% with 930 total teachers completing and returning the survey. Results showed that teachers who responded to the survey were most often special education teachers or instructional assistants. Almost 35% of respondents taught at elementary schools, 222 taught at middle schools, and 159 taught at the high school level. Also, 202 respondents were from un-graded special schools. The majority of respondents taught at public schools. Only 82 respondents were from non public schools (see Tables 9, 9, and 10).

Teachers were also asked to think of one student's portfolio and estimate the time it typically took to complete each component of the portfolio. Over 41% (*N*=382) of respondents reported it took 0-2 hours to conduct a pre-assessment, while 291 stated it

took 3-5 hours (31.3%). When asked to estimate the time it took to write mastery objectives, over 50% (N=485) of teachers reported it took 5 or more hours to write the objectives. Two hundred fifty-eight respondents reported it took 3-5 hours to write mastery objectives (27.7%). When asked to estimate the time to plan the assessment process with the TET, 239 teachers reported 0-2 hours (25.7%), 274 teachers reported 3-5 hours (29.5%), and 324 teachers reported 5 or more hours (34.8%). When asked to estimate the time teachers spent contacting and meeting parents/guardians to review the students' portfolios, an overwhelming majority of teachers said they only spent 0-2 hours on this component (*N*=599; 64.4%). Almost 70% (*N*=642) of teachers reported spending 5 or more hours organizing the portfolio.

Additionally, teachers were asked to report the percentage of daily instructional time that focused on instruction of selected mastery objectives for the one student. Two hundred twenty-six teachers reported 81-100% of daily instructional time focused on selected mastery objectives, 24.1% reported 61-80%, 23.3% reported 41-60%, and 15.2% of teachers reported 21-40% of daily instructional time focused on selected mastery objectives. Teachers were also asked what percentage of portfolio evidence for the student was generated during daily instructional time. Almost 40% (*N*=366) reported 81-100% of evidence was generated during daily instructional time, 19.0% reported 61-80%, 14.1% reported 41-60%, and 13.0% of teachers reported 21-40% of portfolio evidence was generated during daily instructional time.

Teachers were also asked to describe the student's portfolio and were given pointed questions to answer. Almost 54% of teachers reported the student's portfolio contained content standards while 14.7% of teachers stated the student's portfolio

contained access skills. Two hundred forty-five teachers (26.3%) reported the portfolio contained a combination of access skills and content standards. Teachers were also asked to rank the most commonly used artifacts for this student's portfolio. Please see Table 11 for the results of this question.

Teachers were also asked to what degree the ALT-MSA TET worked together to help the student compile the portfolio. This question was answered on a likert scale ranging from 1 being low degree to 7 being high degree. The mean degree to which the TET worked together to help the student was 4.46, only slightly above the mean of the scale of 4.0. It is important to note that 16 teachers reported "I am the team".

Table 12 outlines the means and standard deviations of the influence of the ALT-MSA on aspects of student learning such as IEP development, growth of skill acquisition in reading and math, influence on instruction, and increased access to reading and mathematics instruction. Overall, teachers are not reporting the connection between the intended purposes of the ALT-MSA and student learning. In fact, 392 teachers (42.2%) reported the ALT-MSA negatively influenced their daily instruction for all students completing the ALT-MSA. The 217 teachers who reported the ALT-MSA positively influenced their daily instruction for all students were asked to rank the degree to which the ALT-MSA positively influenced their overall daily instruction. Teachers reported the mean influence was 4.64.

Those teachers who noted the ALT-MSA had negatively influenced their daily instruction were asked to choose between six reasons why: (a) I don't think the alternate assessment is important; (b) I don't have the support to implement the alternate assessment; (c) I don't know how to implement the alternate assessment; (d) I don't see

the connection between the alternate assessment and instruction; (e) I have always been doing what is required by the alternate assessment; and (f) Other. Most teachers reported they have always been doing what is required by the alternate assessment. Others reported multiple combinations of answers.

Teachers were asked to report the degree to which ALT-MSA professional development opportunities helped in the portfolio development process. The mean was 3.46. When asked to check all levels at which staff were available to answer any questions, teachers reported the availability of staff most often at the school level (*N*=270; 29.0%). One hundred eighty-five teachers (19.9%) reported the availability of staff at the local level while 192 (20.6%) reported the availability of staff at the local and school level together. Finally, teachers were asked to check all the supports the TET received to help in the portfolio process. Teachers reported staff at the state, local, and/or school level were available to answer specific questions about the portfolio, and along with availability, classroom resources were available to complete the portfolio process.

Qualitative results. Three open-ended questions were asked of teachers to give them an opportunity to respond with answers not gathered by other questions on the survey. First, respondents reported it was helpful to have: (a) organization, training, and ongoing evaluation/monitoring of the ALT-MSA process, (b) an opportunity to collaborate to share ideas, process information, and give/receive feedback from fellow TET members, and (c) other support personnel's help (i.e., KKI, Child Study Team, Instructional Assistant) in completing tasks and activities. Second, respondents reported that it would have been helpful to have: (a) enough time to be able to create the test, test the students, and fulfill obligations to all the other students in the classroom, (b) tests that

do not duplicate other windows such as the Maryland State Assessment or IEP windows, and (c) clear procedural instructions with clearly outlined goals, objectives, and examples. Finally, administrators were asked what they plan to do next year: (a) have an earlier start on the ALT-MSA process, (b) organization, training, and ongoing evaluation/monitoring of the ALT-MSA process, and (c) time to be able to create the test, test the students, and fulfill obligations to all the other students in the classroom.

Summary. Much like administrators, teachers also reported spending less time on contacting and meeting parents/guardians to review students' portfolios than other components associated with the portfolio process. Again, administrators, teachers, and MSDE may want to work together to consider options in fostering and increasing more parent involvement with the alternate assessment process.

Teachers, much like administrators and STCs, also reported the degree to which the TET worked together to help the student compile the portfolio was low. Furthermore, 16 teachers reported they were the team and did not get support throughout the process. STCs, administrators, and teachers need to work together more often to pull the TET into small meetings throughout the year to discuss the alternate assessment process. Again, MSDE may want to consider providing a guideline sheet with tips and directions for improving collaboration of the TET.

Teachers also reported a very low level of influence on each of the questions surrounding student learning. Teachers reported a low degree of: (a) influence on students' IEP development in the current and subsequent school years, (b) increased access to reading and math instruction as required by NCLB, (c) influence on the growth of skills acquisition in reading and mathematics, and (d) the influence on instruction in

general education settings for the students. It appears that teacher training within the state could improve understanding and possibly instruction if teachers are able to see the link between the assessment, daily instruction, and IEP development.

Finally, teachers reported a low degree of help in the portfolio development process from ALT-MSA professional development opportunities. As a result, MSDE may want to consider ways in which to increase these opportunities and the effectiveness of the opportunities. It appears there are multiple levels of training that may need to occur within the state to help teachers better understand the ALT-MSA portfolio process and the link between assessment, instruction, and IEP development.