

APPENDIX F: IDENTIFYING STUDENTS FOR PARTICIPATION IN THE MOD-MSA: MATHEMATICS PROGRAM

Criteria for Identifying Students with Disabilities for Participation in the Mod-MSA

Maryland has developed the Modified Maryland School Assessment in Reading and Mathematics based on Modified Academic Achievement Standards (Mod-MSA) for administration in the 2011 MSA testing window to students in grades 3 through 8. Student participation in the Mod-MSA, either in reading, in mathematics, or in both tested content areas, should be qualified through the Individualized Education Program (IEP) process using the participation eligibility criteria, below:

A student eligible for the Mod-MSA is identified based on his/ her individual evaluation information and the instructional and service information on his/ her IEP. The student is identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's grade-level academic content standards. Students pursuing the Mod-MSA are not precluded from completing the requirements for the regular high school diploma. To participate in Mod-MSA, the student must meet each of the following criteria:

- The student is learning based on the State's approved grade-level academic content standards for the grade in which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/ her IEP.

AND

- The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards (the State Curriculum) for the student's grade level during assessments and instruction. In addition, specific accommodations implemented in the testing/ assessment and instructional settings may include: test items which are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer distractors.

AND

- The student must have had consecutive years of individualized intensive instruction in reading **and/or** mathematics consistent with his/ her IEP (beginning with the most recent year), and although progress toward grade level standards was made, he/ she is not yet making progress at grade level.

AND

- The student must demonstrate that he/ she cannot attain proficiency in the actual grade level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of the student's progress (or lack of progress). Examples include the end-of-course assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

The IEP Team decision-making model to be used in identifying students to participate in Mod-MSA is found in the *MAM*.