
Alt-MSA



Alternate Maryland School Assessment

2008 Handbook



IMPORTANT: You **MUST** read this handbook thoroughly and follow the procedures and instructions contained herein in their entirety. Failure to follow proper testing procedures is a violation of the Code of Maryland Regulations (COMAR), Section 13A.03.04.05A: Test Administration and Data reporting Policies and Procedures, Testing Behavior Violations.

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Alt-MSA 2008 Handbook

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The Alt-MSA 2008 Handbook: **An Overview of Alt-MSA for Parents and Teachers**



What is the Alternate Maryland School Assessment?

The Alternate Maryland School Assessment, or “Alt-MSA,” is Maryland’s assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student’s progress on attainment of Mastery Objectives in reading and mathematics in grades 3 through 8 and 10. Beginning in 2008, Alt-MSA also includes Mastery Objectives in science for those students in grades 5, 8, and 10.

The Alt-MSA is not a traditional test that is given one time during the year. Instead, Alt-MSA combines instruction consistent with the student’s Individualized Education Program (IEP) and assessment. The IEP team including teachers and other related service providers select reading and mathematics learning objectives and tailor these to each individual student. These objectives are shared with parents/guardians so they are informed about their student’s instructional program. From the beginning of the school year in September through March students are instructed on these objectives. When the student masters the objective, evidence of the student’s mastery is placed in a notebook or portfolio. This portfolio of a student’s learning and accomplishments is scored by a contractor. The scores on the assessment are recorded on the Home Report which is sent to the student’s parents or guardians, in order to give them a summary of their student’s learning and progress during the window of instruction and ongoing assessment.

Results from Alt-MSA are summarized at the school, school system, and state level, and are combined with results from the regular Maryland School Assessment as part of Maryland’s Education Accountability program.

Why was the Alt-MSA developed?

There are a number of federal statutes and regulations which require all students to be assessed. The federal No Child Left Behind Act of 2001 (NCLB) stipulates that all students in public schools in grades 3 - 8 and in at least one high school grade be assessed (Maryland has selected grade 10 to be assessed) and receive an individual student test score in reading and mathematics. Beginning with the 2007-2008 school year, NCLB also requires that science be assessed in an elementary grade, a middle school grade, and a high school grade. Maryland has chosen to assess students in grades 5, 8, and 10 in science, in order to fulfill this federal mandate.

NCLB allows states to provide an “Alternate Assessment based on Alternate Academic Achievement Standards.” An assessment of this type is an assessment designed for students with significant cognitive disabilities who meet specific participation guidelines. Students who meet these guidelines are those who are unable to participate in a regular assessment, even when accommodations are provided to them. In addition, the Individuals with Disabilities Education Act (IDEA) of 2004 mandates that all students participate in state

“Alt-MSA” is Maryland’s assessment program for students with significant cognitive disabilities. Alt-MSA measures a student’s progress on attainment of Mastery Objectives in reading and mathematics in grades 3 through 8 and 10 and in science for students in grades 5, 8, and 10.

Alt-MSA combines instruction with assessment. Students are instructed on tailored learning objectives, and when the student masters the objective, evidence of mastery is placed in a portfolio.

The Alt-MSA was developed in part in response to the requirements of the federal No Child Left Behind Act of 2001 (NCLB).

The Individuals with Disabilities Education Act (IDEA) of 2004 also mandates that all students participate in state and district assessments.



Maryland's State Education regulations also mandate that students participate in State assessments that are applicable to their grade.

Alt-MSA is based on the premise that all students, including all students with disabilities, must receive instruction in and be assessed on skills and knowledge in the areas of reading, mathematics, and science.

Alt-MSA merely documents the regular ongoing process of instruction and learning which occurs in the classroom during the school year.

and district assessments and ensures access to the general curriculum when implementing statewide accountability systems.

The Code of Maryland Regulations (COMAR), Title 13A, contains Maryland's State education regulations. COMAR mandates that all students receiving public education in Maryland be instructed in reading, mathematics, science, social studies, health, art, music, and physical education. COMAR also requires that students participate in State assessments that are applicable to their grade (MSA or Alt-MSA) or the course they are taking (High School Assessment end-of-course tests).

In Maryland, students with disabilities participate in either the Maryland School Assessment (MSA) in reading, mathematics, and science (with or without accommodations, as appropriate) or in the Alternate Maryland School Assessment (Alt-MSA) in reading, mathematics, and science, as determined by the student's Individualized Education Program (IEP) Team.

Beginning in spring 2008, Maryland will be implementing another set of Alternate Assessments, these based on Modified Academic Achievement Standards. These assessments are known as the "modified" assessments ("Mod-MSA" is one example), and are intended for students for whom the regular assessments are too difficult and the Alt-MSA not sufficiently challenging. Visit the Maryland State Department of Education's (MSDE's) Web site (<http://www.marylandpublicschools.org/testing>) for more information on the assessments based on Modified Academic Achievement Standards.

What academic areas does the Alt-MSA assess?

As mentioned above, the Alt-MSA is based on the premise that all students, including all students with disabilities, must receive instruction in and be assessed on skills and knowledge in the areas of reading, mathematics, and science. For all students in Maryland, the Maryland Voluntary State Curriculum (VSC) specifies the specific content standards for each grade and content area on which students' instruction and testing is based. For students with significant cognitive disabilities participating in Alt-MSA, the content standard objectives for a given grade and content area are not appropriate. As a result, a standardized, grade level assessment is not appropriate. Instead, teachers select the grade level reading and mathematics content from the VSC and reduce the complexity, modify it, and/or adapt it to ensure student learning.

It is important to remember that the Alt-MSA is more than an assessment. Alt-MSA assures ongoing reading, mathematics, and science instruction integrated into each student's daily program. Alt-MSA learning and assessment targets should be consistent with and, in many cases, overlap with a student's Individualized Education Program (IEP) goals and objectives.

What is the process for creating and implementing the Alt-MSA for a student?

Selecting Mastery Objectives Tailored to the Student

Through a pre-assessment process or through the review of the data from the student's prior year Alt-MSA results, each student's educational team determines which specific skills and concepts in reading (grades 3 - 8 and 10), mathematics (grades 3 - 8 and 10), and science (grades 5, 8, and 10) on which the student will be concentrating for instruction and assessment. For Alt-MSA, the student's educational team is called the "Test Examiner Team" (TET). These professionals work together to identify 10 "Mastery Objectives" (MOs) in reading (grades 3 - 8 and 10), 10 in mathematics (grades 3 - 8 and 10), and 5 in science (grades 5, 8, and 10), which are appropriate for the student to learn. (In the grades in which science content is not specifically assessed—grades 3, 4, 6, and 7—the reading and mathematics MOs must still show a connection to science, in order to ensure that students are receiving science instruction each year).

All MOs must strike a balance between challenging the student (since without challenge, there is no learning) and attainability (since lack of attainability can lead to frustration). Equipped with the knowledge of the student's capabilities and past accomplishments, the TET selects appropriate MOs from an item bank containing thousands of objectives aligned with each grade's VSC in each of the content areas. The MOs in the Item Bank were developed by Maryland teachers and used in instruction and assessment in hundreds of settings with students over a period of several years. If the TET is unable to find an existing MO within the bank that is appropriate, the team has the option of writing (rather than selecting) an objective.

Obtaining Baseline Data

An important part of the MO selection and development process is obtaining "baseline" data on the objective. Once an MO has been determined by the TET, either by selecting the MO from the Item Bank or newly writing it, the team collects data to ensure that the student has not already mastered the objective. Providing instruction and assessment on something which the student already knows or is able to do is not a responsible use of the student's, staff's or school's time; baseline data therefore allows the TET to make a decision on the student's instructional program based on data from the student's own performance. Baseline data is always collected by not providing the usual supports which a student normally receives. If a student can master an objective prior to instruction and without the normal array of supports, then clearly the objective is not challenging enough for the student, and the objective must be revised. The approach also allows for the situation in which a student is not able to master a particular skill or knowledge component independently, but whose goal will be to work towards independence on a task which he or she can currently perform only with assistance and support of the instructional team.



For Alt-MSA, the student's educational team identifies "Mastery Objectives" in reading, mathematics, and science appropriate for the student.

All MOs must strike a balance between challenging the student and being attainable.

Once an MO has been determined, the TET collects data to ensure that the student has not already mastered the objective.

Next, the TET enters the objectives into a secure online application called **Alt-MSA Online**.

The MOs are then electronically submitted for review by the school Principal.



Once MOs have been established for each student, the TET undertakes the process of instruction and assessment for each student.

MOs not selected from the Item Bank are reviewed by MSDE's test contractor. After the contractor review, the TET electronically receives feedback on each objective.

As the student is receiving instruction and is being given the opportunity to demonstrate mastery, a portfolio of student work (Alt-MSA artifacts) is assembled by the TET.

Obtaining Approval or Feedback on MOs

As part of the process of selecting or writing the MOs for each student, the TET enters the objectives into a secure online application called ***Alt-MSA Online***. This system creates a record of the current year Alt-MSA MOs, and the TET can also use it to access MOs from prior years to ensure that a student's instructional and assessment program is varied and well-rounded.

Once MOs are selected or written by the team, they are electronically submitted for review by the school Principal or his or her designated instructional leader. The Principal's review is an important aspect of the Alt-MSA process, because the Principal can help to provide feedback to the TET on the appropriateness of MOs for particular students. The TET receives any feedback from the Principal review, adjusts the MOs as needed, and resubmits the MOs to the Principal in order to receive a final sign-off at the school level.

MOs selected directly from the Item Bank are automatically "pre-approved," meaning that the MOs are known to be aligned with the Maryland VSC, are measurable, and have gone through the school-level review to ensure that they are appropriate for the student and strike a balance between the dual goals of challenge and attainability. A student's reading and mathematics instructional program has thus been developed. Instruction towards mastery of these pre-approved objectives can begin immediately.

MOs which are newly written by the TET, even though they have received Principal approval, are reviewed by MSDE's test contractor. Once the MO has been approved by the Principal, however, instruction should begin, with the knowledge that some adjustments may need to be made once the review feedback has been received by the TET.

This contractor technical review is needed to ensure that the written MOs (those not selected from the approved MO item bank), are properly aligned with the VSC and that they are measurable. Without this review, it would be possible, for example, for a TET to write an MO that does not measure one of the Maryland content standards. This MO would then inappropriately drive instruction, and when the MO is submitted for scoring, it would be judged to be "non-scorable," and therefore not mastered. Thus, the contractor MO review ensures that students and staff are not penalized because of a mistake in the way an MO is written. After the contractor review, the TET receives written feedback on each objective, indicating whether the MO is approved as is, or if it requires edits, and, if so, what the nature of those edits are. The TET then revises the MOs as necessary.

Instruction and Assessment for Alt-MSA

Once MOs have been established for each student, the TET undertakes the process of instruction and assessment for each student. The Alt-MSA testing window allows for nearly six full months for instruction and assessment. This allows the TET to teach the MOs over time and to make instructional adjustments to support student learning. Typically, TETs plan on working towards a student receiving instruction and demonstrating mastery on 2 reading and 2 mathematics objectives in each of October, November, December, January, and February. For students being assessed on science content, the TET would also target instruction and assessment of 1 science MO in each of those 5 months.



Documenting Student Mastery in the Alt-MSA Portfolio

As the student is receiving instruction and is being given the opportunity to demonstrate mastery of his or her MOs, a portfolio of student work (Alt-MSA artifacts) in reading and mathematics (and science, in the relevant grades) and other supporting information is assembled by the TET. When completed, the portfolios are packed, shipped, and scored by the Alt-MSA contractor, in accordance with protocols and procedures established by MSDE.

TETs have some choices in the types of artifacts they submit to document a student's mastery of their objectives. One type of artifact is *student work*. This can be a worksheet or other assignment which demonstrates the student's level of performance on a given task or objective. One piece of student work, the example of work specifically showing mastery, is required to be included the portfolio, in addition to the student's baseline performance.

Because of the nature of some students' disabilities, it may be difficult for a student to generate a piece of paper that represents his or her work. In these cases, the TET may generate another type of artifact, a *data chart*, that summarizes the student's instruction and progress towards mastery of an objective. Because a data chart is further removed from the student's actual work, the data chart must contain evidence of at least three instances of instruction prior to mastery, to ensure that the TET is providing appropriate instruction to the student.

Another type of artifact is a *videotape*. Videotaping of at least one reading and one mathematics artifact is required for each portfolio. This requirement is in place to ensure that the professionals who score the portfolio are able to get a sense of the student, his or her capabilities, and how he or she performs in the classroom. Videotape allows the TET to capture baseline performance and mastery of MOs with students who may not be able to generate "paper" student work to go into a portfolio. (For example, a student may be working with various assistive technology, and the videotape artifact is able to capture the student's actual performance on the objective.)

A final type of acceptable artifact is an *audiotape*, which may be appropriate for certain types of Mastery Objectives.

Each of the type of artifacts have specific, detailed requirements which are outlined in the *Alt-MSA 2008 Handbook*. These various requirements are in place to ensure that the artifacts have clear information identifying the student, his or her specific Mastery Objective, and sufficient detail about the student's performance for a trained scorer to review the artifact and make a judgement as to whether the objective was mastered or not mastered. Artifacts missing critical information cannot be scored and are judged "non-scorable."

Scoring the Portfolio

After the portfolios are complete and the testing window is at a close, the portfolios are packed and shipped to the contractor's secure site for check-in and processing (to ensure that a data record is created for each student and portfolio) and then forwarded on to the contractor's secure scoring site.

Artifacts may be student work, data charts, videotape or audiotape.

After the portfolios are complete they are packed and shipped for scoring.



The role of the scorers is to ascertain whether the evidence submitted (an artifact) demonstrates that the student has attained the MO.

Once scoring is complete, Home Reports are sent to local schools for distribution to parents/guardians.

Many resources are available to assist in constructing the Alt-MSA 2008, including:

- >Professional Development Sessions
- >Central Office Support in Instruction
- >MSDE Technical Assistance
- >MSDE Web Site
- >**Alt-MSA Online** Web Site

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

- MSDE staff and Maryland teachers are actively involved in the development of anchor sets, training materials, qualifying sets, and calibration sets through the "rangefinding" process to ensure quality, consistency, and integrity throughout all aspects of the scoring project.
- MSDE technical staff is present at all times during the scoring project and is the final authority when scoring questions arise.
- The role of the scorers is to ascertain whether the evidence submitted (an artifact) demonstrates that the student has attained the Mastery Objective by meeting all the conditions. The criterion for a judgment of mastery is 80%–100% as is stated in the Mastery Objective.

After each artifact has been scored, the percentage of artifacts mastered for each content area is determined.

- Based on these overall mastery percentages, students are assigned a proficiency level of "Basic," "Proficient," or "Advanced."
- For reading and mathematics, students will be assigned "Basic" if fewer than 60% of Mastery Objectives are achieved, "Proficient" if at least 60% but less than 90% of Mastery Objectives are achieved, and advanced if 90% or greater of Mastery Objectives are achieved. The proficiency levels of Alt-MSA contribute to Adequate Yearly Progress (AYP) as part of Maryland's State Education Accountability System.

Reporting the Results

Once scoring is complete, the Alt-MSA contractor creates data files with student test results that are sent to MSDE and then on to the local school systems. The contractor also generates student Home Reports which are sent to local schools for distribution to parents/guardians near the end of the school year. Parents and guardians should contact their local school if they have any questions about the results from Alt-MSA.

What resources are available to assist teachers with the Alt-MSA?

Teachers and parents should keep in mind that Alt-MSA is nothing more than a standardized method of documenting the regular ongoing process of instruction and learning which occurs in the classroom during the school year. There are many resources available to teachers to assist them in constructing the Alt-MSA portfolio for each of their students. Every staff member involved in Alt-MSA must receive a *2008 Alt-MSA Handbook*, written by staff at MSDE with input from local school systems, and attend professional development sessions on how to properly implement the Alt-MSA. Local school systems provide staff development and central office support in reading, mathematics, and science instruction; using assistive technologies, and best practices for instructing students with significant cognitive disabilities. Additionally, MSDE technical assistance is available from the Division of Special Education/Early Intervention Services, the MSDE Web site (<http://www.marylandpublicschools.org/testing>), and the *Alt-MSA Online* Web site (<http://www.altmsa.com>).



ALT/MSA Facts & Myths

Myth: Parents have a right to decide if their child should participate in testing required by No Child Left Behind Federal mandate.

Fact: The Individualized Education Program (IEP) Team determines in which assessment a student with a disability will participate.

As a member of the IEP team, parents/guardians work collaboratively with the team to determine the assessment in which a student with a disability will participate. The Individuals with Disabilities Education Act and No Child Left Behind Act require that all students participate in Statewide and district assessments. In Maryland, students with disabilities participate in either the Maryland School Assessment (MSA) in reading, mathematics, and science (with or without accommodations, as appropriate), High School Assessment (HSA), or in the Alternate Maryland School Assessment (Alt-MSA) in reading, mathematics and, beginning in 2008, science. Participation and modifications are determined by the student's IEP team.

Myth: The IEP is the curriculum for my child.

Fact: COMAR (13A.04.14.01) states that all students must be provided an instructional program in reading and mathematics and other content areas, including science, social studies, health, art, music, and physical education.

Each local school system utilizes the Voluntary State Curriculum as the guide to daily instruction. The IEP is not a curriculum. According to IDEA 2004, the term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised by the student's IEP team. The IEP includes:

- A statement of the child's present levels of academic achievement and functional performance;
- How the child's disability affects the child's involvement and progress in the general education curriculum;
- For children with disabilities who take alternate assessments based on alternate achievement standards, a description of benchmarks or short-term objectives; and
- A statement of measurable annual goals, including academic and functional goals. The IEP is designed to meet the needs that result from the child's disability and enable the child to be involved in and make progress in the general education curriculum.



Myth: Alt-MSA is not a valid assessment because teachers create, administer, and score student work that is submitted in the portfolio and provide the prompts used during instruction.

Fact: Alt-MSA is a portfolio assessment that is comprised of student work that demonstrates linkage to the Maryland Voluntary State Curriculum. The United States Department of Education along with peer reviewers from other states have reviewed Alt-MSA and determined that the Alt-MSA is a valid and reliable assessment.

The Handbook provides clear guidelines for the development of a child's Alt-MSA portfolio. Each teacher receives the *Alt-MSA Handbook* and is provided with intensive training, substitutes, and other strategies to support the process.

Myth: The Alt-MSA takes time away from instruction.

Fact: Alt-MSA provides a way to determine whether the student has learned the reading and mathematics instruction that must be provided, consistent with the IEP.

The instructional process is shaped and adjusted by the information gathered through ongoing assessments. The documentation that makes-up the Alt-MSA portfolio is direct student work products and may include instructional objectives included on the IEP. These are based on the required reading and mathematics instructional program that is designed specifically for each student's level of instruction. These are not extra tasks separate from the instructional program. The instructional model describes what teachers are required to be teaching. Data collection is a required component of every instructional program in both general education and special education. Collecting documentation (portfolio development) of student attainment of instructional objectives builds the foundation of evaluation of student achievement. That achievement is reported on local school system report cards, IEP quarterly reports, and at IEP annual review meetings. This is similar to general education practices where general education teachers teach and provide ongoing assessments that are graded, evaluated, and reported to parents via report cards. The assessment period of September to March allows opportunities to assess student skills that are acquired at varying rates during the instructional period.

Alt-MSA 2008 Handbook Part 1: General Information



Introduction and Background

The federal No Child Left Behind Act of 2001 (NCLB) requires that all students be assessed and receive an individual score in reading and mathematics in grades 3–8 and a high school grade (Maryland has chosen to assess grade 10 content to fulfill this federal mandate). NCLB also requires that states provide an *Alternate Assessment Based on Alternate Academic Achievement Standards* and ensure access to the general curriculum when implementing statewide accountability systems. An assessment of this type is designed for students with significant cognitive disabilities who meet specific participation guidelines. These students are unable to participate in a regular assessment, even when accommodations are provided to them. The Code of Maryland Regulations (COMAR) also mandates that all students be instructed in reading, mathematics, science, social studies, health, art, music, and physical education. The Individuals with Disabilities Education Act of 2004 (IDEA) also requires an Alternate Assessment to ensure that students have access to the general curriculum.

In Maryland, students with disabilities participate in either the Maryland School Assessment (MSA) in reading, mathematics, and science (with or without accommodations, as appropriate) or in the Alternate Maryland School Assessment based on Alternate Academic Achievement Standards (Alt-MSA) in reading, mathematics, and science, as determined by the student's Individualized Education Program (IEP) Team. Maryland is also working on the implementation of the Alternate Maryland School Assessment based on Modified Academic Achievement Standards (Mod-MSA). This assessment will be for certain students for whom the regular MSA is too challenging and the Alt-MSA is not appropriate. The participation guidelines for Mod-MSA appear in the 2007-2008 Maryland Accommodations Manual. The Mod-MSA is currently scheduled for implementation in spring 2008 during the regular MSA testing window.

The MSA and Alt-MSA are administered to students in grades 3–8 in reading and mathematics and in grades 5 and 8 in science. At the high school level Maryland tests students through end-of-course assessments in English 2, algebra/data analysis, government, and biology, and through the Alt-MSA the State assesses grade 10 students in reading, mathematics, and biology.

The MSA assesses students' attainment of grade level objectives in reading, mathematics, and science. The Alt-MSA assesses students with significant cognitive disabilities attainment of individually selected reading, mathematics, and science Mastery Objectives (MOs) which are aligned and linked with grade-level Maryland Voluntary State Curriculum (VSC) Content Standards. These selected MOs form the framework for the student's reading, mathematics, and science instructional program.

A guide to using this *Alt-MSA 2008 Handbook* appears on page 1–3. Participation Guidelines for Alt-MSA appear on page 1–4.

IMPORTANT:

You ***MUST*** read this handbook thoroughly and follow the procedures and instructions contained herein in their entirety. Failure to follow proper testing procedures is a violation of the Code of Maryland Regulations (COMAR), Section 13A.03.04.05A: *Test Administration and Data Reporting Policies and Procedures, Testing Behavior Violations*.

Alt-MSA

Alternate Maryland School Assessment

What's New in Alt-MSA 2008?

>Alt-MSA 2008
Assess Science in
Grades 5, 8, and 10

>MO Item Bank
for Science

>Documentation
of Baseline Student
Performance for
Science

>Alignment with
Science Content in all
Tested Grades

>Test Examiner Team
(TET) Supplementary
Materials

What's New in Alt-MSA 2008?

- **Addition of Science Assessment.** While the overall structure of Alt-MSA and the student portfolio remain unchanged from prior years, **Alt-MSA 2008 assesses science in grades 5, 8, and 10** to meet federal NCLB requirements.
 - **Students in grades 5 and 8** are assessed on 5 MOs selected from each of the five VSC science content standards: *Earth/Space* (VSC Standard 2), *Life Science* (VSC Standard 3), *Chemistry* (VSC Standard 4), *Physics* (VSC Standard 5), and *Environmental Science* (VSC Standard 6).
 - **Students in Grade 10** are assessed on 5 MOs selected from High School *Core Learning Goal 3: Biology*.
 - **Alt-MSA Science Scoring based on 10 MOs.** Although there are only 5 science MOs for each student in grades 5, 8, and 10, the Alt-MSA Science score will be based on 10 score points. The score on each student's 5 science MOs will be augmented by his or her score on 5 reading and mathematics MOs which are aligned with science and taught in the context of science. The 5 MOs from reading and mathematics which contribute to the science score are comprised as follows: 2 reading MOs (1 vocabulary and 1 informational text) and 3 mathematics MOs (1 measurement and 2 data analysis) that are also aligned with science content appropriate to the grade being assessed.
 - **MO Item Bank for Science.** In 2007 an MO item bank for reading and mathematics was introduced. Beginning in 2008, A similar MO item bank for science has been developed for use with students in grades 5, 8, and 10. While writing science MOs will be permitted in Alt-MSA 2008 and beyond, many Test Examiner Teams (TETs) will choose to select science MOs from the bank embedded in **Alt-MSA Online** (<http://www.altmsa.com>). This bank was developed by administrators and teachers in Maryland. See Part 3 of this Handbook for more details.
 - **Documentation of Baseline Student Performance for Science**
Beginning in 2007, test examiners were required to document baseline student performance for reading and mathematics. In 2008, in addition to baseline performance for reading and mathematics, portfolios for students in grades 5, 8, and 10 must include documentation of baseline performance for the selected science MOs.
 - The purpose of obtaining baseline (or pretest) information is threefold: (a) to determine whether the student can perform the objective under naturally occurring situations (with no prompts), and if so, to what extent; (b) to determine what content needs to be taught; and (c) to determine how much progress occurs during instruction or after instruction is completed. Additional information about this requirement is contained in Parts 4 and 5 of this Handbook.



- **Alignment with Science Content in all tested grades.** As in Alt-MSA 2007, Alt-MSA 2008 includes a requirement to assess selected reading and mathematics MOs in the context of science. Note that in the grades in which science content is not explicitly assessed (i.e., grades 3, 4, 6, and 7), portfolio artifacts must demonstrate that 2 reading and 2 mathematics MOs were taught in the context of science. This requirement is in place to ensure that students are receiving science instruction in all grades in preparation for the assessment of screening content in grades 5, 8, and 10. See Part 3 of this Handbook for additional information.
- **Test Examiner Team (TET) Supplementary Materials.** For Alt-MSA 2008, supplementary materials have been posted to the Resource page of *Alt-MSA Online* (<http://www.altmsa.com>) as well as on the testing page of the MSDE Web site (<http://www.marylandpublicschools.org/testing/altmsa>). Some of these supplementary materials include examples of acceptable and unacceptable artifacts, examples of science artifacts, VSC content standards, explanation of terms in the VSC, and printable versions of the online MO banks.

Using the *Alt-MSA 2008 Handbook*

The *Alt-MSA 2008 Handbook* is divided into tabbed sections allowing users to easily refer to the procedures relevant to their role in Alt-MSA Testing. Users of this Handbook include Principals, members of the Test Examiner Team (TET), and School Test Coordinators (STCs). Local Accountability Coordinators (LACs) and Alt-MSA Facilitators (AMFs) should also be familiar with the entire content of this handbook. Parts 1 - 6 contain information for all staff involved with the Alt-MSA, while part 7 is primarily for STCs and LACs.

Part	Description
1	• General information
2	• Planning the development of the Alt-MSA 2008 Portfolio
3	• Selecting/writing and reviewing Alt-MSA 2008 MOs • Using Alt-MSA Online to select/enter, submit, revise, and print MOs
4	• Coordinating collection of baseline data, instruction and selecting Artifacts that demonstrate attainment of Alt-MSA 2008 MOs
5	• Resources to support implementation of Alt-MSA 2008
6	• Forms required for the Alt-MSA 2008 Portfolio
7	• Ordering Alt-MSA 2008 Portfolio materials • Directions for acquisition and application of preprinted student identification labels • Directions for Alt-MSA 2008 Portfolio collection and shipping



Alt-MSA Participation Criteria:

Participants
in Alt-MSA must
meet each of the six
criteria described
on this page.

Alt-MSA Participation Guidelines

Alt-MSA participation criteria

As noted previously, students with disabilities in grades 3–8 must participate in either MSA, Mod-MSA, or Alt-MSA. High school students participate in the High School Assessments (HSA), the Modified High School Assessments (Mod-HSA), or the Alt-MSA. The HSAs and Mod-HSAs are end of course tests, while the Alt-MSA assesses participating students in grade 10. The decision for which assessment is appropriate for an individual student is made by each student's 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 (at emerging, readiness, or functional literacy levels) extended Maryland reading, extended Maryland mathematics, and extended Maryland science content standards objectives.

AND

- The student requires explicit and ongoing instruction in functional skills.

AND

- The student requires extensive and substantial modification (e.g., 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.

AND

- 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.

AND

- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.

AND

- The student cannot participate in the MSA even with accommodations.

Students not meeting the criteria above will participate in the MSA, with or without accommodations, as appropriate, based on their IEP. Refer to the Maryland Accommodation Manual for more information about accommodations and Maryland's assessments.



Determining students' grade level

Alt-MSA-eligible students participate in Alt-MSA in Grades 3–8 and 10. To determine the grade level of a student in an ungraded program, the following Maryland State Department of Education (MSDE) procedure should be 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.

Nonpublic schools with ungraded programs must work with the local school system to determine the grade level for individual students.

Assessing Students Who Transfer Enrollment

Students who enter or transfer into a school during the test window must participate in the Alt-MSA and a portfolio must be submitted for the student.

If a student transfers out of a school during the assessment period (September 4, 2007 through April 3, 2008) and into another Maryland public or Special Placement (LEA 24) school, the STC must transfer the portfolio in its then-current state of completion to the receiving school (whether or not that school is in your school system) **within 10 school days** of the withdrawal of the student from the school. It is expected that the portfolio will contain test documents and the number of artifacts consistent with the number of days that the student was enrolled in the sending school (see chart on page 2-3 for requirements). The receiving school will then continue instruction and complete the assessment and portfolio development process. The failure to properly transfer a student portfolio may result in a student receiving a proficiency level of "Basic." Sending schools which do not forward portfolio information to a receiving school on a timely basis will be flagged for investigation of a testing irregularity and may be subject to State and/or local sanctions.

Occasionally, schools are unable to determine the specific school or school system to which the student is transferring, or the student may be relocating to another state. In those cases, submit the portfolio to the Alt-MSA contractor with test documents and artifacts in their current state of completion when the student transferred out, with the Alt-MSA Transfer Cover Sheet attached (See Part 6 of the *Alt-MSA 2008 Handbook*). The portfolio of the transferred student will not be scored, but submitting the portfolio will help facilitate vendor processing of materials.

Assessing Students Who Are On Home and Hospital Instruction

Students receiving home and hospital instruction and who meet Alt-MSA participation guidelines must participate in the Alt-MSA. Teachers providing home and hospital instruction must attend Alt-MSA training sessions and receive the current *Alt-MSA 2008 Handbook*. Home and Hospital teachers are members of the TET and are expected to instruct and assess Alt-MSA MOs, in collaboration with other members of the student's team. Occasionally, health issues of students on home and hospital instruction may

Refer to Pages 1-5 and 1-6 for Procedures Regarding:

- > Assessing students who transfer enrollment
- > Assessing students who are on Home and Hospital instruction
- > Excusing students
- > Students from other states attending Special Placement Schools in Maryland



warrant excusing them from the Alt-MSA assessment. See the paragraph below for the process to be followed in excusing a student from the assessment.

Excusing Students

If the principal and other appropriate staff determine a student should be excused from participation in the Alt-MSA, they must obtain the approval of the IEP team, and this decision must be documented in the student's permanent school record as follows:

- The decision to excuse the student from testing must be stated, along with the rationale for excusing the student.
- The names and titles of the staff members involved in the decision to excuse (principal and at least one other professional staff member) must be documented, along with the date of the IEP team's approval and the names of the members of the IEP team.
- This documentation must appear on school letterhead and placed in the student's confidential file.

Portfolios for students who are excused must NOT be submitted to the Alt-MSA contractor for scoring. Excused students will not receive a score on the assessment, but their non-participation in the testing will be reflected in the school's accountability results (with regard to the 95% NCLB participation requirement). As a result, excusing students from the assessment should be done judiciously.

Students From Other States Attending Special Placement Schools in Maryland

Students from other states attending special placement schools in Maryland **MUST NOT** participate in the Alt-MSA. These students will take the appropriate assessment for the state from which their public education funding comes.

Description of the Alt-MSA

The Alt-MSA was developed in close collaboration with:

- experts in reading, mathematics, and science content, psychometrics, and portfolio assessment for students receiving special education,
- consultants with a national perspective,
- stakeholder advisory committee members,
- special education staff, and
- parents/guardians and teachers of students who will participate in the Alt-MSA.

Steps in the Alt-MSA Process

The Alt-MSA assesses and reports student mastery of reading and mathematics MOs for students in grades 3 - 8 and 10, and science MOs for students in grades 5, 8, and 10; written at the student's grade level and aligned and linked with grade-level VSC Maryland Content Standards and Topics. A cycle of instruction and assessment is intrinsic to Alt-MSA. The Alt-MSA consists of the following steps:

Step 1: Review results and/or conduct pre-assessment (TET):

A Test Examiner Team, comprised of the instructional staff teaching the student,

- analyzes student's Alt-MSA results from the previous year, and conducts informal pre-assessments to facilitate appropriate MO selection and instructional planning and
- selects the reading and mathematics skills and concepts (and science concepts for students in grades 5, 8, and 10) that will be assessed for Alt-MSA 2008.

If the student did not participate in Alt-MSA in the previous year the TET will use existing data in the student's file and conduct a pre-assessment to facilitate the selection of the skills and concepts that will be assessed for Alt-MSA 2008. Note: The results of any informal pre-assessment **are not** to be included in the 2008 Alt-MSA portfolio.

Step 2: Select or Write MOs (TET and Principal):

The TET selects/writes 10 reading and 10 mathematics MOs for students in grades 3 - 8 and 10, selects/writes 5 science MOs for students in grades 5, 8, and 10. The MOs represent the content on which the student will be instructed and assessed for the Alt-MSA.

- The selected/written reading, mathematics, and science MOs must be challenging and attainable with at least 80% accuracy by April 3, 2008.
- Baseline data artifacts that demonstrate the student needs instruction in each MO must be included. Baseline data must indicate that the student performs the selected MO with 50% or less accuracy.



Steps in the Alt-MSA Process:

Step 1: Review results and/or conduct pre-assessment (TET)

Step 2: Select or write MOs (TET and Principal)

Step 3: Collect Baseline data, conduct ongoing classroom instruction, assess MOs and construct Portfolio (TET)

> Involve the student

> Involve parents/guardians

Step 4: Prepare Portfolios for shipping and scoring (STC)

Step 5: Scoring and reporting (MSDE and Contractor)



- The objectives selected by the team may include IEP objectives in reading and mathematics that are aligned with VSC Content Standards that have not yet been achieved.
- Reading MOs 3 and 7 (vocabulary and comprehension of informational text) and mathematics MOs 5 and 7 (measurement and data analysis) must be aligned with science content for students in grades 3, 4, 6, and 7.
- MOs must be selected/written and entered on the **Alt-MSA Online** web application (<http://www.altmsa.com>). Part 6 of this Handbook contains samples of the forms generated by **Alt-MSA Online** as well as other required forms to be included in the portfolio.
- MOs are submitted and checked by the principal. The principal then either rejects the MOs back to the TET for adjustment/correction or approves them and submits to the contractor for contractor verification and review.

Step 3: Collect Baseline Data, Conduct Ongoing Classroom Instruction, Assess MOs and Construct Portfolio (TET):

Students receive instruction in the reading, mathematics, and science MOs as part of their regular instructional program throughout the test window, September 4, 2007 – April 3, 2008.

- Concurrent with delivery of instruction, the TET constructs a portfolio of evidence that demonstrates that the individual student attained the MOs that were selected by the student's TET.
- Evidence of baseline and mastery, the artifacts, is collected at any appropriate time during the test window.
- The collection of student artifacts that demonstrate the student has attained the MOs, along with other identified information, comprise the student's Alt-MSA Portfolio.
- Thoughtful early planning, organization, and shared ownership of the Alt-MSA among the student's teachers, related service providers, and instructional assistants, the TET, will result in a portfolio that conveys student learning reflective of an integrated instructional program provided by a collaborative instructional team.

Remember to Involve the Student in Portfolio Development. Since the Alt-MSA is a record of a student's work, portfolio development should involve the student as much as possible. Students should work with TEs to chart their learning and select artifacts that demonstrate mastery. (See page 2-9)

Remember to Involve Parents/Guardians in Portfolio Development. Active parent/guardian involvement will support the student in learning the selected reading and mathematics objectives. Students' opportunities to learn are broadened when parents/guardians are full participants in their children'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. (See pages 2-12 and 2-14)



Step 4: Prepare Portfolios for Shipping and Scoring (STC):

At the end of the Alt-MSA test window, the STC ensures that all components of the portfolio are accurately labeled with preprinted student identification labels and are properly packed for pickup by the Alt-MSA test contractor.

- Remember that nothing may be added to, deleted from, or changed within a portfolio after the close of the testing window on April 3, 2008. After that date, the only actions that may be taken are the application of preprinted student identification labels and packing of portfolios for shipping.
- Other actions taken with portfolios after April 3, 2008 will be identified as test security violations, and as such could result in personnel actions, test invalidation, or other sanctions. To reiterate, at the end of the testing window (April 3, 2008), each student's portfolio must be complete and submitted to the STC. No other organization, insertion, or deletion of materials in a student's portfolio is allowed after April 3, 2008.

Step 5: Scoring and Reporting (MSDE and Contractor):

After portfolios are picked up from schools, they are processed and submitted to teams of scorers who review the portfolios to determine if the submitted evidence substantiates that the MOs have been attained.

- Based on the percentage of MOs attained, students receive a proficiency level designation of Basic, Proficient, or Advanced. For each content area (reading and mathematics), students will be assigned "Basic" if fewer than 60% of MOs are achieved, "Proficient" if at least 60% but less than 90% of MOs achieved, and "Advanced" if 90% or greater of MOs are achieved.
- These results are reported as part of the State Education Accountability Program which meets the NCLB and IDEA requirements. The Alt-MSA proficiency scores in reading and mathematics contribute to school, local school system, and State Adequate Yearly Progress (AYP).
- Alt-MSA Science scores are not presently part of the AYP requirements under NCLB and are not factored into the calculation of AYP. Students in grades 5, 8, and 10 will receive a proficiency designation, however, for Alt-MSA Science of "Basic," "Proficient," or "Advanced," and the science results will appear on their Home Report.

Figure 1-1 on page 1-10 illustrates the necessary steps for successful Alt-MSA instruction and assessment. All procedures are described in detail in subsequent parts of this *Alt-MSA 2008 Handbook*. **The responsibility of Alt-MSA Portfolio development must be shared among the TET.** Important timeframes are included with each component.



Handbook references
for planning the
development of the
Alt-MSA Portfolio.

Figure 1-1: Planning the Development of the Alt-MSA Portfolio for Reading, Mathematics and Science Instruction and Assessment

Step 1: Review results and/or conduct pre-assessment (TET) September 2007	
Activities	Handbook References
<ul style="list-style-type: none"> Principal meets with TETs to plan administration of Alt-MSA. 	Parts 1, 2, and 6
<ul style="list-style-type: none"> TET meets to analyze results from 2007 or plan pre-assessments, and plan collection of baseline data, MO selection, instruction, and portfolio development. 	Parts 1, 2, 3, and 6
<ul style="list-style-type: none"> STC orders portfolio materials by September 14 	Part 7

Step 2: Select or Write MOs (TET and Principal) September through November 2007	
Activities	Handbook References
<ul style="list-style-type: none"> TET selects or writes MOs. 	Part 3
<ul style="list-style-type: none"> Using MO Bank on <i>Alt-MSA Online</i> at student's grade level and Instruct with grade-level and age-appropriate expectations. 	Part 3
<ul style="list-style-type: none"> Ensure that written MOs have the required components. 	Part 3
<ul style="list-style-type: none"> Principal checks and submits MOs by October 12. 	Part 3
<ul style="list-style-type: none"> Parents receive Alt-MSA MOs. 	Parts 3 and 6
<ul style="list-style-type: none"> For written MOs submitted for technical review, feedback is received and revisions are made. 	Part 3



Figure 1-1 Continued

Step 3: Collect Baseline Data, Conduct Ongoing Classroom Instruction, Assess MOs, and Construct Portfolio (TET): September 4, 2007 through April 3, 2008	
Activities	Handbook References
<ul style="list-style-type: none"> TET instructs and assesses MOs, selects baseline and mastery artifacts, and compiles portfolio. 	Parts 4, 5, and 6

Step 4: Prepare Portfolios for Shipping and Scoring (STC) April 3 – 7, 2008	
Activities	Handbook References
<ul style="list-style-type: none"> STC collects all portfolios on April 3, 2008. STC then applies labels, and prepares for pick up. 	Part 7

Step 5: Scoring and Reporting (MSDE and Contractor) March - June 2008	
Activities	Handbook References
<ul style="list-style-type: none"> MSDE and Contractor score portfolios, compile results, and report to students, parents, schools, and the general public. 	N/A



Arrangement of
contents in Alt-MSA
portfolio.

Contents of the Alt-MSA Portfolio

The Alt-MSA Portfolio consists of four sections (five sections for students in grades 5, 8, and 10) plus a Table of Contents. All forms that must be included in the Alt-MSA Portfolio are in Part 6 of the *Alt-MSA 2008 Handbook* and are available online at <http://www.altmsa.com> and also at <https://docushare.msde.state.md.us/docushare/dsweb/view/collection-13158>.

Requirements for each of the four portfolio sections are outlined below.

Table of Contents

- See pages 6-3 through 6-10 for required Table of Contents

Portfolio Section 1: Student Information

- Labeled "A": List of Test Examiners who comprise the TET for the student.
- Labeled "B": Alt-MSA 2008 MOs for the student. (This document printed from the **Alt-MSA Online** web application also includes copies of the previous year's MOs [from Alt-MSA 2007] for reference, as well as any contractor feedback received.
- Labeled "C": Copy of the student's IEP goals and objectives.

Portfolio Section 2: Parent/Guardian Participation

- Labeled "D": Signed form from the parents/guardians for their review and comments on Alt-MSA 2008 MOs.
- Labeled "E": Documentation that the parents/guardians were invited to review portfolio and whether they reviewed the Alt-MSA 2008 portfolio before it was submitted for scoring.
- Labeled "F": Parent/Guardian Contacts.



Portfolio Section 3: Artifacts for Baseline Data and Student Mastery of Ten (10) Reading Objectives

- Artifacts for baseline data and as evidence of MO attainment including one videotaped artifact of the student demonstrating mastery of at least one reading MO. Artifacts must be numbered as indicated on the portfolio Table of Contents (see *Alt-MSA 2008 Handbook* Part 6).

Note: See page 1–14 of this Handbook for Reading Content Standards and Topics to be assessed on the Alt-MSA. The Alt-MSA MO Bank is online at <http://www.altmsa.com>.

Portfolio Section 4: Artifacts for Baseline Data and Student Mastery of Ten (10) Mathematics Objectives

- Artifacts for baseline data and as evidence of MO attainment including one videotaped artifact of the student demonstrating mastery of at least one mathematics MO. Artifacts must be numbered as indicated on the portfolio Table of Contents (see *Alt-MSA 2008 Handbook* Part 6).

Note: See page 1–15 of this Handbook for Mathematics Content Standards and Topics to be assessed on the Alt-MSA. The Alt-MSA MO Bank is online at <http://www.altmsa.com>.

Portfolio Section 5 for Students in Grades 5, 8, and 10: Artifacts for Baseline Data and Student Mastery of Five (5) Science Objectives

- Artifacts for baseline data and as evidence of MO attainment. Artifacts must be numbered as indicated on the portfolio Table of Contents (see *Alt-MSA 2008 Handbook* Part 6).

Note: See page 1–16 of this Handbook for Science Content Standards to be assessed on the Alt-MSA. The Alt-MSA MO Bank is online at <http://www.altmsa.com>, and also at <https://docushare.msde.state.md.us/docushare/dsweb/view/collection-13158>.

Contents of the Alt-MSA Portfolio (Continued)



Reading Content Assessed on Alt-MSA

Standard 1.0: General Reading Processes

A. Phonemic Awareness

B. Phonics

C. Fluency

D. Vocabulary

E. General Reading Comprehension

Standard 2.0: Comprehension of Informational Text

Standard 3.0: Comprehension of Literary Text

Reading Content Assessed on Alt-MSA

Test examiners must select two VSC Objectives and the corresponding VSC Indicators from each of the VSC Content Standards or Topics listed below. Next, MOs will be selected or written. MOs and artifacts must reflect the Maryland VSC extended content standards for the student's grade level and the content and materials used must be age-and grade-appropriate. Specified reading MOs **MUST be aligned with science content standards.**

Standard 1.0: General Reading Processes

(A) Phonemic Awareness, (B) Phonics, (C) Fluency [sight words only], or Other

If the student does not acquire literacy skills through instruction in phonemic awareness, phonics, or sight words, **the TET will select two objectives in another area of reading to replace objectives in these areas** for the Alt-MSA. This information must be documented in the designated area on the Alt-MSA Test Document for Reading and the Table of Contents.

(D) Vocabulary

Grades 5, 8, and 10: MO #3 MUST be aligned with science content standard/core learning goal (See page 1-16)

Grades 3, 4, 6, 7: MO #3 MUST be aligned with science content and taught in the context of science

(E) General Reading Comprehension

Standard 2.0: Comprehension of Informational Text

Grades 5, 8, and 10: MO #7 MUST be aligned with science content standard/core learning goal (See page 1-16)

Grades 3, 4, 6, and 7: MO #7 must be aligned with science content

Standard 3.0: Comprehension of Literary Text

Mathematics Content Assessed on Alt-MSA

Test examiners must select two VSC Indicators with corresponding VSC Objectives from each of the Content Standards or Topics listed below. Next, MOs will be selected or written. MOs and artifacts must reflect the Maryland VSC extended content standards for the student's grade level and the content and materials used must be age-and grade-appropriate. Specified mathematics MOs **MUST be aligned with science content standards.**

Standard 1.0: Algebra, Patterns, and Functions

Standard 2.0: Knowledge of Geometry

Standard 3.0: Knowledge of Measurement

Grades 5, 8, and 10: MO # 5 **MUST** be aligned with science content standard/
core learning goal (see page 1-16)

Grades 3, 4, 6, and 7: MO # 5 **MUST** be aligned with science content

Standard 4.0: Knowledge of Statistics (B) Data Analysis

Grades 5, 8, and 10: MOs # 7 AND #8 **MUST** be aligned with science content
(see page 1-16)

Grades 3, 4, 6, and 7: MO # 7 **must** be aligned with science content

Standard 6.0: Knowledge of Number Relationships or Computation

Standard 7.0: Process of Mathematics

(C) Communication: Present mathematical ideas using words, symbols, visual displays, or technology.

Note: MOs will not be written for Process of Mathematics Content Standard. However, students will be scored based on evidence in the artifact that they communicated mathematical ideas. Mathematics objectives which are mastered by the student are assumed to meet the criteria of 7.0 (C), above.



Mathematics Content Assessed on Alt-MSA:

- > Algebra, Patterns and Functions
- > Geometry
- > Measurement
- > Data Analysis
- > Number Relationships or Computation



Science Content Assessed on Alt-MSA Grades 5 and 8:

- > Earth/Space Science
 - > Life Science
 - > Chemistry
 - > Physics
- > Environmental Science

Science Content Assessed on Alt-MSA Grade 10:

- > Structure and Function of Biologically Important Molecules
- > Organisms are Composed of Cells
- > How Traits are Inherited and Passed on
- > The Mechanism of Evolutionary Change
- > The Interdependence of Living Organisms and the Biosphere

Science Content Assessed on Alt-MSA Grades 5 and 8

Test examiners for students in grades 5 and 8 must select one VSC Indicator with corresponding VSC Objective from each of the Content Standards listed below. MOs will then be selected or written. MOs and artifacts must reflect the Maryland VSC content standards for the student's grade level and the content and materials used must be age- and grade-appropriate.

Standard 2.0: Earth/Space Science

Standard 3.0: Life Science

Standard 4.0: Chemistry

Standard 5.0: Physics

Standard 6.0: Environmental Science

Science Content Assessed on Alt-MSA Grade 10

Test examiners must select or write 5 MOs for Core Learning Goal 3, Biology. MOs and artifacts must reflect the Maryland Core Learning Goals and materials used must be age and grade appropriate.

Expectation 3.1: The student will be able to explain the correlation between the structure and function of biologically important molecules and their relationship to cell processes.

Expectation 3.2: The student will demonstrate an understanding that all organisms are composed of cells which can function independently or as part of multicellular organisms.

Expectation 3.3: The student will analyze how traits are inherited and passed on from one generation to another.

Expectation 3.4: The student will explain the mechanism of evolutionary change.

Expectation 3.5: The student will investigate the interdependence of diverse living organisms and their interactions with the components of the biosphere.



Alt-MSA 2008 Timeline 2007–2008

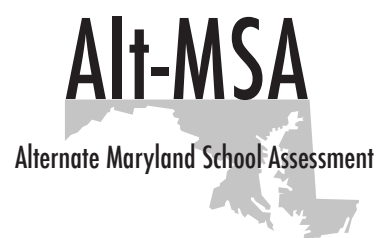
[Directions for Nonpublic Special Placement Schools are indicated by bold italics]

Date	Task
June 5, 2007	LACs and AMFs attend MSDE train-the-trainer on Alt-MSA administration and development of MOs.
June 6, 2007	<i>Special Placement School STCs attend MSDE training on Alt-MSA administration and development of MOs.</i>
June 7 – 21, 2007	LACs and <i>Special Placement School STCs</i> place initial order of <i>Alt-MSA Handbooks</i> via the SchoolHouse Web site.
June – September 2007	LACs and AMFs provide training or information sessions in Alt-MSA administration to principals, STCs, and TEs (STCs).
June – July 2007	LACs and Special Placement School STCs update <i>Alt-MSA Online</i> admin site.
July 12 – 27, 2007	LACs and <i>Special Placements Schools STCs</i> receive <i>Alt-MSA Handbooks</i> .
August 2007	LACs and AMFs and <i>Special Placement School STCs</i> attend Alt-MSA MO Bank Training.
August 13 – September 14, 2007	LACs and <i>Special Placement School STCs</i> submit initial Alt-MSA materials order online.
September 4, 2007 – April 3, 2008	2007–2008 Test Window. There will be no extensions of the test window due to adjustments in the school calendar for weather-related closings. Dates of mastery on artifacts must be within the test window.
September 4 – 28, 2007	Principal, STC, and TE meet to: <ul style="list-style-type: none"> • identify TEs (teachers, related service providers, and instructional assistants) who will form the TET for each participating student. Complete TE form for each student. • identify roles and responsibilities for each member of the TET. • develop an implementation schedule and monitoring plan to assure portfolio completion by April 3, 2008.

This chart summarizes the important dates and activities for Alt-MSA 2008.



Date	Task
September 4, 2007 – October 5, 2007	<p>Student's TET</p> <ul style="list-style-type: none"> selects reading and mathematics and science indicators and objectives that will be assessed, based on 2007 Alt-MSA test results or on a pre-assessment. completes Alt-MSA Test Documents for Reading and Mathematics and science (grades 5, 8, 10); selects/writes MOs for each content standard and topic. submits for principal or designee review of MOs sends copy of Alt-MSA Test Documents for Reading and Mathematics and science (grades 5, 8, 10) to parent/guardian with cover form (see page 6-14)
October 12, 2007	Submit Alt-MSA MOs for Reading and Mathematics and science (grades 5, 8, and 10) for each student participating in Alt-MSA to test contractor for verification (MOs selected from the MO Bank) or technical adequacy review (for MOs which are newly written by the TET).
October 12, 2007	STCs receive portfolios and media.
October 15, 2007 – November 9, 2007	Alt-MSA test contractor reviews newly written MOs (i.e., those MOs not selected directly from the bank) and posts feedback for review no later than November 9, 2007.
January 2008	LAC and Special Placement School STCs 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 contractor's website).
February 28, 2008	Last day to update pre-id information via PEM Solutions.
March 20, 2008	Schools receive pre-id labels and return shipping materials.
April 3, 2008	<p>STC collects all Alt-MSA portfolios and unused test materials and packs for pickup from school.</p> <ul style="list-style-type: none"> For schools selected for Rangefinding, portfolios, and unused materials will be picked up on April 8, 2008. Schools selected for Rangefinding will be notified by MSDE through the LACs by Friday, February 1, 2008. Test contractor will pick up Alt-MSA test materials from all schools April 8, 2008 through April 11, 2008.
April 2008	Rangefinding and preparation of scoring guides by MSDE and test contractor.



Date	Task
May 2008	LACs and Special Placement Schools STCs submits post-test file to MSDE.
April – May 2008	Alt-MSA Portfolios are scored.
June 2008	Alt-MSA results, home reports, and report to principals sent to central offices. Alt-MSA data is reflected on the Maryland School Report Card online at http://www.mdreportcard.org .

Principals, STCs, and TEs Receive Alt-MSA Training

(JUNE-SEPTEMBER)

Between the beginning of June 2007 and end of September 2007, the following Alt-MSA training occurs:

- LACs, AMFs, and Special Placement School STCs attend train-the-trainer sessions conducted by MSDE and Alt-MSA test contractor. (June 2007)
- LACs, AMFs, and Special Placement School STCs attend **Alt-MSA Online** MO Item Bank train-the-trainer sessions conducted by MSDE and Alt-MSA test contractor. (August 2007)
- LACs and AMFs conduct required training sessions for STCs about the Alt-MSA. STCs become familiar with the procedures for the development of the Alt-MSA Portfolio and using **Alt-MSA Online**.
- Principals receive information about the Alt-MSA and their role in ensuring appropriate implementation of Alt-MSA procedures, including **Alt-MSA Online**.
- The STC, LAC, and AMF, or other locally identified staff will provide in-depth training to TEs.
- All staff members involved in the participating student's instructional program is required to participate in this training. All of the student's teachers, related service providers, and instructional assistants should be members of the Alt-MSA TET. Teachers who are providing home and hospital teaching services for students who are identified as participants in Alt-MSA must also attend training sessions about administering Alt-MSA.

Training is critical to the proper implementation of Alt-MSA. LACs and STCs should get an early start on training principals, STCs, and TEs.



TEs and any others who handle test materials must be aware of the consequences of test security violations.

Test irregularities result from an inappropriate implementation of the Alt-MSA Portfolio procedures. Sanctions for test irregularities for the Alt-MSA will be consistent with those for other Maryland State assessment programs.

Code of Ethics

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education:

IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL AND NON-VERBAL CLUES OF ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY 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.

However, it is expected that during the administration of the Alt-MSA, students will receive the prompts, supports, and accommodations that the student typically uses during instruction and other assessments.

The materials used to construct the Alt-MSA portfolio (binder, tabs, forms, etc.) are not secure before they contain student-specific information and student work. However, once the portfolios contain student identifying information, student testing materials, and student work, the portfolios become secure documents and must be treated with the same care as other secure testing materials. As such, portfolios should be maintained in a secure, locked area when not in use, accessible only to the members of the TET and the STC.

VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

It is assumed that TEs and any others who handle test materials are aware of the consequences of test security violations. (See Certification of Training and Non-disclosure forms in Part 6 of this Handbook.)

Test Irregularities

Test irregularities result from an inappropriate implementation of the Alt-MSA Portfolio procedures. Sanctions for test irregularities for the Alt-MSA will be consistent with those for other Maryland State assessment programs. Examples of test irregularities include, but are not limited to, the following:

- accuracy scores wrongfully reported to indicate mastery,
- artifacts and forms from previous test years submitted for scoring,
- artifacts not completed within the test window, or insertion or organization of portfolios after test window,
- dates on artifacts misrepresented or changed, artifacts falsified, signatures falsified,
- students “coached” instead of being provided with the appropriate prompt level to demonstrate their skills,

- portfolios not completed in compliance with Alt-MSA procedures, resulting in improper assessment of a student or a group of students, and
- incomplete portfolios submitted for a group of students or an individual student.

Testing irregularities should be reported by TEs to STCs, and by STCs to the LAC. LACs investigate and report to the State Test Administration and Security Committee as appropriate.

Eligible Test Examiners

TETs are comprised of all eligible staff assigned to teach a student. The Alt-MSA is not the instructional and assessment responsibility of one TE. For students assigned to home and hospital instruction, the TET is comprised of the home and hospital teacher and assigned staff from the student's school.

Eligible TEs for the Alt-MSA administration must be state-certified professional school staff and related service providers, long-term substitute teachers, or contractual related-service providers assigned to teach a student participating in Alt-MSA. Instructional assistants and student teachers may be TEs and must work under the direct supervision of state-certified professional school staff.

Individuals Not Eligible to Serve as Test Examiners

Individuals who are not eligible to serve as TEs include:

- Non-employees of the LEA (e.g., parents or volunteering community members), and
- Non-employees of the LEA who are state-certified teachers and who are not on a substitute list.



TETs are comprised of all eligible staff assigned to teach a student. The Alt-MSA is not the instructional and assessment responsibility of one TE.

Eligible TEs for the Alt-MSA administration must be state-certified professional school staff.



Staff Roles and Responsibilities in Alt-MSA Testing: Local Accountability Coordinator (LAC)

(Note: For Nonpublic Special Placement Schools, the STC will perform the LAC duties listed below and work with the Principall/Education Director and with MSDE's Special Placement Schools Accountability Coordinator, Karla Bressant.)

The LAC in each school system has the following responsibilities:

Date	Task
June - August 2007	<ul style="list-style-type: none"> Participate in Alt-MSA training and Alt-MSA Online MO and Item Bank training conducted by MSDE and the test contractor and read the <i>Alt-MSA 2008 Handbook</i>.
June - July 2007	<ul style="list-style-type: none"> Review student records in Alt-MSA Online and verify that all students are assigned to the correct grade and school.
June 2007 – September 2007	<ul style="list-style-type: none"> Provide Alt-MSA training for STCs and information to principals about Alt-MSA requirements, including his or her role and responsibilities. Ensure that STCs train TETs and TEs appropriately for the Alt-MSA administration. Ensure that STCs, principals, and TEs have access to the appropriate and necessary materials to complete the assessment (e.g., <i>Alt-MSA 2008 Handbook</i>, portfolio supplies, etc.).
October 2007	<ul style="list-style-type: none"> Monitor development of Test Documents and online submission. Ensure that the appropriate quantities of Alt-MSA materials are ordered.
January 2008	Submit pretest file.
September 2007 – March 2008	<ul style="list-style-type: none"> Provide ongoing training about Alt-MSA to TEs. Answer questions from schools and TEs regarding the Alt-MSA. Forward unresolved assessment issues to MSDE. Ensure that the testing is administered appropriately and within the state-specified timeframe.
April 4 - 11, 2008	<ul style="list-style-type: none"> Ensure that all materials are packed and picked up for scoring as specified in the <i>Alt-MSA 2008 Handbook</i>.
April 2008	<ul style="list-style-type: none"> Submit posttest files.

LAC's Responsibilities

Staff Roles and Responsibilities in Alt-MSA Testing: Principal

(Note: For Nonpublic Special Placement schools: Principal or Education Director)

The Principal in each school is responsible for the tasks listed below. The Principal may assign a designee, other than an Alt-MSA TE, to perform these tasks. However, the Principal in each school has the responsibility for ensuring the completion of each task.

Date	Task
June – September 2007	<ul style="list-style-type: none"> Assure that Test Examiners participate in <i>Alt-MSA 2008 Handbook</i> and Alt-MSA Online training. Become familiar with Alt-MSA procedures and requirements. Establish the TET for each student and sign Test Examiner forms. Meet with TETs to identify roles and responsibilities (see detailed agenda and forms, on pages 2-2, 2-3, 2-4).
September 2007 – October 12, 2007	<ul style="list-style-type: none"> Check the selected/written MOs. Monitor the completion of MOs and ensure online submission of MOs for verification or technical review no later than October 12, 2007 using Alt-MSA Online (http://www.altmsa.com).
October 2007 – April 3, 2008	<ul style="list-style-type: none"> Monitor the portfolio development process and the TET. Identify incoming students who must participate in Alt-MSA. Facilitate opportunities for TETs to meet and plan Alt-MSA implementation. Ensure compliance with test procedures by the TET. Secure resources and professional development needed for Alt-MSA by the TET.



Principal's
Responsibilities



Staff Roles and Responsibilities in Alt-MSA Testing: School Test Coordinator (STC)

The STC in each school has the following responsibilities:

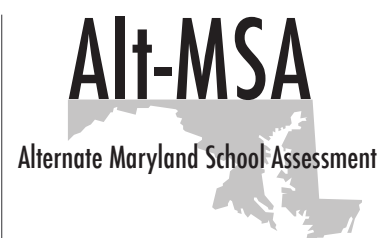
STC's Responsibilities

Date	Task
June – September 2007	<ul style="list-style-type: none"> Participate in <i>Alt-MSA 2008 Handbook</i> and Alt-MSA Online training conducted by the LAC and AMF or other local school system representative and sign Certification of Training Form. Provide Alt-MSA training for TETs and all TEs and provide every TE their own copy of the <i>Alt-MSA 2008 Handbook</i>. Meet with Principal and TETs to establish roles and responsibilities Read the <i>Alt-MSA 2008 Handbook</i>. Order and provide access to necessary assessment materials and arrange for additional materials to be supplied if needed by coordinating with the LAC.
September 2007 – October 12, 2007	<ul style="list-style-type: none"> Monitor the development of the Test Documents, review by the principal, and online submission. Ensure that completed, approved objectives are submitted to the test contractor by October 12, 2007.
October 2007 – April 3, 2008	<ul style="list-style-type: none"> Answer questions from TET, and TEs, and forward to the LAC questions/issues which the STC does not know the proper response. Identify incoming students who must participate in Alt-MSA. Send portfolio materials of transferring students to receiving school, as applicable. Monitor portfolio construction during the testing period and ensure that portfolios are being constructed appropriately throughout the testing period. Facilitate creation by TETs of videotape artifacts for at least one reading and one mathematics MO for each student portfolio. Order or print additional student barcode identification labels for students not on the original pretest file as needed.
April 3, 2008	<ul style="list-style-type: none"> Collect completed portfolios from all TEs at the end of testing and apply preprinted student barcode labels to all Alt-MSA student materials. Pack scorable portfolio materials and unused portfolio materials for shipping in accordance with the timing and instructions provided in the <i>Alt-MSA 2008 Handbook</i>.

Staff Roles and Responsibilities in Alt-MSA Testing: Test Examiner Team (TET)

The TET in each school has the following responsibilities:

Date	Task
June 2007 – September 2007	<ul style="list-style-type: none"> Participate in <i>Alt-MSA 2008 Handbook</i> and Alt-MSA Online training as conducted by the LAC and AMF, STC, principal or other local school system representative and sign Certification of Training Form. Read the <i>Alt-MSA 2008 Handbook</i>. Meet with principal and TET to establish roles and responsibilities; plan and identify individual TE's responsibilities for the Alt-MSA Portfolios and record on Test Documents.
September 2007 – October 12, 2007	<ul style="list-style-type: none"> Select/write appropriate MOs for each student considering the student's performance on the previous year's Alt-MSA MOs (or the pre-assessment results) and the current IEP. Complete MOs according to the timeline as presented in the <i>Alt-MSA 2008 Handbook</i>, and submit to the principal the objectives for verification of MOs selected and review of MOs if any are newly written by TET. Ensure that Test Documents and brochures are sent to Parents/Guardians.
October 2007 – March 2008	<ul style="list-style-type: none"> Provide guidance and support to TEs in construction of the student Alt-MSA Portfolio. Coordinate and conduct videotaping of one reading and one mathematics MO artifact for each student. Identify incoming students who must participate in Alt-MSA. Give to STC transferring students' in-progress portfolios to be sent to receiving school. Monitor construction of the Alt-MSA portfolio to ensure that it is being completed on a timely and appropriate basis by each Test Examiner Team member.
February – April 3, 2008	<ul style="list-style-type: none"> Invite parent/guardian to review the Alt-MSA Portfolio.
April 3, 2008	<ul style="list-style-type: none"> Submit portfolios to STC for packing.



TET's Responsibilities



TE's Responsibilities

Staff Roles and Responsibilities in Alt-MSA Testing: Test Examiner (TE)

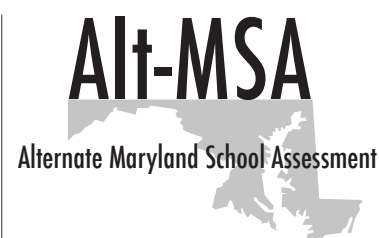
Each TE has the following responsibilities:

Date	Task
June 2007 – September 2007	<ul style="list-style-type: none"> Participate in <i>Alt-MSA 2008 Handbook</i> and Alt-MSA Online training as conducted by the LAC and AMF, STC, or other local school system representative, and sign Certification of Training Form. Read the <i>Alt-MSA 2008 Handbook</i>. Participate as a member of the TET (special education teachers, general education teachers, related service providers, e.g., slp, ot, pt; teachers of students who are visually/hearing impaired, instructional assistants) in selecting/writing, teaching and monitoring Alt-MSA MOs and collecting artifacts and assembling the Alt-MSA Portfolio for each student.
September 2007	<ul style="list-style-type: none"> Select/write appropriate MOs for each student considering the student's performance on the previous year's Alt-MSA MOs (or the pre-assessment results) and the current IEP. Complete MOs according to the timeline as presented in the <i>Alt-MSA 2008 Handbook</i> and submit the objectives to principal for review.
October 8, 2007 – October 12, 2007	<ul style="list-style-type: none"> Follow-up with principal to ensure that MOs have been submitted to the test contractor for verification or technical review no later than October 12, 2007.
October 2007	<ul style="list-style-type: none"> Ensure that Test Documents and brochures are sent to Parents/Guardians.
September 2007 – April 3, 2008	<ul style="list-style-type: none"> Collect baseline data artifact for each MO. Instruct student in reading and mathematics MOs. Collect and assemble student artifacts which demonstrate student's mastery of the selected reading and mathematics objectives. Conduct videotaping of one reading and one mathematics MO artifact. Identify incoming students who must participate in Alt-MSA. Give to STC transferring students' in-progress portfolios to be sent to receiving school. Involve student in the development of his or her portfolio. Complete assembly of student Alt-MSA portfolio by close of testing window.
February 2008 – April 3, 2008	<ul style="list-style-type: none"> Invite and facilitate active parent/guardian participation to review the portfolio.
April 3, 2008	<ul style="list-style-type: none"> Submit Alt-MSA portfolio to STC for application of pre-printed barcode labels, packing, and shipment to Test Contractor for scoring.

Staff Roles and Responsibilities in Alt-MSA Testing: Instructional Assistants

Under the supervision of the TEs, instructional assistants participate as members of the TET as follows:

Date	Task
June 2007 – September 2007	<ul style="list-style-type: none"> Attend training provided by STC and sign Certification of Training Form. Read the <i>Alt-MSA 2008 Handbook</i>.
September 2007 – October 2007	<ul style="list-style-type: none"> Photocopy documents to be included in portfolios.
September 2007 – April 3, 2008	<ul style="list-style-type: none"> Videotape and audiotape student demonstration of MOs. Collect baseline data for MOs. Observe and record data on data collection forms and administer and collect student work of demonstration of MOs. Provide appropriate instruction and instructional support to student during instruction and assessment.
February 2008 – April 3, 2008	<ul style="list-style-type: none"> Organize materials, documents, and artifacts and place items in the portfolio, paginate portfolio, and develop Table of Contents. Send forms to parent/guardian and document contact with parent/guardian.



Instructional Assistants'
Responsibilities



AMF's Responsibilities

Staff Roles and Responsibilities in Alt-MSA Testing: Alt-MSA Facilitator (AMF)

The AMF in each school system has the following responsibilities:

Date	Task
June and August 2007	<ul style="list-style-type: none"> • Participate in <i>Alt-MSA 2008 Handbook</i> and Alt-MSA Online training conducted by MSDE and the test contractor and sign Certification of Training Form. • Read the <i>Alt-MSA 2008 Handbook</i>.
June 2007 – September 2007	<ul style="list-style-type: none"> • Collaborate with the LAC to plan and implement in-depth training for STCs and TEs and provide information to principals. Multiple training sessions may need to be provided.
September 2007 – June 2008	<ul style="list-style-type: none"> • Attend AMF meetings scheduled by MSDE. • Contact appropriate MSDE staff for answers to questions. • Provide professional development relating to Alt-MSA in local school system.

Alt-MSA 2008 Handbook Part 2: Planning the Development of the Alt-MSA 2008 Portfolio

Part 2 of the *Alt-MSA 2008 Handbook* describes the procedures for planning the development of the Alt-MSA portfolio, as summarized in Step 1 (Figure 2-1, below):

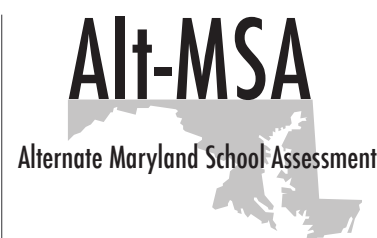
Figure 2-1

Step 1: Review results and/or conduct pre-assessment (TET) September 2007	
Activities	Handbook References
<ul style="list-style-type: none"> Principal meets with TETs to plan administration of Alt-MSA. TET meets to analyze results from 2007 or plan pre-assessment and plan collection of baseline data, plan Mastery Objective selection, instruction, and portfolio development. STC orders portfolio materials by September 14. 	<p>Parts 1,2, and 3 Parts 1, 2, 3, and 4</p> <p>Part 7</p>

Principal or Designee meets with the STC and TET (September)

Very early in the school year, the principal or designee will meet with the STC, teachers, related service providers, and instructional assistants to establish the TET for each student participating in the Alt-MSA. Specific roles and responsibilities of the TET and individual TEs are described in detail in Part 1 of this Handbook.

- It is important to include each student's general and special education teachers, related service providers, and instructional assistants on his/her TET.
- The purpose of the TET *is not* to "help" the student's primary classroom teacher construct the Alt-MSA portfolio, but is, rather, to be fully involved in the selection, instruction, and assessment of Mastery Objectives for Alt-MSA.
- All teachers are teachers of reading and mathematics. Students have more opportunities to learn and generalize their learning when reading and mathematics skills are taught by all the students' teachers and service providers in various settings throughout the instructional day.
- The decisions made by the TET will determine the components of students' reading, mathematics, and science instructional programs and the content of students' Alt-MSA Portfolios.
- When TETs establish a reading and mathematics program that is then taught by each member of the TET, students' opportunities to increase their reading and mathematics skills are fostered.
- Additionally, the TETs benefit from the professional discussions that result from sharing the responsibilities of reading and mathematics instruction and assessment.



Step 1:
Review Result
or Conduct
Pre-Assessment

Principal meets with
staff to plan Alt-MSA
2008.



Agenda:
Principal and
STC/TE Meeting

Agenda for Principal Meeting with STC and Test Examiners

During this meeting, to be held very early in the school year, the tasks and decisions listed below must be addressed. This list may be used as an agenda and checklist.

- _____ Identify the students who will participate in Alt-MSA.
- _____ Identify the Test Examiner Team for each student and complete the TET form on page 6–11 in the *Alt-MSA Handbook*. This form must be placed in each student's portfolio.
- _____ Review the individual 2007 student results, including the condition codes assigned, sent to Principals in June 2007 and identify skills and concepts to be assessed.
- _____ Identify the Test Examiners who will select/write the Mastery Objectives, collect baseline data, and submit artifacts for each Mastery Objective of the assessed content standard topics. (See Figure 2-2)
- _____ Establish subsequent meeting times for TETs, including the STC, to complete the tasks listed in the TET Meeting Agenda below.
- _____ Review the timelines and guidelines for Mastery Objective selection in Part 3 of this Handbook.
- _____ Identify professional development that will support the TET in instruction and administration of Alt-MSA.
- _____ Monitor the progress of the portfolio development and other requirements. (See Figure 2-3)

Agenda for Test Examiner Team Meetings (After meeting with Principal)

Agenda:
TET Meetings

- _____ (1) Review the test results for each student, and (2) refer to the Mastery Objective Bank for the student's grade level and select skills and concepts that are challenging and attainable that will be taught and assessed for Alt-MSA.
- _____ Review IEP to identify reading and mathematics objectives that may be used for Alt-MSA.
- _____ Identify Test Examiners who will select/write specific Mastery Objectives to align with the Alt-MSA criteria, collect baseline data for each Mastery Objective, submit the accompanying artifacts, and determine how Mastery Objectives will be electronically entered and submitted by October 12, 2007. (See Figure 2-2)
- _____ Establish responsibilities of instructional assistants.
- _____ Establish location of the portfolios so that each TET member has access to submit his/her assigned artifacts.
- _____ Establish timelines for each task and identify how timeline will be monitored.
- _____ Monitor the progress of the portfolio development and other requirements. (See Figure 2-3)

The following timeline of activities should be used as an organizer for planning the roll-out of Alt-MSA 2008 in the school. These activities are also summarized in Figure 2-2 on page 2-4.

September 2007

- (1) Meet with Principal and TET to plan Alt-MSA 2008
- (2) Review Alt-MSA 2007 results, and select skills and concepts to be assessed for 2008
- (3) Select or write MOs
- (4) Collect baseline data
- (5) Organize and begin to compile portfolio components

October 2007

- (1) Submit MOs for Principal review
- (2) Submit Principal-approved MOs to contractor
- (3) **Collect baseline data, teach and assess MOs for 2 reading, 2 math, and 1 science (grades 5, 8, and 10), videotape**
- (4) Send MOs to parents/ guardians
- (5) Organize and compile portfolio components

November 2007

- (1) **Collect baseline data, teach and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape**
- (2) Revise any newly written MOs on which vendor feedback is received
- (3) Organize and compile portfolio components

December 2007

- (1) **Collect baseline data, teach and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape**
- (2) Organize and compile portfolio components

January 2008

- (1) **Collect baseline data, teach and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape**
- (2) Organize and compile portfolio components

February 2008

- (1) **Collect baseline data, teach and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape**
- (2) Organize and compile portfolio components
- (3) Parent reviews Portfolio

March 2008

- (1) Parent reviews Portfolio
- (2) Complete assessment on April 3, 2008.
- (3) Collect, label, and pack Portfolios for pickup and scoring



Timeline of
Activities for
Administration of
Alt-MSA 2008

Figure 2-2

TET Assignment of Mastery Objective Selection, Instruction, Assessment, and Artifact Submission

Student Name _____

Reading Mastery Objectives	General Education Classroom/ Science Teacher	Special Education Teacher	Speech Pathologist	Art Teacher	Physical Education/ Health Teacher	Music Teacher	Occupational Therapist/ Physical Therapist	Instructional Assistant	Other
Phonics/Sight Words MO 1-2									
Vocabulary MO 3-4 (#3 aligned with science)									
General Reading Comprehension MO 5-6									
Informational Text MO 7-8 (#7 aligned with science)									
Literary Text MO 9-10									

Figure 2-2 Continued

TET Assignment of Mastery Objective Selection, Instruction, Assessment, and Artifact Submission

Student Name _____

Mathematics Mastery Objectives	General Education Classroom/Science Teacher	Special Education Teacher	Speech Pathologist	Art Teacher	Physical Education/Health Teacher	Music Teacher	Occupational Therapist/Physical Therapist	Instructional Assistant	Other
Algebra MO 1-2									
Geometry MO 3-4									
Measurement MO 5-6 (#5 aligned with science)									
Data Analysis MO 7-8 (#7 and #8 aligned with science)									
Number Sense MO 9-10									
Science Mastery Objectives									
Earth/Space Science MO 1									
Life Science MO 2									
Chemistry MO 3									
Physics MO 4									
Environmental Science MO 5									

Figure 2-3

TET Plans Mastery Objective Development, Instruction, and Assessment for Alt-MSA

Use the chart below to guide TET planning for assigning responsibilities to team members and monitoring the completion of the required components of instruction and Alt-MSA. This will ensure that students receive the necessary instruction to achieve the Alt-MSA MOs.

Student Name _____

	September 2007	October 2007	November 2007	December 2007	January 2008	February 2008	March 2008
TET or other staff member	(1) Meet with Principal and TET to plan Alt-MSA 2008 (2) Review Alt-MSA 2007 results, select skills and concepts to be assessed (3) Select or write MOs (4) Collect baseline data (5) Organize and begin to compile portfolio components	(1) Submit MOs for Principal review (2) Submit principal-approved MOs to contractor (3) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape (4) Send MOs to parents/guardians (5) Organize & compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape (2) Revise any newly written MOs on which vendor feedback is received (3) Organize and compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape (2) Organize and compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape (2) Organize and compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5, 8, and 10), videotape (2) Organize and compile portfolio components (3) Parent reviews Portfolio	(1) Parent reviews Portfolio (2) Complete assessment on April 3, 2008. (3) Collect, label, and pack Portfolios for pickup and scoring
Principal							
STC							
Special Education Teachers							
General Education Teachers							
Related Service Providers (SLP, OT, PT, Vision, D/HOH Service Providers, and home-hospital teachers)							
Instructional Assistants							
Other: (specify)							

Protocol for Reviewing 2007 Alt-MSA Results and Selecting Skills and Concepts for Alt-MSA 2008

The TET will review results of each student who participated in Alt-MSA 2007.

- Review the condition codes assigned
- Identify the MOs that were mastered. For Alt-MSA 2008, the TET will identify different skills and concepts which represent modified grade level content and materials and level of complexity from the student's extended grade level VSC content standards.
- For MOs not mastered due to lack of student demonstration of skill, the team may
 - Continue to provide instruction in these skills and concepts.
 - **However, the TET must identify different skills and concepts, which represent modified grade level content and materials and level of complexity from the student's extended grade level VSC content standards for Alt-MSA 2008.** It is recognized, however, that some reading objectives are similar for each grade. However, the content of the assessment must differ from previous test years, (e.g., different vocabulary words must be selected, different narrative text must be read). Mastery Objectives selected must be both challenging and attainable during the test window.
- Use the student-level results from the individual student reports sent to the principal to discuss and plan instructional interventions with your staff.
- The students' reported Alt-MSA proficiency levels reflect achievement in Maryland's extended reading and mathematics VSC 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.
- 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 VSC Content Standards.

The TET must develop an approach for collecting and organizing each student's artifacts that is accessible and usable by all team members.

- This organization system may include a binder with tabs for each Mastery Objective, or a system of folders.
- As baseline data artifacts are collected and when the student reaches the 80% criterion on a data sheet or a work sample, these artifacts can be filed in the appropriate file or binder tab.



Review Alt-MSA 2007
Results

Figure 2-4 illustrates this process, and Figure 2-5 provides some tips for Alt-MSA materials organization.

Figure 2-4

Portfolio Organization System

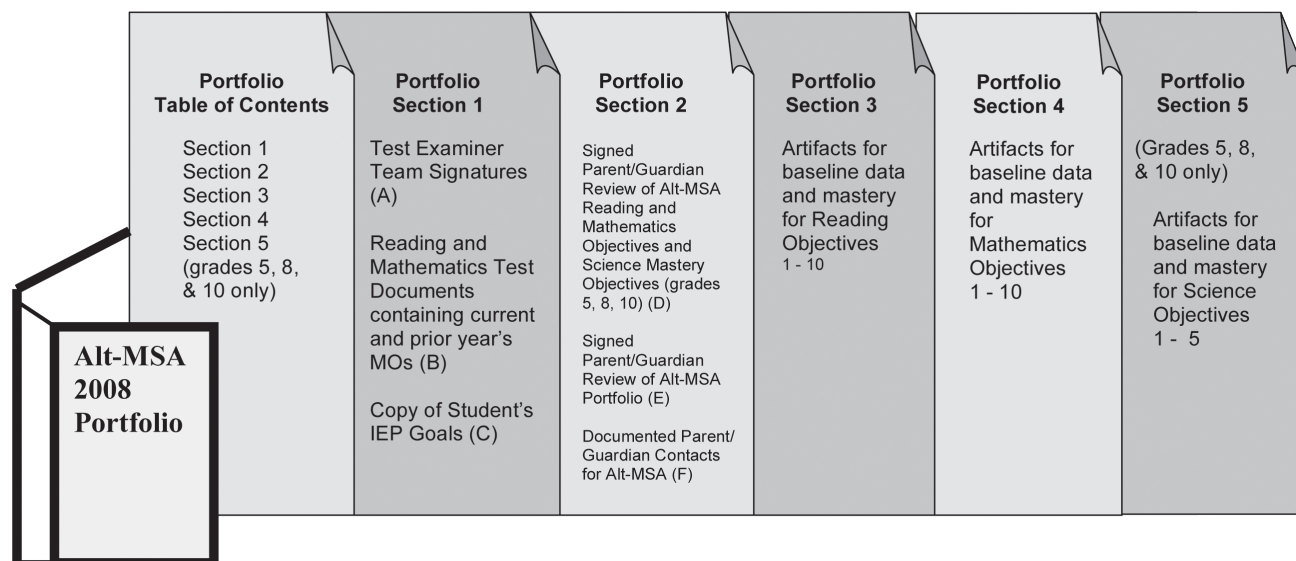


Figure 2-5

Tips From Teachers to Support Implementation of Alt-MSA

Tip: Create a Pocket Folder for Each Mastery Objective Being Assessed

This process helps to organize and keep accessible all of the materials needed for instruction and assessment of the Mastery Objectives for the Test Examiner Team (TET).

- Create a color-coded pocket folder for Reading (red) and Mathematics (green). In 2007-2008, include Science (yellow)
- On the cover of each folder record
 - Student's name
 - Grade level
 - Content Area such as: Reading or Math or Science
 - Topic – (write it out from the VSC)
 - Indicator – (write it out from the VSC)
 - Objective – (write it out from the VSC)
- On the inside left pocket insert a print-out of Mastery Objective
- On the inside right pocket insert
 - baseline data
 - Materials of Instruction
 - Student Worksheets
 - Data Collection Sheets
 - Video Script if needed
 - Label for Artifact detail

— Submitted by Carollee Baker, Harford County Public Schools



Student Involvement in Portfolio Development

Students should be involved as much as possible in the development of their portfolios. It is their assessment of mastery of reading and mathematics skills. Self-advocacy skills are critical for the students who participate in the Alt-MSA.

Facilitating Active Student Involvement in the Alt-MSA Portfolio

September and October

- Discuss and explain the Alt-MSA process with the student.
- Review the Mastery Objectives. Seek input and provide an opportunity for the student to make choices and communicate preferences regarding the MOs.

October through January

- Seek student input in the decision-making processes when preparing the instructional and assessment activities.
- Provide an opportunity for the student to review his/her work samples, data collection, and video or audio tapes on a regular basis.
- Demonstrate the review process that is used to select artifacts and show the student what makes a quality work sample or serves as a good demonstration of a target response.
- Provide the student with the opportunity to select artifacts for the Alt-MSA portfolio.
- Meet with the student to review the portfolio contents regularly.

February

- Review the completed portfolio with the student before it is submitted for scoring.
- Encourage the student to provide comments for the test examiners related to the assessment process.

Figure 2-6 contains examples of “Success Stories” which show the benefits of focused reading and mathematics instruction.

Timeline for Involving
Students in the
Development of Their
Portfolios

Figure 2-6

Alt-MSA Success Stories

Comments from the Extensions' Program staff at Lakelands Park Middle School

"Alt-MSA is teaching reading and math! The progress that the students in our program have made has been tremendous. When a student is provided the appropriate accommodations, materials and systematic instruction, they have been given the tools for success."

Tina Shrewsbury, Coordinator of the Extensions Program

"I didn't think it was possible for my child to even attain the mastery objectives. After reviewing the data in the portfolio, I am so impressed with all the new information my child has learned."

Parent of student from the Extensions Program

"I am so thrilled to actually see what my child was able to do in reading and math. I never thought I would see him do any of this."

Parent of student from the Extensions Program

"Systematic instruction in reading and math help the students achieve well beyond expectations and also helped improve student behavior."

Joseph Goucher, Program Specialist for the Extensions Program

"I think given the right materials and having the task broken down, the student was able to learn!"

Paraeducator, Extensions Program

"The systematic errorless learning approach was essential to the students learning the new skills."

Paraeducator, Extensions Program

"The student I worked with was only able to focus for 15 minutes but when we did the Alt MSA activities she was able to focus for longer periods of time."

Paraeducator, Extensions Program

"Alt MSA reading and math activities provided structure to the students' program and we saw an increase in positive behaviors."

Vicki Britt, Behavior Support Teacher, Extensions Program

— Submitted by Tina Shrewsbury, Montgomery County Public Schools



Figure 2-6 Continued

Alt-MSA Success Stories

Lois T. Murray School

... I have noticed some significant changes with our students (who represent those with the greatest challenges of all who are tested). One struggle in working with students with SCD is that when they develop skills, these are so often "prompt dependent" skills. Students display these behaviors only once others in their environment elicit them. Despite professional inservice training to minimize overprompting, staff often seems to persist with giving many prompts. This is one of the areas I have worked on in training but the testing process seems to have made the most significant difference in helping staff be more mindful of prompts they are giving as well as providing more wait time for students to respond without prompts. This certainly moves them toward greater independence and that is a wonderful and positive thing!

— Submitted by Roslyn Canosa, Principal; Baltimore City Public Schools

Two Elementary Science Success Stories

1. I have a student is spending most of her day with her same age peers in the typical classroom with modifications to her work. Several of the modified work samples were used for her Alt-MSA portfolio. What we noticed, though, was that the materials that I adapted for her were being used with several of her other peers who were struggling with any given subject. This has shown the students that this little girl is just like them. The teacher told me that having the little girl in the class has not only been good for that student, but it has done wonders for the other students as well.
2. The second story is about the same little girl on our Community Based Instruction trip. As we were sitting at the table, the student noticed that two of the drinks were the same. She talked about how they were the same size, same shape, and same color. I thought that I would use this teachable moment to review one of her Alt-MSA objectives: congruency of everyday objects. I told her "Yes, they are the same. They are congruent." The little girl looked puzzled for a moment. Then her face turned to her "silly teacher" face. She smiled politely and said "No, those are lemonade." I guess she realized that you could call them what you wanted, but when the waitress came, she was not going to order a congruent drink. She was going to get a lemonade.

— Submitted by Charles County Public Schools



Involve
Parents/Guardians
in Portfolio
Development

Parent/Guardian Involvement in Portfolio Development

The relationship between parent involvement and the quality of student programs has been long recognized.

- Parents/guardians want the best for their children and can provide excellent support for the academic program.
- Parents/guardians may provide insight into the success of goals evaluated in the past.
- Including parents/guardians in the Alt-MSA process may facilitate the student's ability to generalize the use of the selected objectives in the student's natural environment.

Section 2 of the portfolio requires that:

- A test examiner will send a copy of the Alt-MSA Test Documents for Reading and Mathematics (printed from the student's record on ***Alt-MSA Online***) with the cover form (page 6-17) and the Alt-MSA brochure to the parents/guardians. For students in grades 5, 8, and 10, Alt-MSA Test Documents for Science will also be sent to the parents/guardians.
 - Parents/guardians are invited to review and consider how they could reinforce these skills at home and in the community.
 - They are requested to sign the cover form (page 6-17) and return it to school within two weeks.
 - Parents/guardians are not asked to approve the Mastery Objectives. They should keep the copy of the reading and mathematics Mastery Objectives for their use at home.
- Parents/guardians are invited to review a copy of the portfolio before it is submitted for scoring and complete form found on page 6-19.
 - A test examiner will document attempts to contact parent/guardian and that the portfolio has been reviewed by the parent/guardian (See Page 6-21).

Figure 2-7

Tips from Teachers to Support Implementation of Alt-MSA

Tip: Employ "Best Practices" for Communicating With Parents

Most of my students' parents do not have time to meet with me regularly to review their child's progress. To make them feel more connected to their child's Alt-MSA experience I send activities home to each family. By using these materials at home parents get the chance to become involved in their child's progress. To keep parents apprised of their child's progress, I gather student work samples at the end of each week that show progress towards MO mastery and send a copy to parents.

Facilitating Active Parent/Guardian Involvement in the Alt-MSA Portfolio

September and October

- Give the parents/guardians the VSC Content Standards or give them the link and directions for accessing the standards.
- Describe the way that the TET uses the VSC Maryland Content Standards with their child.
- Discuss the parents'/guardians' role in the Alt-MSA which includes a review of the MOs and a review of the portfolio, including the videotapes.
- Send a copy of the Alt-MSA Test Documents for Reading and Mathematics and Science (grades 5, 8, 10) with the cover form (page 6-17) to the parents/guardians. Parents/guardians are invited to review and consider how they can reinforce these skills at home and in the community.
- Actively seek feedback and the parent's/guardian's signature affirming they have reviewed the MOs. If unsuccessful, document the attempts made on form found on 6-21 and include in the portfolio. Test examiners will continue to provide instruction on the MOs since parent/guardian approval is not required.

November through January

- Keep parents/guardians informed on their child's progress with the selected reading, math, and science objectives. Quarterly reports and report cards are established requirements and will facilitate communication about progress toward reading and mathematics objective attainment.
- Suggest ways the selected reading and math objectives can be reinforced at home.

February

- Invite the parents/guardians in writing to review a copy of the portfolio, including the videotape, before submitting it for scoring. **Note: The actual Alt-MSA Portfolio must NOT be sent home for review, as original portfolio documents are required for scoring. Portfolios that leave the school building prior to pickup for scoring run the risk of not being returned on a timely basis.**
- After the review of the portfolio, have the parents/guardians sign the portfolio review form (page 6-19) indicating that they have reviewed their child's portfolio.
- Encourage parents/guardians to provide comments for their child and the teachers on the portfolio review form.



Timeline for Facilitating
Parent/Guardian
Involvement in the
Development of the
Alt-MSA Portfolio

Figure 2-8

A Parent/Guardian Involvement Success Story

A Student's Changing View of Mathematics

Fall 2003

My daughter entered Middle School and has 10 reading and 10 mathematics Mastery Objectives. If I ask her about school I heard, "I don't like math."

Spring 2004

Time to review the Alt-MSA Portfolio. My daughter is excited, but still mumbling about math. She missed mastery on 2 objectives, but only by a few points.

Fall 2004

My daughter's in seventh grade and is excited and working hard on reading, but still not talking about math.

Winter 2005

My daughter says to the doctor after surgery as she's reviewing the doctor's order for no physical education, "Math too! It is too hard!"

Review 2005

"Mom, come see my video! I did math!" (She mastered every objective.)

Fall 2006

"Mom, math is hard, but I getting the hang of it. I just have to keep trying."

Review 2006

"Come see my video; I did math, it was easy!" (She mastered every objective.)

The Alt-MSA has shown my daughter that she can learn new things that are hard and to be proud of her accomplishments.

— Submitted by Donna DePamphilis, parent

Overview of Alt-MSA Portfolio Scoring

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

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

- MSDE staff and Maryland teachers are actively involved in the development of anchor sets, training materials, qualifying sets, and calibration sets through the rangefinding process to ensure quality, consistency, and integrity throughout all aspects of the scoring project.
- MSDE technical staff is present at all times during the scoring project and is the final authority when scoring questions arise.
- The role of the scorers is to ascertain whether the evidence submitted (an artifact) demonstrates that the student has attained the MO by meeting all the conditions. The criterion for a judgment of mastery is 80%–100% and as is stated in the MO.

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

- MOs are aligned with the Maryland VSC.
- The portfolio contains documentation of baseline performance on the MO. Baseline data that indicate the student requires instruction on the selected MO must accompany every data chart, student work, videotape, and audiotape. Baseline data document that the student can only demonstrate the selected MO at 50% or lower accuracy.
- Artifacts for the appropriate MOs align with the required science content.
- Acceptable artifacts for baseline and mastery are submitted: student work, data chart, videotape, audiotape.
- Baseline and mastery artifacts align with MO.
- All components of the MO are evident in the baseline and mastery artifacts. If all components of the MO are evident, and the artifacts meet all requirements, the objective will be judged as “mastered.” If any component of the MO is not evident, the objective will be judged as “not mastered.” The observable, measurable student response must be evident in all artifacts, including data charts. The scorers **will not** attempt to “grade” an artifact to determine if the objective has been mastered.
- Data charts contain at least **3-5 observations of instruction (not including baseline data) prior to attainment of criterion stated in the MO.**
- 80% or greater is attained, and the prompt level and number do not exceed prompt level and number of prompts indicated in the MO. [Note: If “full physical” prompt level was provided to the student the artifact will not be scored “Mastered” **unless** documentation is included with the artifact that clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including



Involvement of
Maryland teachers in
Alt-MSA Scoring

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



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

assistive technologies that reduce the need for full physical prompts, have been fully explored and implemented consistently during the test window (See Part 5 for more information).

- Student's (1) name, (2) date including month, day, and year, (3) MO being assessed, (4) accuracy score, (5) level of prompt and number of prompts, (6) key to interpret TE notations, (7) page number that corresponds to the Table of Contents in the Portfolio and (8) grade-level alignment and connection to curriculum and grade-age appropriate materials are evident on artifact.
- The reported accuracy score is verified.

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

- Based on these overall mastery percentages, students are assigned a proficiency level of "Basic," "Proficient," or "Advanced."
- For reading and mathematics, students will be assigned "Basic" if fewer than 60% of MOs are achieved, "Proficient" if at least 60% but less than 90% of MOs achieved, and advanced if 90% or greater of MOs are achieved. The proficiency levels of Alt-MSA contribute to Adequate Yearly Progress (AYP).
- Specific reporting for Alt-MSA Science will be determined at a date after publication of this manual. Contact your LAC for additional information or consult the MSDE Web site.

The Alt-MSA scoring rubric appears in Figure 2-9 on page 2-17.

The scoring rubric reflects each of the requirements stated on pages 2-15 and 2-16. The scoring rubric is reviewed each year during rangefinding. At rangefinding, Maryland administrators and teachers who are involved in all aspects of Alt-MSA, review and refine the scoring rubric to ensure it encompasses the current Alt-MSA requirements. The rangefinders apply the scoring rubric to score selected portfolios. The scoring rubric and the scores assigned to these portfolios form the basis for scorer training. The scorers use the scoring rubric to score each artifact. The scorers work sequentially through the scoring rubric, starting with the condition code B (Alignment [A] has been determined prior to scoring the artifacts). If the artifact does not meet the conditions stated for A, B, C, D, E, F, and 0, then the artifact is scored "1—Mastered." However, if the conditions for the condition code or 0 are met, the appropriate condition code or 0 is recorded.

Figure 2-9

BASELINE ARTIFACT CONDITION CODES (Artifacts not scorable)		MASTERY ARTIFACT CONDITION CODES (Artifacts not scorable)	
A	NOT APPLICABLE	A	Mastery objective not aligned <ul style="list-style-type: none"> • Mastery Objective was determined to be not aligned during Mastery Objective review and no revisions were made and Mastery Objective is still not aligned OR • Mastery Objective not reviewed during Mastery Objective review and it is not aligned
B	Baseline Artifact is missing or unacceptable <ul style="list-style-type: none"> • no student name, no date of baseline or no accuracy score • baseline artifact is not aligned with MO • baseline score is with MO above 50% • baseline specific target behavior is not evident • visual or auditory component of videotape is missing from baseline • dictated response is unacceptable • the student is not given a choice 	B	Artifact is missing or unacceptable <ul style="list-style-type: none"> • Mastery objective does not have an artifact OR • Mastery objective has an unacceptable artifact OR
C	NOT USED FOR BASELINE	C	Artifact is incomplete <ul style="list-style-type: none"> • No student name on artifact AND/OR • Artifact not dated with day, month and year AND/OR • Dates on artifact are out of acceptable range AND/OR • No reasonable way to determine the mastery objective for the artifact AND/OR • No reasonable way to interpret key or notations on artifact
D	NOT USED FOR BASELINE	D	Artifact does not align or components of Mastery Objective are not evident <ul style="list-style-type: none"> • Artifact does not align with, i.e. measure the mastery objective AND/OR • Components of the mastery objective are not evident in the artifact <ul style="list-style-type: none"> a. Target number of student behaviors is not evident b. Either the visual or auditory is absent from the videotape artifacts c. Lack of evidence of observable, measurable student response on artifact <ul style="list-style-type: none"> 1. the specific target behavior is not stated AND/OR 2. unacceptable dictated response AND/OR 3. the student is not given a choice
E	NOT USED FOR BASELINE	E	Data Chart does not show a minimum of three observations on different days prior to demonstration of mastery
F	NOT USED FOR BASELINE	F	Accuracy scores not reported or stated
Score Point 0: Artifact is scorable, but student does not demonstrate mastery			
Score Point 1: Artifact is scorable, and student demonstrates mastery			



The Home Report:
Parents and the school
receive copies.

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

Overview of Alt-MSA Reporting

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

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

- The Home Report.** Both parents and schools receive a copy of a Home Report for each individual student taking Alt-MSA. The report provides background information on the Alt-MSA and what it broadly measures, as well as an overall summary of an individual student's score and proficiency level on Alt-MSA for both reading and mathematics, in comparison to the scores for that school, the school district, and the State. Information on Alt-MSA results for science is also included for students in grades 5, 8, and 10. An example of the Home Report is shown in Figure 2-10. (The student and school shown in the example are hypothetical.) As noted previously, specific reporting for Science mastery will be determined at a date later than the publication date of this manual. Check with your LAC or consult the MSDE web site for updated information. The home report also identifies each individual MO on which a student was assessed, and whether the student mastered or did not master the objective, or whether the artifact provided by the school in the portfolio was not scorable. The Home Report is useful for both parents and educators in planning instruction and assessing educational progress that students are achieving.
- The Report to Principals.** This report provides additional background information on the Alt-MSA scores, including the condition codes assigned to individual MOs, which can be used to help principals and other teachers and instructional leaders at the school to make best use of Alt-MSA results in planning for the instruction of individual students or in making curriculum decisions for classes or other groups of students. The report also includes the individual detailed student-level results which were included in the Home Report, as well as aggregated reports at the school level. An example of the report to principals is included in the Alt-MSA Technical Manual which can be found on the MSDE web site (<http://www.marylandpublicschools.org>) under the links for Testing.

Figure 2-10

Alternate Maryland School Assessment (Alt-MSA) Home Report 2008 Reading, Mathematics, and Science: Grade 8



Student: FIRSTNAME M. LASTNAME
 Grade: 08
 LEA: <LEA #> <LEA NAME>
 Home LEA: <Home LEA #> <HOME LEA NAME>
 School: <School #> <SCHOOL NAME>

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

In the 2007-2008 school year, your child took the Alternate Maryland School Assessment (Alt-MSA). Alt-MSA is the Maryland alternate assessment based on alternate academic achievement standards. Students with significant cognitive disabilities participate in Alt-MSA if the Individualized Education Program (IEP) team determines that he or she is participating in extended Maryland content standards in reading, mathematics, and science and cannot participate in the Maryland School Assessment (MSA), even with accommodations. Alt-MSA assesses and reports student attainment of Individualized Mastery Objectives based on the Maryland reading and mathematics content standards. These content standards are available on line at <http://mdk12.org>. A portfolio is constructed for each student consisting of artifacts (such as student work samples) that document the student's mastery of the assessed reading and mathematics objectives.

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

The charts on the following pages present (1) the percentage of objectives your child mastered in reading and mathematics, (2) your child's performance in one of the three performance levels - Basic, Proficient, or Advanced, (3) comparative performance of other students on the Alt-MSA at your child's school, in the school system, and the state, and (4) details as to how your child performed on each of the 20 Alt-MSA Mastery Objectives. Additional information on school and school system performance is available online at <http://mdreportcard.org>.

Dear Parents,

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

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

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

Nancy S. Grasmick
State Superintendent of Schools

Alternate Maryland School Assessment (Alt-MSA)
Home Report
2008 Reading, Mathematics, and Science

Student: FIRSTNAME M. LASTNAME
Grade: 08
LEA: <LEA #> <LEA NAME>
Home LEA: <Home LEA #> <HOME LEA NAME>
School: <School #> <SCHOOL NAME>

READING

Your Child's Alt-MSA Mastery Percentage and Performance Level

	Mastery Percentage	Basic (0% - 59%)	Proficient (60% - 89%)	Advanced (90% - 100%)
STUDENT	50%			
GRABLE SCHOOL	*			
COUNTY SCHOOLS	70%			
MARYLAND	80%			

Percentage of Students in the School/System/State at each Performance Level

	Basic	Proficient	Advanced
GRABLE SCHOOL	*	*	*
COUNTY SCHOOLS	30%	37%	33%
MARYLAND	37%	23%	39%

* Data not reported if number tested is fewer than 5.

Mastery Objectives for READING		Mastery **			Science Content Present
		M	NM	NS	
1.0 General Reading Processes: Phonemic Awareness/Phonics/Fluency					
Mastery Objective 1	Given 10 sight words on index cards presented individually, the student will read each word within ____ seconds with 100% accuracy.			NS	
Mastery Objective 2	Given 10 CVC words and a new orally presented beginning sound for each word, the student will substitute the new beginning sound for the original beginning sound and say the new word with 100% accuracy.		NM		
1.0 General Reading Processes: Vocabulary					
Mastery Objective 3	Vocabulary: Given 10 vocabulary words from a modified grade-level environmental science unit, the student will write the correct vocabulary work to complete the sentence with 100% accuracy.	M			YES
Mastery Objective 4	Given 10 picture and word cards and 2 categories from a modified grade-level science unit, the student will state the words and place the card in the correct category with 100% accuracy.	M			
1.0 General Reading Processes: General Reading Comprehension					
Mastery Objective 5	Given a modified grade-level chapter in a science text and a student-completed teacher-made strategy template, the student will state 3 questions that might be answered by reading this chapter with 100% accuracy.	M			
Mastery Objective 6	After reading 5 sections in a modified grade-level science text during a five-day period, the student will circle the main idea for each section from a choice of 3 with 100% accuracy.		NM		
2.0 Comprehension of Informational Text					
Mastery Objective 7	Comprehension of Informational Text: Given a set of directions to complete a task from a modified grade level life science investigation, the student will read the directions and complete the task with 100% accuracy.	M			YES
Mastery Objective 8	Given a modified grade-level social studies chapter and 5 questions, the student will read the chapter and state the answer to the questions with 100% accuracy.	M			
3.0 Comprehension of Literary Text					
Mastery Objective 9	Given a set of 10 narrative texts read in class, including autobiography, biography, short story, novel, play, poetry, folklore, and myths, the student will state the type of text with 100% accuracy.		NM		
Mastery Objective 10	Given a modified grade-level literary text read in class, the student will state the main ideas with 100% accuracy.		NM		
READING SUMMARY		5	4	1	

**** Mastery Codes**

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

**Alternate Maryland School Assessment (Alt-MSA)
Home Report
2008 Reading, Mathematics, and Science**

Student: **FIRSTNAME M. LASTNAME**
Grade: **08**
LEA: **<LEA #> <LEA NAME>**
Home LEA: **<Home LEA #> <HOME LEA NAME>**
School: **<School #> <SCHOOL NAME>**

MATHEMATICS

Your Child's Alt-MSA Mastery Percentage and Performance Level

	Mastery Percentage	Basic (0% - 59%)	Proficient (60% - 89%)	Advanced (90% - 100%)
STUDENT	80%			
GRABLE SCHOOL	*			
COUNTY SCHOOLS	60%			
MARYLAND	70%			

Percentage of Students in the School/System/State at each Performance Level

	Basic	Proficient	Advanced
GRABLE SCHOOL	*	*	*
COUNTY SCHOOLS	34%	25%	40%
MARYLAND	37%	23%	39%

* Data not reported if number tested is fewer than 5.

Mastery Objectives for MATHEMATICS		Mastery **			Science Content Present
		M	NM	NS	
1.0 Algebra, Patterns, and Functions					
Mastery Objective 1	Given an AB pattern and symbol cards, the student will correctly place symbol cards for two more repetitions of the pattern with 3 verbal prompts at 100% accuracy.			NS	
Mastery Objective 2	Given a number line and number cards, the student will place the numerals 2-8 on the number line with 100% accuracy.	M			
2.0 Knowledge of Geometry					
Mastery Objective 3	Given 5 solid geometric figures, the student will state the name of each with 100% accuracy.	M			
Mastery Objective 4	Given a model of a triangle and square, the student will sketch a triangle and square with 100% accuracy.	M			
3.0 Knowledge of Measurement					
Mastery Objective 5	Knowledge of Measurement: Given a spring scale and several rocks of varying sizes, the student will determine the mass of each rock to the nearest kilogram with 100% accuracy.	M			YES
Mastery Objective 6	Given 5 items of varying lengths, the student will measure and state each item's length to the nearest inch.		NM		
4.0 Knowledge of Statistics: Data Analysis					
Mastery Objective 7	Knowledge of Statistics: Data Analysis: Given a bar graph with data from a chemistry investigation, the student will answer 5 questions about the data with 100% accuracy.	M			YES
Mastery Objective 8	Knowledge of Statistics: Data Analysis: Given a table with data from an Environmental Science investigation, the student will state the organism with the highest population and the organism with the lowest population with 100% accuracy.	M			YES
6.0 Knowledge of Number Relationships or Computation					
Mastery Objective 9	Given 6 whole number cards, the student will place cards in order from least to greatest with 100% accuracy.	M			
Mastery Objective 10	Given 3 sets of mixed currency, the student will count each set and state the amounts with 100% accuracy.	M			
MATHEMATICS SUMMARY		8	1	1	

**** Mastery Codes**

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

Alternate Maryland School Assessment (Alt-MSA)
Home Report
2008 Reading, Mathematics, and Science

Student: **FIRSTNAME M. LASTNAME**
 Grade: **08**
 LEA: **<LEA #> <LEA NAME>**
 Home LEA: **<Home LEA #> <HOME LEA NAME>**
 School: **<School #> <SCHOOL NAME>**

SCIENCE

Your Child's Alt-MSA Mastery Percentage and Performance Level

	Mastery Percentage	Basic (0% - 59%)	Proficient (60% - 89%)	Advanced (90% - 100%)
STUDENT	80%			
GRABLE SCHOOL	*			
COUNTY SCHOOLS	60%			
MARYLAND	70%			

Percentage of Students in the School/System/State at each Performance Level

	Basic	Proficient	Advanced
GRAFTON SCHOOL	*	*	*
ALLEGANY COUNTY SCHOOLS	34%	25%	40%
MARYLAND	37%	23%	39%

* Data not reported if number tested is fewer than 5.

Mastery Objectives for SCIENCE		Mastery **		
		M	NM	NS
2.0 Earth/Space Science				
Mastery Objective 1	Given illustrations/photographs of rapid and/or slow changes to the surface of Earth, the student will identify the agent of each change with 100% accuracy.	M		
3.0 Life Science				
Mastery Objective 2	Given a description of an organism and its traits and environment, the student will identify the particular trait/traits required for an organism to survive in its environment with 100% accuracy.	M		
4.0 Chemistry				
Mastery Objective 3	Given equal volumes of different substances, the student will (1) identify the mass of the substances and (2) answer the question "do different substances with equal volumes have the same mass?" with 100% accuracy.		NM	
5.0 Physics				
Mastery Objective 4	Given a force and objects with different masses, the student will identify the motion produced on each of the objects with 80% accuracy.	M		
6.0 Environmental Science				
Mastery Objective 5	Given examples of human activities, the student will identify the activities that may have a positive and/or negative impact on the natural environment, with 80% accuracy.			NS
READING Mastery Objectives Aligned with Science Content				
Mastery Objective 6	Vocabulary: Given 10 vocabulary words from a modified grade-level environmental science unit, the student will write the correct vocabulary word to complete the sentence with 100% accuracy.	M		
Mastery Objective 7	Comprehension of Informational Text: Given a set of directions to complete a task from a modified grade level life science investigation, the student will read the directions and complete the task with 100% accuracy.	M		
MATHEMATICS Mastery Objectives Aligned with Science Content				
Mastery Objective 8	Knowledge of Measurement: Given a spring scale and several rocks of varying sizes, the student will determine the mass of each rock to the nearest kilogram with 100% accuracy.	M		
Mastery Objective 9	Knowledge of Statistics: Data Analysis: Given a bar graph with data from a chemistry investigation, the student will answer 5 questions about the data with 100% accuracy.	M		
Mastery Objective 10	Knowledge of Statistics: Data Analysis: Given a table with data from an Environmental Science investigation, the student will state the organism with the highest population and the organism with the lowest population with 100% accuracy.	M		
SCIENCE SUMMARY		8	1	1

**** Mastery Codes**

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

**Alternate Maryland School Assessment (Alt-MSA)
Home Report
2008 Reading, Mathematics, and Science**

Student: **FIRSTNAME M. LASTNAME**
 Grade: **08**
 LEA: **<LEA #> <LEA NAME>**
 Home LEA: **<Home LEA #> <HOME LEA NAME>**
 School: **<School #> <SCHOOL NAME>**

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate 90% or greater attainment of their identified Mastery Objectives in reading and mathematics (attainment of 9 or 10 of the student's Mastery Objectives in a given content area).
Proficient	Students at this level demonstrate at least 60% but less than 90% of their identified Mastery Objectives in reading and mathematics (attainment of 6 to 8 of the student's Mastery Objectives in a given content area). The goal of students is to reach the Proficient or Advanced level.
Basic	Students at this level demonstrate 0% to less than 60% attainment of their identified Mastery Objectives in reading and mathematics (attainment of up to 5 of the student's Mastery Objectives in a given content area).

Family Involvement

Parents and guardians want their children to succeed in school, and family involvement is a powerful influence on student achievement. There are many ways to support your child's academic achievement, including:

- Providing a quiet place for your child to study.
- Encouraging your child to participate in schoolwork which is appropriately challenging for him or her.
- Helping your child with homework.
- Showing interest in what your child is doing in school.
- Talking with your child's teacher regularly about student performance and what you can do to support his or her progress.
- Meeting early with your child's guidance counselor, both in middle and high school, to plan course selection and/or discuss post-high school options.
- Setting high expectations and making it clear that school should be a priority.
- Monitoring and limiting the amount of time your child watches TV, plays video games, or is on the Internet.
- Taking 15 minutes each day to talk and read with your child.
- Volunteering to help with school activities and getting other parents involved as well.

Achievement Matters Most

(Maryland's Plan for Every Student)

GOAL 1

High Achievement

GOAL 2

Effective Instruction

GOAL 3

Outstanding Teachers and Principals

GOAL 4

Safe Schools

GOAL 5

Involved Parents



Alternate Maryland School Assessment (Alt-MSA) Home Report

*A Publication from the
Maryland State Department
of Education*

Martin J. O'Malley
Governor

Nancy S. Grasmick
Secretary-Treasurer
of the Board
State Superintendent
of Schools

Edward L. Root
President
State Board of Education



Alt-MSA 2008 Handbook Part 3: Selecting, Writing, and Editing Mastery Objectives



Part 3 of the *Alt-MSA 2008 Handbook* describes the activities in Step 2 of the Alt-MSA process which relate to selecting or writing and Principal review of MOs (see Figure 3-1, below) and the specific operational steps in using the *Alt-MSA Online* system (<http://www.altmsa.com>) to select or write and enter the MOs and print Alt-MSA 2008 test documents.

Figure 3-1

Step 2: Select or Write MOs (TET and Principal) September through November 2007	
Activities	Handbook References
<ul style="list-style-type: none"> • TET selects or writes MOs using MO Bank on Alt-MSA Online at student's grade level and Instruct with grade-level and age-appropriate expectations. • Principal reviews and submits MOs by October 12, 2007 • Parents/guardians receive Alt-MSA MOs. • Written MOs submitted for technical review, feedback received, and revisions made. 	Part 3

- An MO Bank incorporated into the *Alt-MSA Online* web application (<http://www.altmsa.com>) will be used for selecting MOs in 2007-2008. This bank is based on the MOs written, submitted, approved, and revised by test examiners in Alt-MSA 2004-2006. All MOs in the Bank are aligned with the VSC content standards, indicators, and objectives. However, MOs are still required to be reviewed by the Principal or designee and submitted to the Alt-MSA contractor by close of business on October 12, 2007. This submission involves a verification check to ensure that all students have the proper number of objectives in the appropriate content areas.
- MSDE expects that the instructional and assessment needs of most students will be met by selecting MOs from the bank. TETs, however, may choose to write new MOs if the objectives in the bank do not reflect the learning needs of an individual student. These newly-written MOs will be entered into *Alt-MSA Online* using the same process as in Alt-MSA 2007, and after Principal approval, these MOs will be submitted for contractor review no later than close of business on October 12, 2007. These submitted written MOs will be reviewed in October to assure alignment with the VSC content standards, indicators, and objectives. Feedback on these written MOs will be available in *Alt-MSA Online* no later than the beginning of the school day on November 9, 2007.

Use **Alt-MSA Online** to select or write new MOs.

Principal must review MOs.



Students are assessed in 10 reading and 10 mathematics MOs.

Students in grades 5 and 8 are assessed in 10 science MOs across 5 science content standards.

Students in grade 10 are assessed in 10 science MOs aligned with biology.

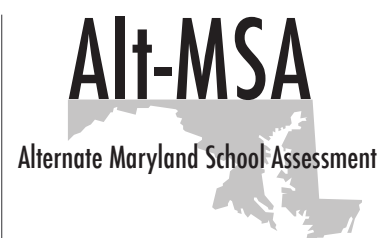
- MOs in the Bank are general statements and reflect the intent of the grade level content standard objectives. For reading and mathematics, examiners will select 10 MOs from the student's assigned grade level. The MOs included at each grade level are linked and aligned with the grade level VSC content standards selected.
- Students in grades 5 and 8 are also assessed in five science content standards: Earth/Space, Life Science, Chemistry, Physics, and Environmental Science. Each student will have 10 MOs aligned with Science; 5 MOs are selected from the Science MO bank, and 2 reading MOs (1 vocabulary and 1 informational text) and 3 mathematics MOs (1 measurement and 2 data analysis) must also be aligned with science content. This alignment with science content must be evident in the artifacts.
- Students in Grade 10 are also assessed in Biology Core Learning Goals. Each 10th grade student will have 10 science MOs aligned with Biology; 5 MOs are selected from the Science MO bank, and 2 reading MOs (1 vocabulary and informational text) and 3 mathematics MOs (1 measurement and 2 data analysis) must also be aligned with Biology. This alignment must be evident in the artifacts. Reading and mathematics MOs selected for science alignment in grades 5 and 8 may reflect one or more science content areas.
- There are 4 components to each MO: (1) condition, (2) number of prompts and highest level of prompt student will use, (3) measurable, observable student response, and (4) criterion for mastery.
- The artifact for each MO must reflect all the components in the MO and the specific content and materials used with the student to assess the MO. See Part 4 of this *Alt-MSA 2008 Handbook* for additional information about how to document content on the portfolio artifacts.

Part 6 of the *Alt-MSA 2008 Handbook* includes screen shots of the electronic test documents demonstrating the key components required by Alt-MSA 2008. The test document forms in Part 6 are generated electronically by the online system, not by using manually produced or word-processed versions of these documents.

TET Selects or Writes MOs (September-October 2007)

Based on the analysis of the student's Alt-MSA 2007 performance and the results of pre-assessments, the TET selects skills and concepts that will be assessed for Alt-MSA 2008. MOs must be challenging yet attainable during the test window.

- Prior to selecting or writing MOs, the TET will first identify the skills or concepts the student needs to learn related to the assessed content standard objectives. It is important for the team to articulate the essential learning—what it is that all students are expected to know and be able to do at the end of instruction—which will move the student towards the stated grade-level standard. Outcomes for students with significant cognitive disabilities can then be identified to ensure appropriate expectations for their achievement.
- The TET selects or writes 10 reading, 10 mathematics, and (for students in grades 5, 8, and 10), 5 science MOs using the MO Bank in *Alt-MSA Online* (<http://www.altmsa.com>). MOs in the MO Bank are written in a general manner to enable them to apply to students in a variety of circumstances. For example, materials appropriate to the student should be used for instruction and assessment and will be apparent in the artifact; however, they will not be specified in the MO (e.g., “vocabulary words” may be printed words in a word bank on a worksheet, words written on index cards, picture symbols, textured picture symbol cards, or words or picture symbols displayed on switches).
- Reading and mathematics objectives on the student's current IEP that have not yet been mastered and that align with the assessed Content Standards may also be selected for Alt-MSA.
- The MOs in *Alt-MSA Online* display several formats, e.g.,
 - ____/____/____. The TE selects the MO and may teach either all or some of the indicated skills, based on the student's instructional needs. This listing of skills reflects the scope and sequence of instruction across several grade levels. TEs are encouraged to use this scope and sequence to guide instructional decisions.
 - ____ and _____. The TE must assess both skills indicated.
 - ____ and/or _____. The TE may assess one or both of the skills indicated, based on the student's instructional needs.



Note: When selecting Reading and Mathematics MOs from the bank for Vocabulary (3), Informational Text (7), Measurement (5), and Data Analysis (7, 8), the MO is written in general terms, which will not reflect science content.

As a result, the artifacts (both baseline and mastery) must reflect the alignment with science content. See examples at www.altmsa.com under the “Resources” tab.



Required Components and Format of MOs

The MOs in the MO Bank have 4 components and use the format below. The TET will make selections from a series of drop-down options. If the TET writes their own MOs, they will select “Other” in each drop-down offering, then insert specific wording. Specific instructions for the use of the MO Bank on *Alt-MSA Online* appear in the *Alt-MSA Online* Administrator Guide (Part 3) of the *Alt-MSA 2008 Handbook*.

Component 1	Given _____ Condition: task direction, stimulus, materials student will use, assistive technology with a minimum of 2 choices
Component 2	Student will identify by _____ Student response: must be measurable and observable
Component 3	With _____ Number and _____ Type of Prompt
Component 4	At/for _____ Criterion for Acceptable Performance: percent correct and number of times student must demonstrate behavior.

Component 1: The conditions for performing the skill.

The TE will select the conditions the student will be given to perform the skill. In the MO Bank, these may be stated in general terms, (e.g., “Given modified grade-level text . . .”)

Assistive technologies

If the student requires assistive technologies (e.g., a switch) to communicate responses, indicate this by checking the AT box. Be certain to provide student response choices when assessing the MO to demonstrate that the student does in fact understand the concept or skill being assessed.

- Switch with a minimum of 2 choices
- Other (specify)

Component 2: The measurable, observable response the student is to produce. The generic term “identify” is often used in the MO Bank.

The TET will not fill in the blank that is indicated in this component.



However, the observable, measurable student responses must be evident on the baseline and mastered artifacts. The term “identify” is used to avoid limiting student response to behaviors selected early in the school year. The TE is thus encouraged to continue instructing students to expand their repertoire of response behaviors.

Component 3: The number and type of prompt(s) (see definitions in Figure 5-3).

Prompts: Select “Independent” or specify **number** (1 to 10) and **highest level of prompt only:**

- Gesture
- Verbal
- Model
- Partial physical
- Full physical

If student will not be using prompts, select “independent”. Select only the highest level of prompt that the student needs and the number of times that this prompt will be provided to the student when assessing the entire MO. It is assumed that the TE will provide the entire prompt hierarchy each time prompts are provided. TETs are reminded not to artificially “inflate” the type of prompt the student may require to assure a “mastered” score. Also, remember that the task direction is a direction given by the teacher to initiate the behavior, activity, or task and is NOT considered to be a prompt.

Component 4: The criterion for acceptable performance. State the criterion for an acceptable performance of the MOs.

For Alt-MSA, an objective will be considered mastered if the student demonstrates 80% to 100% accuracy. The criterion must include percent correct and the number of times the student must demonstrate the behavior..

Criterion for Mastery: Specify percentage and frequency of demonstration. Criterion Percentages are:

- 80%
- 85%
- 90%
- 95%
- 100%

AND

Frequency of Demonstration indicators are:

- One time
- Two times
- Three times
- Four times
- Five times

Note:

Refer to Figure 5-2 for Definitions

Reminder:

If TE indicates that the MO will be demonstrated more than one time, multiple artifacts of that MO must be submitted.



Principal Reviews and Submits Test Documents (by October 12, 2007)

After the reading and mathematics and science (grades 5, 8, and 10) MOs have been selected from the MO Bank and recorded on the Alt-MSA test documents (using the forms on *Alt-MSA Online* represented in Part 6 of the *Alt-MSA 2008 Handbook*), the Principal or designee will review them. The Principal or designee then submits them. See Part 3 pages AG-13 to AG-15 of the *Alt-MSA Online* Administration Guide.

Although the Principal may elect to assign a designee to review and submit the Test Documents, the Principal is accountable for ensuring that Alt-MSA timelines and procedures are followed.

Parents/Guardians Receive Alt-MSA MOs

The Alt-MSA test documents for reading and mathematics (grades 3-8 and 10) and science, (grades 5, 8, and 10 only) MOs are shared with the student's parents/guardians so that they may:

- be informed about their child's reading, mathematics, and science instruction and assessment program,
- ask questions, and
- consider how they could reinforce these skills at home and in the community.

Parents/guardians are **not asked to approve** the MOs.

- If parents/guardians indicate that their child has already mastered an objective, the TET must review the use of this MO for Alt-MSA.
- Parents/guardians are requested to sign the cover sheet found in Part 6, page 6-17, and return it within 2 weeks to the school.
- Parents/guardians should keep the copy of the reading and mathematics and science MOs for their use at home.

TETs must document their attempts to contact students' parents/guardians on the form located in Part 6.

- Attempts to involve the parent/guardian will be noted at scoring and reported to the district and school.

MOs Are Submitted for Verification or Technical Review (October 12, 2007)

The intent of the online submission of MOs to the test contractor is to:

- Verify that MOs selected from the bank are present for each student in the appropriate numbers and that they are complete with all components and drop-down information included. (MOs selected from the Bank will NOT receive any contractor feedback: they are pre-approved upon submission to the contractor for verification.)
- Conduct a technical review of newly written MOs to ensure that they are aligned with the Maryland reading and mathematics (grades 3-8 and 10) and science (grades 5, 8, 10 only) VSC objectives selected by the TET and that they contain all the appropriate components so that they can be reliably scored by the test contractor.
- During Alt-MSA 2008 Portfolio scoring in the spring of 2008, the feedback generated during the MO verification and technical review will guide the scoring of the submitted MOs and artifacts. **If noted revisions were not made to those MOs which were identified as needing revisions in order to be scorable, the MOs will be scored “not aligned,” rendering the artifacts submitted as non-scorable.**

The verification and review will NOT critique whether a MO is an appropriate goal for instruction for the student. **Therefore, it is important that the TET collects baseline data and initiates instruction toward attainment of the MOs early in the test window, as appropriate for individual students, and begins data and artifact collection.**





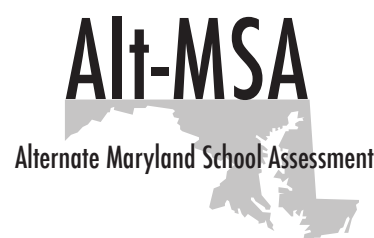
Timeline for MO Review

The specific procedures for each step listed below are described in detail in Part 3 beginning on page 3-13 of the *Alt-MSA 2008 Handbook*.

September 4 – September 30, 2007	Alt-MSA Online will be available for TETs to begin selecting or writing MOs.
October 1 – October 12, 2007	<ul style="list-style-type: none"> • Principals review the selected/written MOs. • Principals monitor the revision and completion of MOs and ensure online submission of MOs to the test contractor for verification or technical review no later than October 12, 2007 using Alt-MSA Online (http://www.altmsa.com).
October 12, 2007	All Principal-reviewed submitted files are exported to Test Contractor for review.
October 15, 2007 – November 9, 2007	Test Contractor verifies all MOs selected from the MO bank and performs technical reviews of all submitted MOs.
November 9, 2007	Test Contractor posts results of MO Review to Alt-MSA Online for retrieval and editing by TETs.

**Insert Alt-MSA
Online Teacher Guide
here when available
(August 2007)**





Local School System Quick Start Guide for *Alt-MSA Online*

Welcome Back to *Alt-MSA Online*!

This Guide outlines the steps that an LAC (or designee) needs to take to ensure that the teachers within each school are ready to begin using *Alt-MSA Online*.

Your system, schools, and 2005-2006 students continue to reside on *Alt-MSA Online*. The 2006-2007 final test documents also reside on *Alt-MSA Online*. Instructions for accessing last year's test documents will be released in August with the updated teacher's guide.

To prepare for the 2008 assessment, the administrators will:

1. Verify that each school has an account on *Alt-MSA Online*
2. Create accounts for new locals, school system administrators, school administrators, and teachers
3. Close county administrator, school administrator, and teacher accounts, as needed, for staff who are no longer working with Alt-MSA
4. Transfer students to the appropriate schools
5. Archive students who will not be testing this year
6. Create new students

These steps should be completed by August 1, 2007. Instructions for each of these steps are included in this document.

Instructions for Getting Started

Alt-MSA Online can be accessed via the internet at www.altmsa.com. Accounts from last year still remain active. If you do not have your username and password, contact Technical Support at (800) 627-7990 ext. 821 and a new one will be emailed to you; or contact another administrator at your level or above and they can reset it for you.

If your account has been given administrative privileges, an **Admin** link will appear in the upper right corner of the screen after logging into the *Alt-MSA Online*.

To navigate the Admin System, refer to the Alt-MSA Administrator Guide found in Part 3 of the *Alt-MSA 2008 Handbook*.

Step One: Verify School Accounts

Step 1: Verify that each school has an account on *Alt-MSA Online*

Expand navigation tree to verify that each school is listed on the site. On the navigation site, the schools are listed alphabetically. Or, click on the "View Reports" tab to view schools listed by school number.

- Click on "Create Site" tab to add a school.
- Contact Pearson Technical Support to close a school on the site. Please note: Before a school can be closed, students at the school should be moved to a new school.



Step Two: Create New Accounts

Step 2: Create accounts for new locals, school system administrators, school administrators, and teachers

Accounts from 2006-2007 are still active. For new users, use the following instructions:

LEA-Level Accounts:

- Click “LEA” on navigation tree
- Click “Manage Program” tab
- Click “Edit Administrators”
- Click “Create New User” button at bottom of screen
- Fill out form
- Click “Create” button
- On “Manage Program” tab, click “Make Default” if new user should be marked as the default user.

School-Level Accounts:

- Click “School” on navigation tree
- Click “Manage Site” tab
- Click “Edit Administrators”
- Click “Create New User” button at bottom of screen
- Fill out form
- Click “Create” button
- On “Manage Site” tab, click “Make Default” if new user should be marked as the default user.

Teacher Accounts:

- Click “School” on navigation tree
- Click “Create Teacher” tab
- Fill out form
- Click “Create” button



Step Three: Close Inactive Accounts

Step 3: Close system administrator, school administrator, and teacher accounts, as needed, for staff who are no longer working with Alt-MSA

LEA-Level Accounts:

- Click “LEA” on navigation tree
- Click “Manage Program” tab
- Click “Edit Administrators”
- Click “Remove” button next to county administrator

School-Level Accounts:

- Click “School” on navigation tree
- Click “Manage Site” tab
- Click “Edit Administrators”
- Click “Remove” button next to school administrator

Teacher Accounts:

- Click “Teacher Name” on navigation tree
- Click “Delete User” button

Step Four: Transfer Students

Step 4: Transfer students to the appropriate schools

- Example 1: Student was in elementary school in grade 5 for the 2007 assessment. Students record advanced to grade 6, but the student record still resides in the elementary school and will need to be placed in the appropriate middle school.
- Example 2: Student was in grade 9 last year (a non-assessed grade). Student record most likely exists in the archive of the middle school from when the student was assessed as an 8th-grader. Student record will now reflect grade 10 status and student record will need to be moved to the appropriate high school.
- Example 3: Student has changed schools for a reason other than those listed above.

It is important to transfer students so that the test documents from 2007 remain with the student record.



Transfer process (within the LEA):

- Remove student from previous teacher's section
 - Click "Teacher's Section" in navigation tree
 - Click "Manage Children" tab
 - Click "Check Box" on left side of student name
 - Click "Remove"
- Click "Active Students" at previous school
- Click check box on left side of student name
- Click "Transfer" button
- Select school
- Click "Transfer" button
- OR, use transfer request form titled "***Alt-MSA Online*** Transfer Request Between Schools Within an LEA" on page 6-29 of 2008 Handbook

Transfer process (across LEAs):

- Use transfer request form titled "***Alt-MSA Online*** Transfer Request Between LEAs" found on page 6-27 of the *Alt-MSA 2008 Handbook*

Step Five: Archive Students

Step 5: Archive students who will not be testing this year

- Student will be assessed via MSA
- Student is in grade 9
- Student is in grade 11 (appears as a "?" on the web site)
- Student moved out of state
- Student will not take Alt-MSA for an approved reason other than those listed above

Archive process:

- Remove student from previous teacher's section
 - Click teacher's section in navigation tree
 - Click "Manage Children" tab
 - Click check box on left side of student name
 - Click "Remove"
- Click "Active Students" at current school
- Click check box on left side of student name
- Click "Archive" button
- Click "Archive" again to confirm archive



Step Six: Create Students

Step 6: Create students who are new to Alt-MSA testing this year

- Student is in Grade 3
- Student is new to Maryland
- Student has not previously been assessed using Alt-MSA
- Student is in Grade 10 and does not have a record to be transferred from the student's middle school

Create Student process:

- Click "School" on navigation tree
- Click "Active Students" in navigation tree
- Click + next to "Create New Student"
- Complete form
- Click "Add"

Do not create a new student file for students who tested in 2006-2007:

- If student returned to 2006-2007 school, a record will already exist for that student in the appropriate school
- If the student transferred from another school, the student record must be transferred to the new school.

Questions?

Call Technical Support at:

(800) 627-7990 ext. 821



Alt-MSA Online Administrator Guide



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Note: There are two distinct interfaces to *Alt-MSA Online: Teacher* and **Administrator**. This Guide outlines the functionality of the **Administrative Interface**, which is utilized to manage LEA, school, teacher, and student information, as well as review MO Files. Please see the Teacher's Guide for basic information on System Requirements and Screen Resolution.

Note: There are two distinct interfaces to *Alt-MSA Online: Teacher* and **Administrator**. This Guide outlines the functionality of the **Administrative Interface**, which is utilized to manage LEA, school, teacher, and student information, as well as review Mastery Objective Files. Please see the Teacher's Guide for basic information on System Requirements and Screen Resolution.





Part 1: Getting Started

Logging In

You will be assigned a username and password either by Pearson or another administrator. You will receive an email with this information. Be sure to keep both the username and password confidential since they help to protect student privacy and your own. (Note: if you do not believe you have received your username and password, contact Technical Support and a new one will be emailed to you; or contact another administrator at your level or above and they can reset it for you.)

If your account has been given administrative privileges, an [Admin](#) link will appear in the upper right corner of the screen after logging into *Alt-MSA Online*.

To access the Admin System:

1. Log into www.alt-msa.com using your username and password.
2. Click the [Admin](#) link in the upper right corner of the screen.

If you do not see an Admin link in the upper right-hand corner, contact another administrator at your level or above. Technical Support *cannot* assign privileges to you. For privacy reasons, this must be done by someone at MSDE, or within the LEA.



Your Admin Home Page

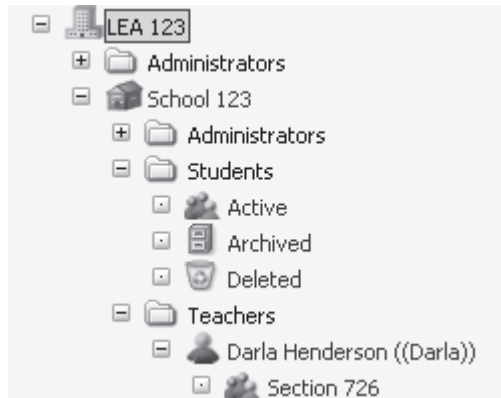
After clicking the Admin link and entering the Admin system, you will be directed to your Admin Home Page. This page serves as the starting point for working with the tools in the Admin System. You can do the following:

- Review LEA or School Information (number of active, archived, and deleted students).
- Review and Edit Administrators.
- Post Alerts to appear on *Alt-MSA Online*.
- Review and Edit Location Information.
- View Reports (which includes reviewing status reports on MO completion and reviewing MOs for submission to the contractor for review).

Navigating the Admin System

Navigation Tree











To navigate the Admin System, use the navigation “tree” on the left-hand side of the screen, shown below. The tree visually represents the tiers or levels of MSDE, with Programs (LEAs), Sites (Schools), Administrators, Teachers, Sections, Archives, and Deletes indented and listed underneath. The  and  buttons are used to expand and contract the list underneath each item.



This example shows the levels of an LEA named “LEA 123” with a site called School 123. Under the school, there are several folders that organize information: Administrators, Students (Archives, Deletes, Active), and Teachers.

Icons and Buttons

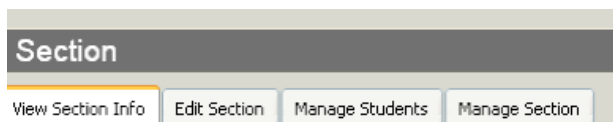
Each item in the tree is represented visually by an icon.

	License	MSDE
	Program	An LEA
	Site	A school or individual building
	Administrators	Opening this folder will display a list of the individuals who have administrative access to this license, program, or site
	Active	A list of all of the students in a particular site
	Archives	A folder where inactive students and their data can be stored
	Deletes	Storage for students who have been deleted until they are permanently removed from the system
	Teacher	An Alt-MSA Online user
	Section	A group of students the teacher can access
	Expand/Contract	Buttons that expand or contract a list of items



Tabs

All the information and tools needed to add, edit, and manage your LEA or school are located within the tabs on the right-hand side of the screen. The tabs on the right change depending on what level/object is selected from the navigation tree on the left.



In order to navigate the Admin System, always follow these directions:

1. Click on the name of an item in the tree on the left. Selected items in the tree appear highlighted.
2. Note how the right side of the screen changes depending on what is selected.
3. Click the tab of the desired action.


Typically, the tabs available are:

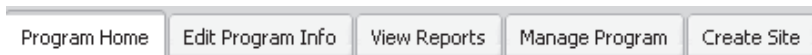
- **View:** View the general information, including the LEA or school name.
- **Edit:** Edit the contact information, address, phone number, etc.
- **Manage:** Perform various tasks to organize administrators, teachers, sections, and students.
- **Create:** Create an item in your organization structure, including sites, teachers, and sections.



Part 2: Programs (LEAs)

***Not an LEA Administrator?** If you are a school administrator, please skip this section. The following functionality described on page 5-8 is only applicable to LEA Administrators.*

The  icon in the navigation tree represents an LEA. Click directly on the name of the LEA in order to manage information in that LEA.



Options include:

- View the LEA contact information and post alerts to members of that LEA.
- Edit the LEA contact information.
- Review Status Reports.
- Assign or remove LEA administrators (Manage Program).
- Create new schools.

View LEA Information

To view information about the LEA:

1. Click the name of the LEA in the left navigation tree.

Post an LEA Alert

An alert is a message that is posted online for a specific group of ***Alt-MSA Online*** users. To post an alert:

1. Click the name of the LEA in the left navigation tree.
2. Click the **Manage Alerts** button on the far right side of the screen.
3. Fill out the form. Select the group of users who can view the alert (for example, Teachers).
4. Click **Submit**. A confirmation message, “Alert Posted” will appear.
5. A list of all of the current alerts can be found by scrolling to the bottom of the page.

Edit LEA Information

To edit information about the program:

1. Click the name of the LEA in the left navigation tree to select it.
2. Click the **Edit Program Info** tab on the right side of the screen.
3. Make desired changes and click **Edit**.



Manage LEA

Edit Administrators

A Program Administrator will have access to all of the schools within an LEA. To assign someone administrative privileges:

1. Click the name of the LEA in the left navigation tree to select it.
2. Click the **Manage Program** tab on the right side of the screen.
3. Click **Edit Administrators**.
4. To give administrative privileges to an existing user: Select the name of the user from the list in the box and click **Submit**.
5. To create a new user/administrator: Click **Create New User**. Fill in the required fields and click **Create**.

* When adding or editing program administrators, please note only user accounts in the selected program with an email address can be assigned administrative privileges.*

To remove administrative privileges:

1. Click the name of the LEA in the left navigation tree.
2. Click the **Manage Program** tab on the right side of the screen.
3. Click **Edit Administrators**.
4. Under “Current Program Administrators,” click **Remove** next to the name of the user you want to remove as administrator. **DO NOT REMOVE YOUR OWN PRIVILEGES!**

Default Contacts

A default contact is an administrator who serves as the point-of-contact for teachers who do not have an email address entered in **Alt-MSA Online**. Email notifications, such as password information, intended for these teachers will be sent to the default contact’s email instead. It is *strongly* recommended that the teacher’s email address be included in order to facilitate communication with the teacher.

In the section, “Current Program Administrators,” a green checkmark next to the account

Current Program Administrators				
Username	Name	Email	Default Contact	
jeantroy	Jeanette Troy	jtroy@schoolsucccess.net	✓	

To create a default contact:

1. Click the name of the LEA in the left navigation tree.
2. Click the **Manage Program** tab on the right side of the screen.
3. Click **Edit Administrators**.
4. Under “Current Program Administrators,” click **Make Default** next to the name of the user you want to make the default contact.

View Reports

In this section, you can review a summary status report of each school’s progress in completing MOs.

To view the LEA Status Report:

1. Click the name of the LEA in the left navigation tree.
2. Click **View Reports**.
3. The Status Report will appear.
4. To drill down to review specific school information, click the name of the school from the chart.

LEA One Mastery Objective Report									
This chart shows the total number of students in each Mastery Objective File state for each school. Click the school name for additional detail.									
LEA One		Draft or Principal Reviewed					Contractor Reviewed		
School	Total Students	None Entered	Some Entered	Under Review	Revisions Required	Principal Reviewed/OK	Submitted	OK	Edits Required
Demo Elementary 1	54	54	0	0	0	0	0	0	0
Demo Elementary 2	19	19	0	0	0	0	0	0	0
High School	3	3	0	0	0	0	0	0	0
Totals	76	76	0	0	0	0	0	0	0



The LEA Status Report summarizes students' MOs in the following states:

DRAFT or PRINCIPAL REVIEWED

None Entered: Students with no MOs entered.

Some Entered: At least one MO has been entered for the student.

Under Principal Review: 25 MOs have been entered and submitted to the Principal and are under review.

Revisions Required: The Principal has reviewed the MOs and requires the teacher to make revisions.

Principal Reviewed/OK: The Principal has approved the MOs AND at least one MO has been written by the teacher.

- MOs in this category at the end of the day on October 12, 2007 will be automatically submitted to the contractor for review.
- MOs in the category that are approved by the principal after October 12, 2007 will not be reviewed by the contractor until portfolio scoring in the spring.

CONTRACTOR REVIEWED

Submitted: The MOs have been submitted for contractor review.

OK: The MOs have been reviewed by the contractor and meet Alt-MSA Technical Requirements OR all 25 MOs are from the MO bank and have been pre-approved, meaning that they are automatically approved by the Contractor.

Edits Required: The MOs have been reviewed by the contractor and do not meet Alt-MSA Technical Requirements.


Create Sites

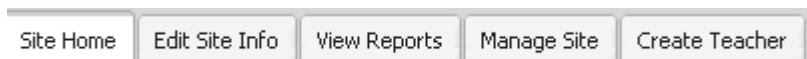
To create a school under an LEA:

1. Click the name of the LEA in the left navigation tree.
2. Click the **Create Site** tab on the right side of the screen.
3. Complete the form.
4. Click **Create**.



Part 3: Sites (Schools)

The  icon in the navigation tree represents an individual site or school. Each site in *Alt-MSA Online* has Archives, a Deletes bin, and a folder for administrative and teacher accounts. Click directly on the name of the site in order to manage information in that school.



Options include:

- View the contact information for the site and post alerts to specific members of that site.
- Update the contact information for the site.
- Review Status Reports and MOs.
- Assign or remove administrators and default contacts.
- Create new teacher accounts for this site.

View Site Info

To view information about the site:

1. Click the name of the site in the left navigation tree.

Post an LEA Alert

An alert is a message that is posted online for a specific group of *Alt-MSA Online* users. To post an alert:

1. Click the name of the school in the left navigation tree.
2. Click the **Manage Alerts** button on the far right side of the screen.
3. Fill out the form. Select the group of users who can view the alert (for example, Teachers).
4. Click **Submit**. A confirmation message, “Alert Posted,” will appear.
5. A list of all of the current alerts can be found by scrolling to the bottom of the page.

Edit Site Info

To edit information about the site:

1. Click the name of the site in the left navigation tree.
2. Click the **Edit Site Info** tab on the right side of the screen.
3. Make desired changes and click **Edit**.



Manage Site

Edit Administrators

A site administrator will have access to a specific school and all of its teachers and students. To assign site administrator privileges:

1. Click the name of the school in the left navigation tree.
2. Click the **Manage Site** tab on the right side of the screen.
3. Click **Edit Administrators**.
4. To give administrative privileges to an existing user: Select the name of the user from the list in the box and click **Submit**.
5. To create a new user/administrator: Click **Create New User**. Fill in the required fields and click **Create**.

* When adding or editing site administrators, please note only user accounts in the selected program with an email address can be assigned administrative privileges.*

Assign New Site Administrators

To assign a Site Administrator, select an existing user from the list and click "Submit." To create a new user account, click "Create New User."

John Ford (Johnathan)

IMPORTANT: Only users in the site **Foundation** with an email address entered in the system can be assigned as Site Administrators.

Submit
Create New User

To remove site administrator privileges:

1. Click the name of the site in the left navigation tree.
2. Click the **Manage Site** tab on the right side of the screen.
3. Click **Edit Administrators**.
4. Under "Current Site Administrators," click **Remove** next to the name of the user you want to remove as administrator.

Default Contacts

A default contact is an administrator who serves as the point-of-contact for teachers who do not have an email address entered in *Alt-MSA Online*. Email notifications, such as password information, intended for these teachers are sent to the default contact's email instead. It is *strongly* recommended that the teacher's email address be included in order to facilitate communication with the teacher.

In the section, “Current Site Administrators,” a green checkmark next to the account user name indicates that they are the default contact for the site.



Username	Name	Email	Default Contact	
brooksrangle	Polly Neill	pneill@highscope.org	Make Default	<button>Remove</button>
rolids	Ronald Olds	ronald@yahoo1.com	✓	<button>Remove</button>

To create a default contact:

1. Click the name of the site in the left navigation tree.
2. Click the **Manage Site** tab on the right side of the screen.
3. Click **Edit Administrators**.
4. Under “Current Site Administrators,” click **Make Default** next to the name of the user you want to make the default contact.

View Reports

In the View Reports section, you can:

- View a summary of the status of MOs for all students in the school.
- Review MOs that teachers submitted to the principal for review.

To view the Status Report:

1. Click the name of the school in the left navigation tree.
2. Click **View Reports**.
3. The Status Report will appear.

Student Totals							
Students Assigned to Teachers:				6			
Unassigned Students (no teacher assigned):				3			
Total Number of Students:				9			
Students by Mastery Objective File Status							
This chart shows the total number of students in each Mastery Objective File state.							
Draft or Principal Reviewed					Contractor Reviewed		
None Entered	Some Entered	Under Review	Revisions Required	Principal Reviewed/OK	Submitted	OK	Edits Required
9	0	0	0	0	0	0	0

The chart at the top of the page outlines the total number of students that are entered online for the school, as well as the number that are assigned to teachers and those that are not. (Students who are not assigned to a teacher may have been entered in the import process of last year’s students, but no current teacher has taken responsibility for them online.) It is very important that the number of Unassigned Students is 0 (zero). If this

It is very important that the number of Unassigned Students is 0 (zero).



To view the most current screen shots, access the **Alt-MSA Online** Administrator Guide via the Resource Center tab of **Alt-MSA Online**.

is not the case, review your list of active students to determine if students need to be archived, transferred, or (in rare cases) deleted.

The chart, "Students by MO File Status," summarizes the MO file status. (See Page AG-8 for explanations of each status.)

The final chart on this page lists the status of each student. This chart is where the Principal review process begins.

Student Status Summary for Students Assigned to Teachers				
Instructions: The Mastery Objectives Files for students listed under "Submitted to Principal for Review" are ready for Principal review. Click the link under Mathematics or Reading to begin the review process.				
Submitted to Principal for Review				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
Juliet Capulet	Teacher One	Locked for Principal Review	Submitted to Principal	
Draft				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
Cynthia Carol	Teacher One	2/10	0/10	
Principal Requires Revisions				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
There are no students with Mastery Objectives with this status.				
Principal Reviewed - Meets Alt-MSA Technical Requirements				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
There are no students with Mastery Objectives with this status.				
Under Contractor Review				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
There are no students with Mastery Objectives with this status.				
Contractor Reviewed: Does Not Meet Alt-MSA Technical Requirements				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
Romeo Montague	Teacher One	Contractor Reviewed/Edits Required	Contractor Reviewed/Edits Required	
Se-Yun Leung	Teacher One	Contractor Reviewed/Edits Required	Contractor Reviewed/OK	
Contractor Reviewed: Meets Alt-MSA Technical Requirements				
Student	Teacher(s)	Reading Status	Mathematics Status	Unlock
Bob Brooks	Teacher One	Contractor Reviewed/OK	Contractor Reviewed/OK	

Student test documents (MOs) that require principal review will be listed at the top of the report under the **Submitted to Principal for Review** header, as shown above. Although this is the only group of MOs that requires principal action, it is suggested that the principal (or designee) also monitors the number of student documents listed in the **Draft** status. Student documents that remain in the **Draft** or **Submitted to Principal for Review** status at the end of the day on October 12, 2007 will not be reviewed by the contractor.



Reviewing Mastery Objectives

There are 2 types of MOs:

Bank MO: These are MOs that are selected from the MO Bank, without any teacher edits. This means that the teacher selected the condition and student response from the drop-downs.


Teacher-Written MO: These are MOs that have been written by the teacher. This means that the teacher wrote text in the text box for the condition and student response as opposed to selecting the MO from the drop-downs.

To review MOs:

1. Click the name of the school in the left navigation tree.
2. Click **View Reports**.
3. Scroll down to the Student Status Summary.
4. The students will be listed in the following categories:
 - **Draft:** These files are not yet completed by the teacher(s). This means that reading, mathematics, and science MOs must all be submitted in order to the Principal.
 - **Submitted to Principal for Review:** These files are ready for the Principal to review. Reading, mathematics, and science MOs must be submitted in order for the student to be in the category.
 - **Principal Requires Revisions:** These files have been reviewed by the principal/designee and require revisions to at least one MO.
 - **Under Contractor Review:** After October 12, 2007, any teacher-written MOs that have been approved by the Principal will be exported for contractor review.
 - **Contractor Reviewed: Does Not Meet Alt-MSA Technical Requirements:** The test document contains at least one teacher written MO that went to contractor review. At least one teacher-written MO required edits from the contractor review AND these edits were not completed.
 - **Contractor Reviewed: Meets Alt-MSA Technical Requirements:** This category includes two types of test documents: 1) any test document that contains at least one teacher written MO and all teacher-written MOs have been approved by the contractor review and 2) test documents made up entirely of MO Bank Mastery Objectives. If all MOs are from the MO bank, then the student test document is automatically approved by the Contractor.
 - **Principal Reviewed: Meets Alt-MSA Technical Requirements:** These files were reviewed and approved by the Principal AFTER October 12, 2007, AND the test documents contain at least one MO that was written by the teacher.
5. The reading, mathematics, and science columns indicate either the number of MOs that have been entered (if the file has not yet been submitted to the principal), or the status of that particular subject area. **NOTE: Only teacher-written MOs will be submitted to the contractor.**



To view the most current screen shots, access the **Alt-MSA Online** Administrator Guide via the Resource Center tab of the **Alt-MSA Online**.

6. The **Unlock** column is a tool that allows the Principal to unlock a set of MOs that have been locked for editing/approval. For example, when a set of MOs are locked for Principal Review, these MOs cannot be modified on the teacher side of Alt-MSA. If desired, clicking on the unlock  icon will reset the MOs back into Draft status, allowing the teacher to edit or delete a specific MO. Any saved comments from Principal Revisions will be discarded.
7. Those files listed under **Submitted to Principal for Review** require that the principal or designee review the MOs. Click directly on the link, **Submitted to Principal** (new files) or **Locked for Principal Review** (files that have been reviewed at least once) to begin the review process.

Student Status Summary			
Instructions: The Mastery Objectives Files for students listed under "Submitted for Principal Review" are ready for Principal review. Click the link under Mathematics or Reading to begin the review process.			
Student	Teacher(s)	Reading Status	Mathematics Status
Submitted to Principal for Review			
Taylor Michaels	Joe Smith	Submitted to Principal	Submitted to Principal

8. Once the Principal clicks on the **Submitted to Principal** or **Locked for Principal Review** link, the MOs for the selected Subject Area will appear.

MO Bank MOs will appear under a green banner:

Mastery Objective (5244)

✔ This Mastery Objective is from the bank and is pre-approved.

Given words from a modified grade-level unit, Juliet will identify the homographs independently 1 time with 85% accuracy.

Assistive Technology will not be used.

☐ Approve
☐ Revise (Return to teacher)

Revision Notes:
(Required if Mastery Objective is to be returned to teacher for revision)

View suggested comments for revision

Teacher-written MOs will be displayed in red text:

and stills from film or stage productions

Mastery Objective (5250)

Given teacher entered text ccccxteex Juliet will teacher entered text DDDDXTEEx independently 2 times with 90% accuracy.

Assistive Technology will not be used.

☐ Approve
☐ Revise (Return to teacher)

Revision Notes:
(Required if Mastery Objective is to be returned to teacher for revision)

View suggested comments for revision



9. The Principal has the option of:

- Reviewing the specific content of each MO.
- Performing a high-level review by scrolling down the page and looking for green banners to see that the MOs are all from the Bank and can all be approved (see 11).

In order to review the specific content of each MO, read each of the MOs and select either:

- Approve
- Revise (Return to teacher)

☐ Approve
☐ Revise (Return to teacher)

Revision Notes:
(Required if Mastery Objective is to be returned to teacher for revision)

View suggested comments for revision

10. Click the link, “View suggested comments for revision,” to review a list of sample comments. In order to cut and paste a sample comment, highlight the text with your mouse. Press the **Control** key (Ctrl) and the letter “c” at the same time. Then, click your mouse into the text box and click Ctrl and “v” at the same time. The text will appear.

11. If you would like to approve all MOs at once, click “Approve all Mastery Objectives” at the top of the page.

Juliet Capulet, Grade 10

Reading Mastery Objectives

☐ Approve all Mastery Objectives

12. Click **Save** at the bottom of the page in order to save your review.

Note: If you do not finish reviewing all ten MOs, click **Save**. Your work will be saved and you can continue where you left off by clicking “Locked for Principal Review” from the Student Status Summary.

Once all MOs have been reviewed, the file status will either be “Principal Revisions Required” or “Contractor Reviewed/OK.”



A Note about Selecting Usernames:

Username must be unique. Consider using a common convention when assigning usernames (such as first initial and last name: bcarmichael) and use the same password for everyone (such as 1234). Then instruct staff members to change their password to something they'll remember.

If the system indicated that the user name is already taken, a different user name will need to be selected.

For example, if the teacher's name is John Smith and the user name johnsmith is not available in the system, try adding a number to the name or inserting a middle initial such as johnsmith1 or johnrsmith.

13. If the file **Requires Revisions**, the teacher will receive an email that revisions are required. After making corrections, the teacher must resubmit the file back to the Principal. These files will once again appear under "Submitted to Principal for Review." You can view the original MO and Principal comment by clicking the link **"View original Mastery Objective and Principal comments."** Continue to follow the review process as outlined above until all MOs are approved.

 The screenshot shows a web form titled "Review this Mastery Objective:". It contains two radio buttons: "Approve" (unselected) and "Revise (Return to teacher)" (selected). Below the radio buttons is a section labeled "Revision Notes:" with the instruction "(Required if Mastery Objective is to be returned to teacher for revision)". A text box contains the note: "Mastery objective is not aligned with tested indicator or objective. The mastery objective does not assess the selected content standard indicator and/or objective." Below the text box are two blue links: "View original Mastery Objective and Principal comments" and "View suggested comments for revision".

14. After October 12, 2007, anything under **Principal Reviewed – Meets Alt-MSA Technical Requirements** will be locked. Teacher-written MOs will be exported for contractor review.



Create User/Teacher Accounts

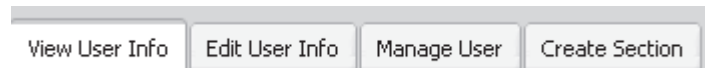
To create teacher accounts with usernames and passwords:

1. Click the name of the site/school where the teacher is located from the left navigation tree.
2. Click the **Create Teacher** tab on the far right side of the screen.
3. Complete the form by entering their information and creating a username and password.
4. Click **Create**.
5. Inform the user of their username and password. If an email address has been entered for the teacher, an email will be sent to the email account with the username and password.

Part 4: Teacher Accounts

Need to create a user account? See **Create User/Teacher Account**, page AG-16.

The  icon represents a teacher. All staff members who need to enter MOs for students should have their own account. Every teacher account has a unique username and password. Click the  next to the **Staff** folder in the left navigation tree to expand a list of users in that site. Locate the user account name. Click the name of the teacher.



Options include:

- View the information for the user.
- Update the information, including password, for the user.
- Transfer, disable/re-enable access, delete users.
- Create a new section for this teacher.

View User Info

To view information about the user:

1. Click the name of the user in the left navigation tree.

Edit User Info

To update a user's email address:

1. Click the name of the teacher from the left navigation tree.
2. Click the **Edit User Info** tab on the right side of the screen.
3. Make changes in the appropriate fields.
4. Click **Update**.
5. Inform the user of their username and password.

Teachers can update their own information, including email address, and change their own password in the **Manage Students** section of *Alt-MSA Online*.

User Passwords

To change a user's password:

1. Click the name of the teacher from the left navigation tree.
2. Click the **Edit User Info** tab on the right side of the screen.
3. Click the link **Change Password** for [username].
4. Complete the form.
5. Click **Update**.
6. Inform the user of their new password.



Note: Usernames cannot be changed by administrators. Please contact Technical Support via email at: sstechsupport@pearson.com.

Manage User

Disable/Re-Enable Accounts

Disabling an account will prevent a teacher from logging in to **Alt-MSA Online**. The student information will be saved and can be accessed again when the account is enabled (or by other teachers who still have access to that student).

To disable a teacher's user account and halt their access to **Alt-MSA Online**:

1. Click the name of the teacher in the left navigation tree.
2. Click the **Manage User** tab on the right side of the screen.
3. Click **Disable User**.
4. Confirm the information and click **Disable**.

To re-enable a teacher's user account and resume their access to **Alt-MSA Online**:

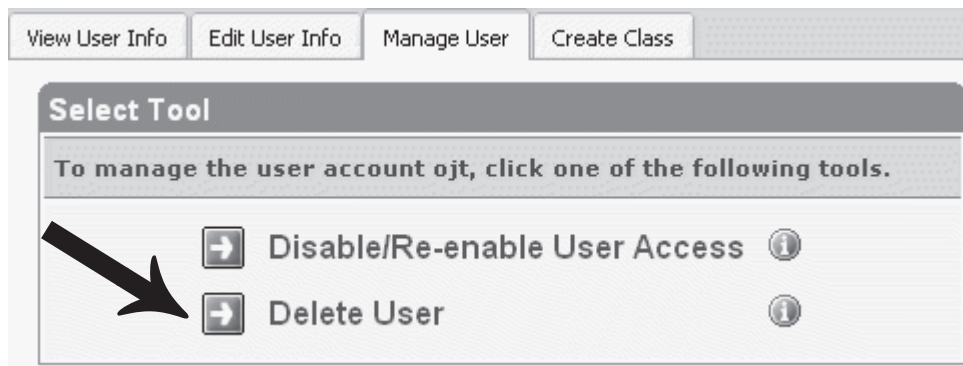
1. Click the name of the teacher in the left navigation tree.
2. Click the **Manage User** tab on the right side of the screen.
3. Click **Re-Enable User**.
4. Confirm the information and click **Re-Enable**.

Delete User

Delete User permanently removes the user from **Alt-MSA Online**. When a user account is deleted, the sections associated with that teacher are deleted, but the students and their information are retained. If other teachers have access to that student, they will continue to have access to that information. If no other teachers have access to that information, the student will remain in the "Active Children" folder.

To delete a user:

1. Click the user name in the left navigation tree.
2. Click the **Manage User** tab on the right side of the screen.
3. Click Delete User.
4. Confirm the information and click Delete.



Create Section

A section is a group of students for which the teacher has access. This access may or may not be shared with other teacher(s). A section can be comprised of any group of students within a particular school.

To create sections:

1. Click the name of the teacher in the left navigation tree.
2. Click the **Create Section** tab on the right side of the screen.
3. Enter a name for the section.
4. Click **Create**.



Part 5: Students

In the Students section of the tree, there are three different folders that a student's online information can be in: Active, Archives, or Deletes.

Active

A student in the Active folder is currently being assessed with Alt-MSA. Teachers in that school will have access to that student's record to enter MOs. Click the Active folder in order to:

- View a list of all of the students in a particular site
- Create new students
- Edit, archive, or delete a student

To view a list of students:

1. Click directly on the Active folder under the appropriate school in the left navigation tree.
2. A list of students will appear on the right.

To create a new student:

1. Click directly on the Active folder under the appropriate school in the left navigation tree.
2. Enter the required information in the form at the top of the page. Click **Add**.
3. The student's name will then appear in the chart down below. To add another student, repeat step #2.

To edit a student's information:



1. Click directly on the Active folder under the appropriate school in the left navigation tree.
2. A list of students will appear on the right. Locate the student's name (you may need to scroll down) and click on it.
3. Edit the necessary information and click **Update**.

To archive or delete a student:

1. Click directly on the Active folder under the appropriate school in the left navigation tree.
2. A list of students will appear on the right. Click the checkbox next to the students to be transferred (or deleted). Note: you can only perform one function at a time – either transfer or delete.
3. Click **Transfer** or **Delete**, as necessary.



Archives

The  icon represents the Archives, a space to store data of students who have left the program or are from previous years. The archives are intended to save student's information that must be accessed online in the future. Click the  next to the desired site name in the left navigation tree to expand a list of items under that site. Click "Archives".

Options Include:

- Transfer archived student to another site's Archives.
- Transfer archived student back into an active class.

Manage Archives

Transfer/Change Site

* This tool is for Program Administrators. It moves archived student information from one site's Archives to another site's Archives.*

To move an archived student to another site:

1. Click the name of the site in the left navigation tree.
2. Click **Archives**.
3. Click the checkbox next to each student's name you want to transfer.
4. Click **Transfer**.
5. Click the new site from the list to select it.
6. Click **Transfer**.

Reactivate Student

This feature moves archived student information out of this site's archives and into an actual section for a teacher to access. Use this tool when an archived student returns to the program and a teacher begins creating MOs for the student.

To reactivate a student:

1. Click the name of the site in the left navigation tree.
2. Click **Archives**.
3. Click the checkbox next to each student's name you want to reactivate.
4. Click **Reactivate**.





Note: Students who have been in Deletes for two weeks are subject to automatic removal from the system. Do not store students you want to save in the Deletes bin.

Delete Student

This tool **PERMANENTLY** removes the student's information from *Alt-MSA Online*. This action cannot be undone.

To remove a student:

1. Click the name of the site in the left navigation tree to select it.
2. Click **Archives**.
3. Click the checkbox next to each student's name you want to remove from the system.
4. Click **Delete**.
5. Confirm the information and click **Delete**.

The  icon represents Deletes: a space where deleted students are stored for a period of time. These students are stored here to allow administrators to confirm whether or not they should have been deleted. From here students can be removed from the system permanently or reactivated. Data in Deletes is subject to automatic removal from the system after 2 weeks. Click the  next to the site name in the left navigation tree to expand a list of items under that site. Click "Deletes" to select it. A selected item appears highlighted in the tree.

Options:

- Transfer a deleted student back into the Active group for a site.
- Permanently remove the student from the system.

Manage Deletes

Reactivate Student

To reactivate a student:

1. Click the name of the site in the left navigation tree.
2. Click **Deletes**.
3. Click the checkbox next to each student's name you want to reactivate.
4. Click **Reactivate**. The student will now appear in the list of students in the Active folder.


Remove Student

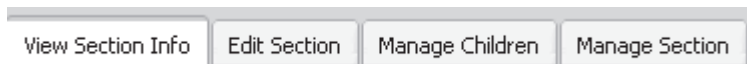
To permanently remove a student from *Alt-MSA Online*:

1. Click the name of the site in the left navigation tree.
2. Click **Deletes**.
3. Click the checkbox next to each student's name you want to remove.
4. Click **Remove**.

Part 6: Sections

Need to create a section for a teacher? See **Create Section**, page AG-19.

Click the  next to the desired teacher name in the left navigation tree to expand a list of sections. Locate the section name and click it.



Options include:

- View the students in the section
- Edit the name of the section
- Add or remove students from the section
- Delete a section

View Section

To view the students who make up a teacher's section:

1. Click the name of the section in the left navigation tree.

Edit Section

To edit the name of the section:

1. Click the name of the section in the left navigation tree.
2. Click **Edit Section**.
3. Edit the name of the section.
4. Click **Update**.

Manage Students

All of the students for a particular site will be stored in the "Active" folder. Any student can be shared among multiple teachers in the same school. A student can be created through the Admin system, or by teachers through their Teacher Accounts. The following instructions are for administrators.

Add New Students

To add a new student to a teacher's section:

1. Click the section name in the left navigation tree.
2. Click the **Manage Children** tab on the right side of the screen.
3. Under "Create New Students," input the information for a student, including demographics, and click **Next**.



Manage Students - Sections

☐ Create New Student

New students created here will be marked as "Unassigned" | * = Required

First *	<input type="text" value="Joe"/>	Gender *	<input checked="" type="radio"/> M <input type="radio"/> F	Grade: *	<input type="text" value="Grade 7"/>
MI	<input type="text"/>	Birthday *	<input type="text" value="03/19/97"/>	Ethnicity	<input type="text" value="Black, African American"/>
Last	<input type="text" value="Alexander"/>	IEP	<input checked="" type="checkbox"/>	Language	<input type="text" value="English"/>
		Child I.D.	<input type="text" value="55959965"/>		

4. The student's name and information will appear under the heading, "Students in this Section" (see below).

Students in this Section									
	<input checked="" type="checkbox"/> Firstname	M.I.	<input checked="" type="checkbox"/> Lastname	<input checked="" type="checkbox"/> Birthday	<input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Grade	Ethnicity	Language
<input type="checkbox"/>	Joe		Alexander	03/19/1997	Male	Yes	Grade 7	Black, African American	English

Note: This student's record will be available for others to access. After creation, it will be stored in the "Active" folder to allow for others to access it.

Transfer Students

Depending on your level of administrative privileges (i.e., LEA level or above), you can move students from site to site.

To transfer a student to another site:

1. Click the Active folder for the student's site in the left navigation tree.
2. Click the **Manage Children** tab on the right side of the screen.
3. Click the checkbox in the column next to each student's name you want to transfer to a particular site.
4. Click **Transfer**.
5. Click the new location (site) from the list to select it.
6. Click **Transfer**.
7. Note: The student is then put in the new site's Active folder.

Student transfers across schools within the LEA can be completed by the LAC. If students transfer across LEAs, please contact MSDE or Pearson to request the change.



Archive Students

Use the Archives to store data of students who are no longer assessed using Alt-MSA or are from previous years.

To archive a student:

1. Click the Active folder for the student's site in the left navigation tree.
2. Click the checkbox in the column next to each student's name you want to archive.
3. Click **Archive**.
4. Confirm the information and click **Archive**.

Delete Students

When a student is deleted from a class, it is stored in the site's Deletes for up to 2 weeks before the student is subject to automatic removal from the system.

To delete a student:

1. Click the Active folder for the student's site in the left navigation tree.
2. Click the checkbox in the column next to each student's name you want to delete.
3. Click **Delete**.
4. Confirm the information and click **Delete**.

Please note: If a student has transferred to another school or no longer takes the Alt-MSA, do not delete the student. Follow these instructions:

- If the student transfers, the student record should be transferred to the appropriate school in order to retain historical data and student information.
- If the student no longer takes the Alt-MSA, the student record should be archived.

Manage Section

Delete Section

This feature deletes the section for a particular teacher. The student records are not impacted by this change.

To delete a section:

1. Click the name of the section in the left navigation tree.
2. Click **Manage Section**.
3. Click **Delete Section**.



Part 7: Technical Support



Please feel free to call Technical Support toll-free, Monday-Friday, 8am—8pm EST, via email, or via the Online Chat available on the website.

Toll-Free Phone:	1-800-627-7990 ext. 821
Email:	SSTechSupport@Pearson.com

The contact information is also posted throughout *Alt-MSA Online*. When contacting Technical Support, please be as specific as possible when asking a question or providing feedback. Always provide a return email address or another convenient way to reach you.

Part 8: FREQUENTLY ASKED QUESTIONS

When I log in as an LEA (or school) administrator, I cannot see my school(s). How do I see the schools?

First, make sure that you have entered the admin site by clicking on “Admin” on the upper right-hand corner of your screen. To navigate the Admin system, use the navigation “tree” on the left-hand side of the screen. The  and  buttons are used to expand and contract the list underneath each item, as noted on page 3 of this document.

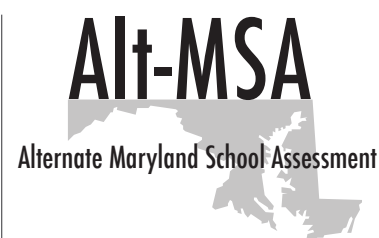
I can’t remember (or can’t find) my password. What should I do?

Go to the *Alt-MSA Online* login page (www.altmsa.com). The box in which you would normally enter your user ID and password also contains a link to use if you have forgotten your password. Click on this link and a new page will be displayed which will ask for your user name. If your email address is on file in *Alt-MSA Online*, a new password will be emailed to you momentarily. If your email address is not on file, a new password will be emailed to your site administrator.

If you have not been issued a password and you are a school administrator, please contact your LAC. If you have not been issued a password and you are an LAC, please contact Pearson or MSDE.

A teacher accidentally deleted a student from her class. Can I get the information back?

Yes. When a teacher deletes students from her class, it is automatically stored in the Deletes bin of the site. Deleted students can be reactivated. However, be sure to do this immediately, as the students are subject to automatic removal from the system after 2 weeks. *See Deletes.*



Why would I give administrative privileges to members of my staff?

Assign administrative privileges to members of your staff at your discretion. Think about who in your organization will need access to the Admin System (to train staff members, to run reports, etc.) and then make them site or program administrators, as appropriate. *See Edit Administrators.*

What are the Archives for?

The Archives are a space to store students (and data) who have temporarily left the program or student's data from previous years. Student data can be stored in the Archives until they are reactivated into a class or permanently removed from the system. *See Archives.*

Why would I need to disable a user account?

Disable a user account when a staff member has left the program and you wish to immediately suspend his/her access to **Alt-MSA Online** and student information. *See User Accounts.*





Alt-MSA 2008 Handbook Part 4: Collecting Baseline Data, Instructing Students, and Selecting Artifacts Demonstrating Attainment of Alt-MSA 2008 Mastery Objectives

Part 4 of the *Alt-MSA 2008 Handbook* describes the processes that the TET uses in Step 3 to collect baseline data artifacts, instruct students, assess the attainment of MOs, and select artifacts representative of student achievement (summarized in Figure 4-1).

Figure 4-1

Step 3: Collect Baseline Data, Conduct Ongoing Classroom Instruction, Assess MOs, and Construct Portfolio (TET): September 4, 2007 through April 3, 2008	
Activities	Handbook References
TET collects baseline data artifacts, instructs, and assesses MOs, selects mastery artifacts, and compiles portfolio. See Figure 2-3, (page 2-6) for timeline for artifact development.	Parts 2, 3, 4, and 5

The timeline in Figure 4-2 (identical to that presented on page 2-3 of the handbook) will be helpful in instructional planning and collection of assessment data via artifacts. TETs are expected to adhere to the following schedule of dates and activities.



Figure 4-2

September 2007

- (1) Meet with Principal and TET to plan Alt-MSA 2008
- (2) Review Alt-MSA 2007 Results, select skills and concepts to be assessed for 2008
- (3) Select or Write MOs
- (4) Collect Baseline Data
- (5) Organize and begin to compile portfolio components

October 2007

- (1) Submit MOs for Principal review
- (2) Submit principal-approved MOs to contractor
- (3) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, and 1 science (grades 5, 8, and 10), videotape
- (4) Send MOs to parents/ guardians
- (5) Organize and compile portfolio components

November 2007

- (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, and 1 science (grades 5, 8, and 10), videotape
- (2) Revise any newly written MOs on which vendor feedback is received
- (3) Organize and compile portfolio components

December 2007

- (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, and 1 science (grades 5, 8, and 10), videotape
- (2) Organize and compile portfolio components

January 2008

- (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, and 1 science (grades 5, 8, and 10), videotape
- (2) Organize and compile portfolio components

February 2008

- (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, and 1 science (grades 5, 8, and 10), videotape
- (2) Organize and compile portfolio components
- (3) Parent reviews Portfolio

March 2008

- (1) Parent reviews Portfolio
- (2) Complete assessment on April 3, 2008.
- (3) Collect, label, and pack Portfolios for pickup and scoring

Alt-MSA Science Assessment for Grades 5, 8, and 10

In the 2007-2008 school year, students in Grades 5, 8, and 10 participating in Alt-MSA will be assessed in science, as mandated by NCLB.

- Refer to <http://mdk12.org> for the science VSC content standards for grades 5 and 8, and the core learning goals for biology for grade 10.
- Students in grades 5 and 8 are assessed in 5 science content standards: Earth/Space Science, Life Science, Chemistry, Physics, and Environmental Science. Each student will have 10 MOs and their artifacts aligned with science. 5 MOs are selected from the science MO bank, and 2 reading MO's and artifacts (1 vocabulary and 1 informational text) and 3 mathematics MOs (1 measurement and 2 data analysis) must also be aligned with science content. These additional 5 MOs will contribute to the overall Alt-MSA science score. **This alignment with science content must be specifically stated and evident in the baseline and mastered artifacts.**
- Students in Grade 10 are assessed in Biology. Each 10th grade student will have 10 science MOs and their artifacts aligned with Biology. 5 MOs are selected from the science MO bank, and 2 reading MOs and their artifacts (1 vocabulary and 1 informational text) and 3 mathematics MOs (1 measurement and 2 data analysis) must also be aligned with Biology. These additional 5 MOs will contribute to the overall Alt-MSA science score. **This alignment must be specifically stated and evident in the baseline and mastered artifacts.**
- The artifacts for the 5 additional MOs must align with science content as well as all components of the MOs. **The baseline data artifacts that accompany these 5 mastery objectives must also align with science content.**
- Record on these 5 artifacts the alignment with science content.
- Consult with local science content specialists and general education teachers to acquire the grade level curriculum and instructional materials appropriate for students in your grade.
- Refer to <http://mdk12.org> for the science content standards for the grades you teach.





Remember that science content will NOT be assessed and scored for students in grades 3, 4, 6, and 7. However, in those grades, two reading and two mathematics MOs and their associated artifacts must be aligned with Science content. This will be reflected on the Principal's Report.

Refer to <http://mdk12.org> for the science content standards for the grades you teach.

Alt-MSA requires two artifacts for each MO

- (1) Baseline: evidence that student needs to learn the skill, and
- (2) Mastery: evidence that student has mastered the skill

Alt-MSA Science for Grades 3, 4, 6, and 7

To provide all students instruction in science and prepare them for the science assessment requirement, all students in grades 3, 4, 6, and 7 participating in Alt-MSA 2008 must be taught and assessed for 2 reading and 2 mathematics MOs that align with at least 2 different science content areas. While science is not specifically assessed in these grades, the artifacts must still demonstrate that the students are receiving instruction in science.

- In reading, artifacts for MO 3 (vocabulary) and mastery objective 7 (comprehension of informational text) must be aligned with units reflecting Maryland science content standards.
- In mathematics, artifacts for MO 5 (measurement) and MO 7 (data analysis) must be aligned with units reflecting Maryland science content standards.
- The artifacts for these 4 MOs must align with science content as well as all components of the MOs. The baseline data artifacts that accompany these 4 MOs must align with science content.
- Record on these 4 artifacts the alignment with science content.
- Consult with local science content specialists and general education teachers to acquire the grade level curriculum and instructional materials appropriate for students in your grade.

Assessment and Selection of Baseline Data Artifacts for Alt-MSA Portfolio

Artifacts are the evidence of student learning. Alt-MSA requires two artifacts for each MO: (1) Baseline: evidence that student needs to learn the skill, and (2) Mastery: evidence that student has mastered the skill.

- After MOs are selected through informal preassessments, previous Alt-MSA results, and discussion with the TET, and just prior to the start of instruction, collect baseline data and evidence that demonstrates the student needs instruction in this MO. Baseline data must indicate that the student performs the selected skill with 50% or less accuracy. Place baseline data artifacts in portfolio.
- Baseline data artifacts may be collected in the form of student work (including audiotape or videotape) or collected in data charts.
- The method of documenting student achievement chosen for baseline data artifacts need not dictate the method of documenting student mastery of the objectives, however. For example, the TET may choose to document the student's baseline performance through a student work sample, and then document instruction and mastery through using a videotape, or vice versa.

Figure 4-3 describes the purpose of obtaining baseline data and general procedures for baseline data collection.



Figure 4-3

Guidelines For Conducting Baseline Assessments/ Collecting Baseline (Pretest) Data
The Purpose of Obtaining Baseline (Pretest) Data
<p>The purpose of obtaining Baseline or Pretest Data is three-fold:</p> <ol style="list-style-type: none"> 1. To determine whether the student can perform the objective under naturally occurring situations and if so, to what extent; 2. To determine what content needs to be taught; and 3. To determine how much progress occurs during instruction or after instruction is completed.
Conditions Must Remain Consistent in Collecting Baseline Data
<p>When obtaining baseline information, there are several conditions which must remain consistent:</p> <ol style="list-style-type: none"> 1. Instructors must not reinforce the student for correct responses. Baseline conditions are not intended to be instructional; the purpose of Baseline data is to determine what the student can do under naturally occurring situations. 2. Instructors must not provide any instructional prompts during baseline. 3. Baseline measurements must be taken immediately prior to the start of instruction, which should not exceed more than several days. If there is more than a week delay between obtaining the baseline information and providing instruction on the MO, learning may occur during the delay period which would make the original baseline information obsolete. 4. Students must use the appropriate assistive technology (i.e., assistive technology customarily used by the student) during all baseline assessments, particularly if it involves their mode of responding (e.g., rocking level switch for indicating yes or no, joy stick to activate a scanning device, multiple plate switch for indicating choices).
General Procedures for Collecting Baseline Data
<p>The following general procedures must be followed in conducting the collection of Baseline Data:</p> <ol style="list-style-type: none"> 1. The instructor must provide the appropriate materials, ask the student to perform the behavior(s), wait a predetermined amount of time for the student to respond, and record the student's response(s). 2. Before beginning to obtain baseline information, the instructor must: <ol style="list-style-type: none"> a. Determine a wait time for student to complete the behavior or work sample b. Provide all necessary materials to complete the behavior or work sample c. Determine a task command 3. For baseline measures, one of the following student outcomes will occur: <ol style="list-style-type: none"> a. If the student correctly performs the objective after the task command is given and within the designated wait time, the instructor thanks the student and records the outcome on a data sheet or work sample. b. If the student does not perform the objective within the wait time, the instructor thanks the student and records the outcome on the data sheet or work sample. c. If the student performs the objective incorrectly within the wait time, the instructor thanks the student and records the outcome on the data sheet or work sample.



There are 4 types of artifacts or evidence that are acceptable for both baseline and mastery:

- > Videotape
- > Audiotape
- > Student Work (Original)
- > Data Collection Chart (Original)

Assessment and Selection of Artifacts for Alt-MSA Portfolio – Baseline and Mastery Artifacts

Artifacts are collected throughout the test window and placed in the Portfolio in Sections 3, 4, and 5. The types of artifacts that may be submitted, the required components of each type of artifact, and how artifacts are scored are described below. Select the type of artifact that best reflects the student's attainment of the MO. The student's reading, mathematics, and science MOs, baseline data artifacts, and mastery artifacts must be aligned with grade-level curriculum content, grade- and age-level instructional activities, and grade- and age-appropriate materials. Although the content, activities, and materials used for instruction and assessment may be modified, these must be consistent with and reflect the content standards at the student's grade-level.

ACCEPTABLE as Artifacts for Baseline and Mastery

For each MO, evidence of baseline data and student mastery of the objective must be included in the portfolio. It is important to select the type of artifact that best displays evidence that the student is demonstrating the skill in the MO. Test Examiners are encouraged to submit student developed evidence when possible.

There are 4 types of artifacts or evidence that are acceptable for both baseline and mastery:

- Videotape (at least two videotaped artifacts, one in reading and one in mathematics, are required for each Alt-MSA portfolio.)
- Audiotape
- Student work (Original - i.e., not photocopied)
- Data collection chart (Original - i.e., not photocopied) (Data charts for mastery must show evidence of at least 3 instances of instruction prior to mastery)

Note: If submitting student work or a data chart, include the materials used to assess the MO, e.g., the graph the student analyzes). Student work may include a photograph or digital scan of student work that is too large or 3-dimensional and thus cannot be placed in the portfolio. The test examiner must record on the photograph/scan all required artifact elements (see Page 4-7).

UNACCEPTABLE as Artifacts

Artifacts that **must not** be submitted as evidence of baseline or mastery are listed below (artifacts will be scored as "Not Mastered" for the objective if these types of artifacts are all that is submitted for a MO):

- Checklists
- Photographs of the student performing the objective
- Narrative description of the student demonstrating the MO
- Student dictated response unless the student responses are sentence length and signed by the Test Examiner. Otherwise, another acceptable type of artifact must be selected.
- Any artifact that does not contain all the required MO components (Part 3) or required artifact components (listed below) as described in this *Alt-MSA 2008 Handbook*.



Required Artifact Elements

The following **MUST** be recorded on or included with each baseline data artifact and mastery artifact. Artifacts cannot be scored “mastered” if they are missing any of the required information. These required elements **MUST** appear on the baseline data artifact and the mastered artifact, whether it is sample of student work (including videotape or audiotape) or a data chart.

- (1) Student name,
- (2) Baseline data that document the student needs instruction in this MO. Baseline data must indicate that the student performs the selected MO with 50% or less accuracy (Baseline data may be reflected in a videotape, audiotape, student work sample or data chart),
- (3) Date student was assessed using this artifact, including month, day, and year. Data charts must include dates and data for each observation,
- (4) MO being assessed,
- (5) The accuracy score - % or number correct,
- (6) Type and number of prompt(s) used (To be considered “Mastered” the prompt level on the artifact must not exceed the prompt level in the MO),
- (7) Key to interpreting TE notations,
- (8) Page number that corresponds to the Table of Contents,
- (9) The observable and measurable student response is evident and aligns with the MO (data charts must include the specific words, behavior, or skill that is being assessed),
- (10) Each data chart must show 3-5 recorded observations of instruction prior to attainment of the criterion level as well as the attainment of the criterion level. These observations of instruction **DO NOT** include baseline or attainment of mastery data,
- (11) The artifact must state alignment and connection to grade-level curriculum materials, (e.g., grade and name of modified grade level text, grade and name of content area unit). For grades 3, 4, 6, and 7, reading mastery objectives 3 and 7, and mathematics mastery objectives 5 and 7 must be aligned with at least 2 Maryland Science content standards,
- (12) All components of the MO must be evident in both the baseline and mastered artifacts, (Note: if an MO states that the skill be demonstrated a specific number of times, this applies only to the mastered artifact. The baseline artifact requires only one demonstration of the skill.),
- (13) If the MO states that the student will demonstrate the skill a specific number of times or that a specific number of items will be presented, the specified number of times and items must be evident in the videotape, data chart, student work, or audiotape.

New for 2008!

- (14) In grades 5 and 8, the alignment of the artifacts with science content for reading MOs 3 and 7, and mathematics MOs 5, 7, and 8 must be explicitly stated and evident in artifact.
- [OR]
- In grade 10, the alignment of the artifacts with biology content for reading MOs for 3 and 7, and mathematics artifacts for MOs 5, 7, and 8 must be explicitly stated and evident in artifact.



Figure 4-4

Specific Videotaped-Artifact Requirements

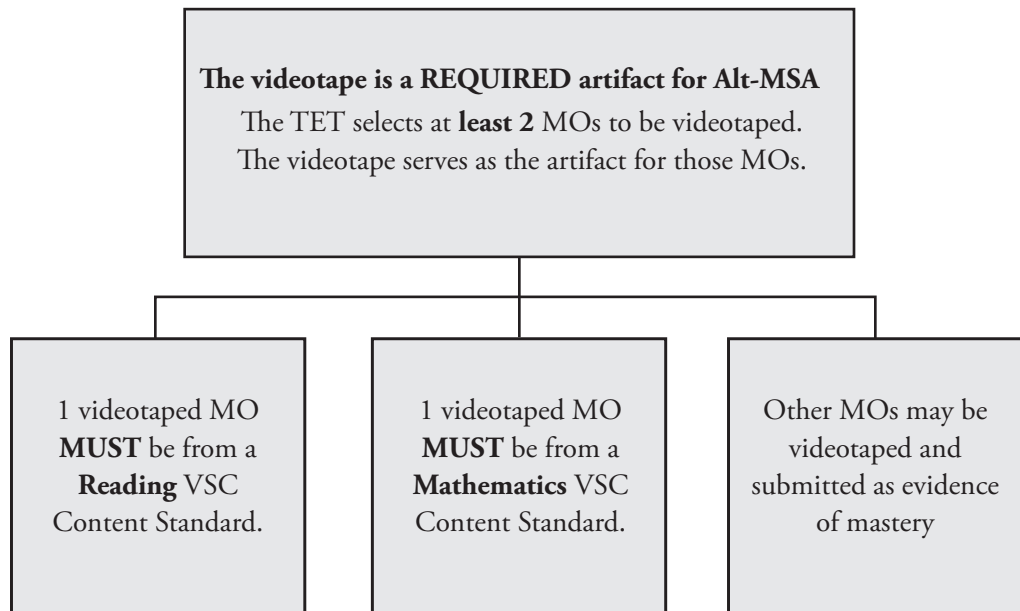


Figure 4-5

Required Components on Videotape
<p>Before the student demonstrates the MO, state the following:</p> <ol style="list-style-type: none"> (1) Student introduces self, if possible (2) Date: month, day, and year (3) MO being assessed (4) grade-level alignment and connection to curriculum and materials. (e.g., name of modified grade level text, content area unit). Reading MOs 3 and 7, mathematics MOs 5 and 7 (and 8 in grades 5 and 8) must align with at least 2 Maryland science content standards. In grade 10, these MOs must align with biology. For these MOs, state the science content that provides the context. <p>After the student demonstrates the MO, state the following:</p> <ol style="list-style-type: none"> (5) Number and type of prompt used, and (6) Accuracy score (percent or number correct) of the student's demonstration of the MO. NOTE: Use of generic statements by the TE such as "Good job" are not an accuracy score and will not be considered as such during scoring.

NOTE: All videotapes must be accompanied by baseline data artifacts (videotape, audiotape, student work, or data chart) that demonstrate that the student needs instruction in this MO. Baseline data must indicate that the student performs the selected MO with 50% or less accuracy.

Figure 4-6

Tips for Creating a Script When Using Media for an Artifact

Using a script will assure that all required components are present on the artifact.

Before the student demonstrates the MO, state

- Student's name; student introduces self if possible, or the test examiner introduces student
- Today is _____ m/d/y
- The MO assessed is _____
- The grade-level connection to curriculum and materials is

Begin taping the student demonstrating the MO. If you need to stop the tape after completion of demonstration, state that you are going to do so.

After the student demonstrates the MO, state

- Student used _____ (number) _____ (type of prompt) to complete the task
- The accuracy score is _____
- The student achieved/did not achieve mastery.

— Submitted by Michelle Brady, LRE
Life Skills Intervention Teacher,
Harford County



General Videotape Requirements: Student Demonstration of MO

- Tape the student's demonstration of the MO **exactly** as the MO is written. For example, if the MO states that the student will demonstrate the skill a specific number of times or that a specific number of items will be presented, the specified number of times and/or items **must** be evident on the videotape.
- Be certain that the student's accuracy score and number and type of prompt are stated.
- The videotape will be scored by rating the student as "mastered" or "not mastered" based on the student's demonstration of the skill in relation to the MO.

General Videotape Requirements: Successful Taping of Student Demonstration of MO

- The student's face and hands and the materials being used **must** be evident on the videotape. Scorers will need to observe the student's face and hands in order to determine mastery of the objective.
- Both audio and visual components of the videotape **must** be present in order for scorers to determine mastery of objective.
- Videotaped demonstrations of MOs may be no longer than **5 minutes** for each objective. If the response is not evident within 5 minutes, the artifact will be scored "not mastered." Only the student's demonstration of the MO should be videotaped, not entire activity or lesson.
- Record **only one** student on each videotape:
 - If more than one student is recorded on a single videotape, all students observed on the tape will receive "not mastered" for that MO.
 - Be sure to place each student's videotape in his or her portfolio. No attempts will be made to match misplaced videotapes with the correct portfolios.

General Videotape Requirements: Technical Considerations

- Verify the accuracy of the time and date on the camera. An incorrect date or time may render the videotape non-scorable.
- Be certain that the audio and video recording features of the camera are functioning properly.
- Label any Hi8 cassettes with the brand and model number of the camera on which they were recorded and in which format it was recorded (Video 8, Hi8, or Digital 8). This will facilitate the identification of the appropriate equipment to use for viewing and scoring these cassettes.
- DO NOT apply labels to videotapes with tape. This can damage the equipment used for scoring.



Informing Parents/Guardians About Videotaping

Parents/guardians should be informed that:

- videotapes are required for the Alt-MSA,
- only scorers who have signed Non-Disclosure Agreements will view the videotapes, and
- the videotapes are secured and destroyed after scoring.

Parents/guardians are not “asked for permission” to videotape student for the Alt-MSA. However, if a parent/guardian states in writing that they will not allow their child to be videotaped, follow these procedures for the mandated videotaped artifacts:

1. Three professional staff must observe the student demonstrate the selected reading and math MOs. This group of observers should be comprised of the following individuals:
 - a. The student’s primary teacher
 - b. A member of the professional team who is providing direct service to the student (or another teacher)
 - c. A district representative not from the student’s school
2. Each observer will record a detailed observation of the entire student performance of the target MOs. All observers must review their written observations for accuracy and completeness to be certain that all observed components of the written MO are included in their observation. Observers will print and sign their names at the end of the recorded observation. The student’s name, grade, school, and MO must be included at the beginning of the observation.



Required Components for Audiotape

Specific Audiotaped-Artifact Requirements

The TET may choose to submit certain artifacts on audiotape. (Note: Audiotape is NOT an alternative to videotape). The audiotape will be scored by rating the student as “mastered” or “not mastered” based on their demonstration of the skill in relation to the MO. If the target student behavior is not observed within 5 minutes, the MO will be scored “not mastered.” The TE must review the audiotape to determine that the student’s response is audible.

Required Components on Audiotape

The following must be included on the audiotape:

- **Before** the student demonstrates the MO, the following must be stated:
 - (1) Student must introduce him/herself, if possible,
 - (2) Date- month, day, and year,
 - (3) MO being assessed, and
 - (4) The grade-level alignment to curriculum and materials. (e.g., name of modified grade level text, content area unit). Reading MOs 3 and 7, mathematics MOs 5 and 7 (and 8 for grades 5 and 8) must align with at least 2 Maryland science content standards. In grade 10, these MOs must align with biology. For these MOs, state the science content.
- **After** the student demonstrates the MO, the following must be stated:
 - (5) Number and type of prompt used, and
 - (6) Accuracy score (percent or number correct) of the student’s demonstration of the MO. **NOTE: Use of generic statements by the TE such as “Good job” are NOT an accuracy score and will not be considered during scoring as an accuracy score.**

NOTE: Baseline data that document that the student needs instruction in this mastery objective must accompany the audiotape. Baseline data must indicate that the student performs the selected mastery objective with 50% or less accuracy. Baseline data may be reflected in a videotape, audiotape, student work, or a data chart.

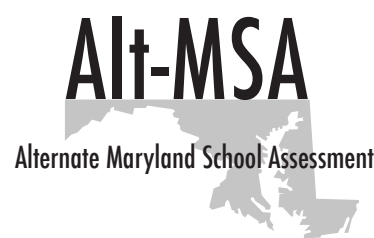
Audiotape the student’s demonstration of the MO exactly as the MO is written. If the MO states the student will demonstrate the skill a specific number of times or a specific number of items will be presented, the specified number of times and items must be evident on the audiotape.

Requirements for Student Work (Originals, not photocopied)

Student Work (**originals, not photocopied**) that clearly reflects attainment of the MO serves as direct evidence that the student has mastered the objective.

- TEs are cautioned about submitting worksheet (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). Commercial materials may not align with the selected MO and consequently render the artifact not scorable. Commercially produced materials may, however, be useful during instruction for the purpose of student practice.
- If commercial materials are used, TEs must assure that they align with the individualized MOs written by the TEs for a specific student.
- If the artifact does not align with the MO it will be scored “not mastered.”
- A student’s dictated response, recorded verbatim, may be accepted as student work, only if the response required is lengthy, i.e., sentence-length response to questions and the student cannot write the response him/herself. The verbatim-dictated response must be recorded next to the questions or stimulus the student must respond to. The TE must note on the artifact that the response was dictated by the student. The TE must sign the artifact below the responses they recorded for the student. If less than sentence length responses are required, the student responses must be recorded on data charts, videotape or audiotape.
- Any TE markings on student work that indicate the correctness of a response must be clear to the scorer. TEs must provide a key showing what specific notations used on student products or data collection charts represent (e.g., C/√/+ = correct response; X/- = incorrect response).
- **Student Work Artifacts, both baseline and mastered, MUST include all of the required components as noted on page 4-7.**

Samples of student work may be viewed on the resource page of Alt-MSA Online at <http://www.altmsa.com>.



Requirements for
Student Work

Student work must
be originals, not
photocopied.

See page 4-7 for
required components of
Student Work Artifacts.



Requirements for Data Charts.

Requirements for Data Charts (Originals, not photocopied)

Data charts must be originals, not photocopied, typed, or word-processed. These should display evidence of instruction and learning over time and document student demonstration and attainment of the MO.

- Baseline data that document that the student needs instruction in this mastery objective must be included with the data chart. Baseline data must indicate that the student performs the selected mastery objective with 50% or less accuracy. Baseline data may be reflected in a videotape, audiotape, student work, or a data chart.
- The data chart must show at least 3-5 recorded observations of instruction prior to attainment of the criterion level as well as the attainment of the criterion level.
- Record the specific student behavior or skill being measured, e.g., the words, numbers, or responses expected of the student. Do not use wording such as “trial” or “session.”

Required Components Of Data Charts

- **Data charts MUST include all of the requirement components as noted on page 4-7 of the *Alt-MSA 2008 Handbook*.**

Figure 4-7 on page 4-15 contains some additional information to help TETs with their data collection activities. Samples of student data charts may be viewed on the resource page of *Alt-MSA Online* at <http://www.altmsa.com>.

Figure 4-7

Data Collection

Data collection is an essential component in documenting the attainment of MOs for the Alt-MSA and goes beyond the recording of grades on tests, assignments, or homework. It is defined as continuous, systematic, and objective quantification of (a) student responses and (b) student products. The collection of data on student behavior is necessary for many reasons:

- Both IDEA and NCLB regulations require that special education teachers collect instructional data on their students.
- It establishes student progress based on fact and guides teachers in determining the effectiveness of their instructional procedures, adaptations, accommodations, modifications, and use of assistive technology.
- Data collection of student responses provides helpful information to make good instructional decisions for developing, monitoring, and evaluating IEPs and other accountability measures such as Alt-MSA.
- Data collection helps teachers to better predict the future performance of their students for placement decisions; it produces an ongoing accountability system for teachers and their staff; and, it allows for dissemination of successful instructional results or procedures to share with other educational professionals and parents and guardians.

The four major types of data collected for instructional purposes include:

- Frequency, the number of times a behavior or behaviors occur within a specified period of time,
- Percentage, number of correct responses divided by the total number of responses,
- Rate, frequency of a behavior divided by a time measure, and
- Duration, total amount of time a behavior occurs.

Collecting data on student products, such as math worksheets or written responses to questions is easy because the products are tangible, and the teacher can record the outcome or student response after the behavior has occurred. (And of course any student response can be made permanent if it is video- or audiotaped.) However, observation of behaviors as they are occurring (e.g., sight word reading, yes/no verbal responses, nonverbal responses such as pointing to a correct response, using a calculator, or counting coins) is difficult to record because the behavior is transitory - lasting only a short period of time. The recording of transitory behaviors requires the continuous attention of the teacher, must be measured as the behavior occurs, and may be unreliable because of the transitory nature. For example, unless someone else is observing and recording the behavior, it is impossible to confirm its occurrence. Because the recording of transitory behaviors runs the risk of being unreliable, the following recommendations are advised when collecting data on transitory student behaviors:

- The transitory behavior to be observed must be well-defined, such as the measurable, observable student response written in the student's MO.
- Data on the student's response must be recorded as soon as it occurs. Teachers should not wait until later to record the student response(s) to avoid the risk of forgetting what happened or making an error in recording.
- Student responses should be observed and recorded across many observations not just when the student reaches mastery criterion. Ideally, continuous data collection is recommended, that is, data are collected each time the MO is taught.
- If continuous data collection is not possible, student responses should be observed and recorded across consecutive observations as the student approaches his or her criterion for mastery. A minimum of three to five consecutive observations of instruction on different days is required prior to observations that the student has mastered the objective to establish reliable data and show factual acquisition of the MO.

References

Alberto, P.A., & Troutman, A.C. (2003). *Applied Behavior Analysis for Teachers* (6th ed). New York: Merrill Publishing Co.
 Snell, M.E., & Brown, F. (2000). *Instruction of students with severe disabilities* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Alt-MSA

Alternate Maryland School Assessment

Best Practices for Alt-MSA and Daily Instruction:

Instruction on the MOs should begin as soon as the MOs have been selected or written and reviewed by the principal or designee. Collect baseline data prior to beginning instruction of each MO. See part 1 for procedures for collecting baseline data.

Best Practices for Collaborating with TET:

Collaborate with science and social studies teachers regarding curriculum, borrow materials, and meet to ensure that modifications still align with curriculum standards. Also, meet with math teachers to ensure that artifacts aligned with objectives.

Best Practices for Using Data to Plan Reading and Mathematics Instruction:

Combine daily data from IEP implementation with Alt-MSA baseline data to plan instruction to meet MOs as well as IEP objectives.

Best Practices for Implementing Reading and Mathematics Instruction:

Continue regular schedule of reading/math instruction so as not to disrupt the daily routine, and implement instruction for the MOs along with IEP instruction.

Conduct Instruction for Mastery Objective Attainment

(September 4, 2007 – April 3, 2008)

Instruction on the MOs should begin as soon as they have been selected/written and reviewed by the principal or designee and baseline data have been collected.

- The development of the Alt-MSA portfolio should be conducted within the context of the ongoing daily instructional program.
- TEs are neither expected nor encouraged to work on any component of the Alt-MSA Portfolio development process outside the school.
- The Alt-MSA Portfolio can only be constructed within the context of daily instruction with the student and in collaboration with the TET.

The TET shares the responsibility for the development and modification of grade-level and age appropriate materials, data collection sheets, and instructional strategies.

- Extended grade-level content standards are the starting point for teachers as they begin to plan instruction with student achievement of standards in mind.
- Instruction must align with extended grade-level curriculum content, grade- and age-appropriate instructional activities, and grade- and age-appropriate instructional materials.
- Modifying or reducing the complexity of objectives, learning activities, and materials, and increasing the time to learn will foster the student's access to extended grade-level content standards.

Plan how each MO will be taught and assessed, and the type of artifact that would best reflect evidence of mastery.

- General education teacher team members can contribute ideas about how they teach and assess similar objectives with same age and grade-level peers.
- General education teachers can provide a curricular and grade-level context for teaching and assessing MOs.
- Using a specific curricular context helps TEs teach the MO and select the type of artifacts that could be submitted as evidence of mastery.
- TEs who teach in a special school or center could collaborate with reading and mathematics instructional specialists in the central office and with general education colleagues in comprehensive schools.

Aligning Grade-Level Content to Daily Instruction and Assessment

Federal regulations mandate that students with disabilities must access general curriculum and their assessments be aligned with grade-level content standards in reading and mathematics.

- Identifying outcomes in reading and mathematics for students participating in Alt-MSA, what students must know and be able to do, will shape reading and mathematics instruction.
- The MOs the TET select or write facilitate instruction and assessment that is aligned with general curriculum and modified grade-level content.
- Linking the instruction of reading and mathematics to science and other content areas will support student mastery of the reading and mathematics objectives.
- Other content areas such as science, social studies, art, music, health, physical education, and career/vocational education provide students the context that will promote learning of reading and mathematics skills.

Identifying links to other content areas when the TET is writing MOs will facilitate instruction and assessment of reading and mathematics throughout the school day.

- Test examiners should become familiar with grade-level curriculum, materials, and learning activities that same age and grade peers are using.
- Use the grade-level content standards that correspond to your students' grade levels to identify topics for instruction and assessment.

Examples of ways in which grade-level content in reading and mathematics can be reflected in daily instruction and assessment appear in Figure 4-8. This figure illustrates the reading and mathematics content standards and topics that must be assessed and other content areas that are taught during the student's school day. Use the chart to identify content connections for MOs and opportunities to provide instruction in reading and mathematics. Figure 4-9 shows a completed example.

Alt-MSA

Alternate Maryland School Assessment

Best Practices for Collecting Artifacts for the MOs:

Monday through Thursday were generally used for instruction, and if students were demonstrating signs of approaching mastery, they were assessed on Friday. Naturally, this was a general plan, as not all student's progress at the same rate. But this schedule helped the students stay motivated during instruction.

MO alignment labels were printed before artifact collection began, so that as students mastered MOs at their personal pace, labels were ready to be affixed to work samples.

Best Practices for Motivating Students:

Something I used to motivate our students as well as keep the teachers organized during instruction and artifact collection was a student progress chart. I listed each student's name on a chart, with 20 columns next to each name, we put stickers with motivational sayings such as, "I'm proud of you!" all over it, laminated it, and hung it on the fridge. Each time a student mastered a MO, they got to put a star next to their name under reading or math. When they mastered 20 MOs, they earned a special treat and we had a party. This was highly effective in motivating students to put forth their best effort. It also helped the teachers visualize where we were in the process, and kept us on schedule. I'll definitely use it again next year!

Figure 4-8

Connecting Reading, Mathematics, and Science Instruction to Student's Daily Schedule

Reading Mastery Objectives	Reading	Math	Science	Art/Music	Physical Education	Health	Social Studies	Community/Career/Vocational
Phonics/Sight Words MO 1–2								
Vocabulary MO 3–4								
Comprehension MO 5–6								
Informational Text MO 7–8								
Literary Text MO 9–10								
Math Mastery Objectives								
Algebra MO 1–2								
Geometry MO 3–4								
Measurement MO 5–6								
Data Analysis MO 7–8								
Number Sense MO 9–10								
Science Mastery Objectives								
Earth/Space Science MO 1								
Life Science MO 2								
Chemistry MO 3								
Physics MO 4								
Environmental Science MO 5								

Figure 4-9

Completed Example of Connecting Reading and Mathematics Instruction to Student's Daily Schedule

Reading Mastery Objectives	Reading	Math	Science	Art/Music	Physical Education	Health	Social Studies	Community/Career /Vocational
Phonics/Sight Words MO 1–2	X	X	X	X	X	X	X	X
Vocabulary MO 3–4	X	X	X	X	X	X	X	X
Comprehension MO 5–6	X	X	X	X	X	X	X	X
Informational Text MO 7–8	X	X	X	X	X	X	X	X
Literary Text MO 9–10	X		X	X			X	X
Math Mastery Objectives								
Algebra MO 1–2		X	X	X				X
Geometry MO 3–4		X		X				X
Measurement MO 5–6		X	X	X	X	X		X
Data Analysis MO 7–8		X	X	X	X	X	X	X
Number Sense MO 9–10		X	X	X	X	X	X	X
Science Mastery Objectives								
Earth/Space Science MO 1	X	X	X		X			X
Life Science MO 2	X	X	X		X			X
Chemistry MO 3	X	X	X		X			X
Physics MO 4	X	X	X		X			X
Environmental Science MO 5	X	X	X		X			X



Continuously monitor student progress through data to determine if revisions to materials or instruction strategies are necessary.

Monitor Progress and Revise Materials and Strategies As Needed

As instruction continues and data are collected for the Alt-MSA, these data should be used to monitor student progress and revise materials and instructional strategies to assist the student in learning the skills for the Alt-MSA as well as other instructional objectives.

Instructional practices that may foster learning for students who are participating in the Alt-MSA include:

- providing assistive technologies to ensure the student has access to the curriculum materials that same grade and age peers have.
- learning and interacting with peers who may be participating in similar activities.
- involving the student in the development of the Alt-MSA, where appropriate, including making choices and solving problems.
- fostering student learning and independence by allowing the student to manipulate the instructional materials and be “in charge” of the MO demonstration, providing adequate “wait time” for student to respond, and decreasing unnecessary teacher intervention during the MO demonstration.
- fostering student independence by using the least intrusive prompts and support necessary and using supports that are typically available in the environment or setting where instruction occurs.
- linking reading and mathematics instruction to other taught or targeted outcome areas will more likely result in student mastery of the reading and mathematics objectives. Other content areas, such as science, social studies, art, music, health, and physical education, provide students and teachers the real-life, authentic context that will promote learning of reading and mathematics.

Alt-MSA 2008 Handbook Part 5: Resources to Support Implementation of Alt-MSA 2008

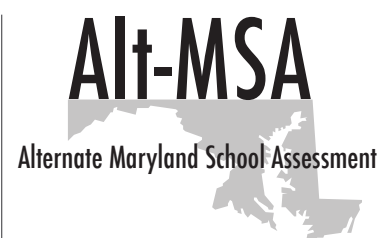


Figure 5-1

Resources

Contacts:

Test Examiners or School Test Coordinators who have questions about the Alt-MSA should contact the following individuals:

- **The Local Accountability Coordinator (LAC) in your local school system**
- **The Alt-MSA Facilitator in your local school system**
- **MSDE, using the Alt-MSA e-mail address:**
alt-msa@msde.state.md.us

Technical Support:

Users with technical questions about **Alt-MSA Online** or Schoolhouse should call Pearson Educational Measurement Technical Support:

- 1. Call (800) 627-7990**
- 2. Select your state**
 - Press extension 821 for Maryland project
- 3. Select Project**
 - Press 1 for Alt-MSA
- 4. Categorize your Alt-MSA question**
 - Press 1 for help with **Alt-MSA Online**
 - Press 2 (or stay on the line) for all other questions

Web sites:

Test Examiners or School Test Coordinators may also refer to the following web sites for information about the Alt-MSA:

- **School Improvement web site:** <http://www.mdk12.org> for reading, mathematics, and science VSC and Toolkits for reading and mathematics
- **MSDE home page:** <http://www.marylandpublicschools.org> for the 2008 Handbook online, select “Testing”, then “Alt-MSA.”
- **SchoolHouse:** www.ncsschoolhouse.com

Alt-MSA Online: <http://www.altmsa.com> (Note: this web site is used for on-line MO selection/writing, submission, verification or technical review, and printing)



Instruction	
Using Prompts for Alt-MSA	Page 5-3
Designing and Implementing a System of Least Prompts	Pages 5-5 through 5-11
Artifact Examples: Student Work and Data Charts	http://www.altmsa.com and choose the "Resources" tab.
Writing the IEP to Support Attainment of Reading and Mathematics Content Standards	Page 5-12
Examples of Science Artifacts	http://www.altmsa.com and choose the "Resources" tab.
Scoring	
Condition Code Examples	http://www.altmsa.com and choose the "Resources" tab.
Scoring Rubric	Page 2-17



Using Prompts for Alt-MSA

A student who performs the skill **independently** under natural conditions or in response to a task direction (i.e., given the task direction “match the words to the pictures,” the student matches each word to its picture correctly with no other assistance required) is not receiving prompts.

- The prompt hierarchy refers to the different levels of support the teacher can provide to assist a student who is learning a task.
- Prompts can be gestural, verbal, a model, partial physical, and/or physical assistance provided before, during, or after a student’s behavior.
- The intent of a prompt is to increase the likelihood the behavior will be performed, thereby providing the opportunity for the behavior to be reinforced and occur in the future.
- The specific type and number of prompt must be stated in the MO.
- Figure 5-2, below, provides definitions of the Prompt Types.

Students who perform skills independently are NOT receiving prompts.

Figure 5-2

Definitions of Prompt Types
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., teacher places hand over student’s hand and places it on the scanner switch button).



Use of Full Physical Prompts

TETs are encouraged to identify a mode of student response for the MO that does not require full physical prompts. An artifact documenting that the “full physical” prompt level was provided will not be scored “Mastered” unless documentation is included with the artifact that clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including assistive technologies, have been fully explored and implemented consistently during the test window.

Documenting the Need for Full Physical Prompting

To document the need for full physical prompts for the MO, the least prompt instructional procedures described and illustrated in Figure 5-4 are to be used. Teachers must show that over a minimum of ten days, within a three week period, the student was taught using the system of least prompts for each task direction given. Test Examiners must show that over a minimum of a three week period, the student was given less intrusive prompts in an attempt to provide less assistance for the student to perform the requested behavior.

TETs are encouraged to explore the full range of assistive technologies to support student learning and demonstration of skills. A data collection form that may be used for this purpose is shown on page 6-23. Documentation of instruction on the use of assistive technologies must be included in the portfolio if it is stated that the student needs full physical prompts.

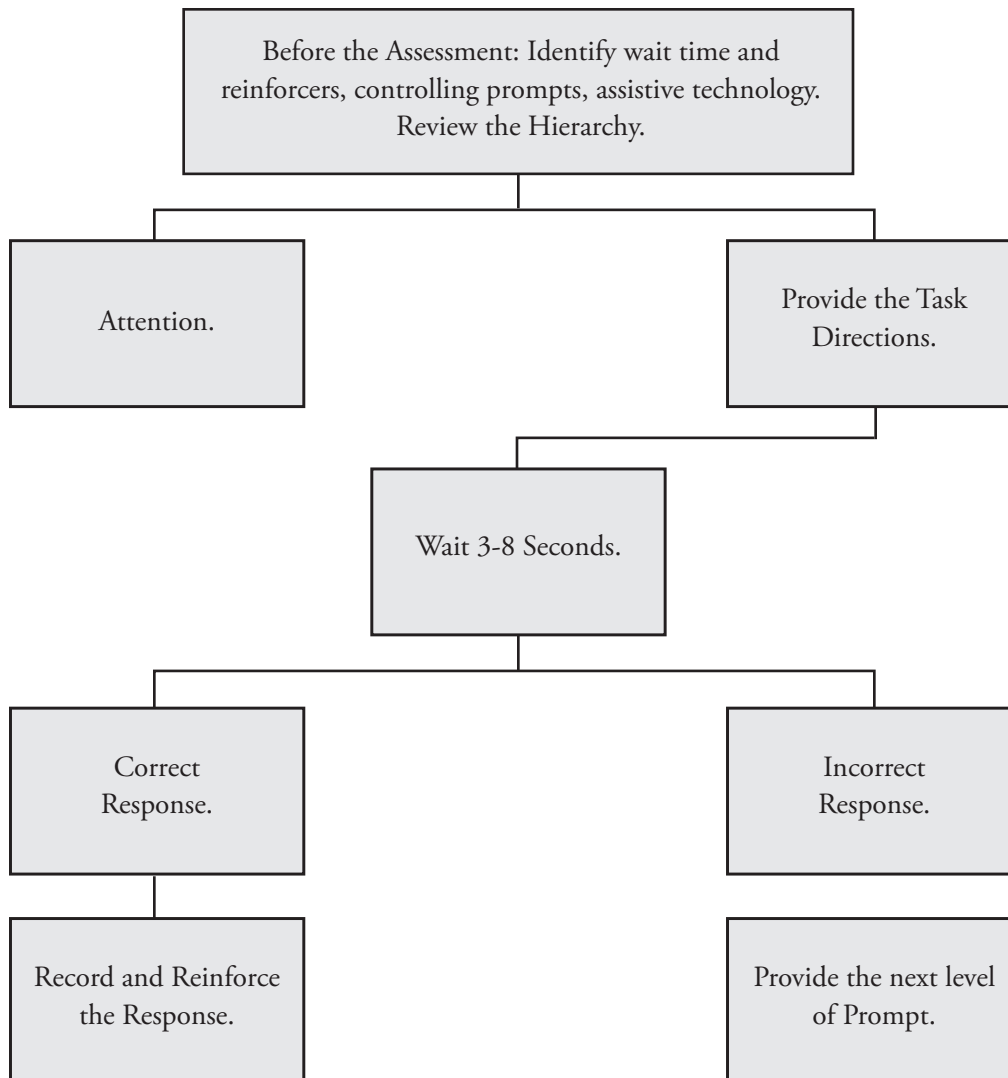
Use of Assistive Technology

For students who need to use assistive technology in order to respond to task directions for any given MO, it is imperative that they have been taught a consistent and reliable response mode (e.g., head pointer, various types of switches, joy stick, track ball) prior to instruction on the MOs. If a student does not have a reliable response mode at the start of the school year, the first step is to request your county’s assistive technology team to evaluate the student’s capabilities and recommend a response mode to be taught to the student. Then, it is the teacher’s responsibility to teach the response mode so that the student has a reliable means to demonstrate what the student knows and can do, as well as communicate wants, needs, or make requests. When a reliable, consistent mode has been taught, the teacher will have confidence that the content of each MO is being mastered.

The following flow chart illustrates how the system of least prompts should be implemented:

Figure 5-3

System of Least Prompts Procedure



Adapted from: Wolery, M., Bailey, D., Sugai, G. (1988). P. 264.



General Procedures for Designing and Implementing Least Prompt Hierarchy

Figure 5-4

Designing and Implementing Least Prompt Hierarchy (i.e., Increasing Assistance) Instructional Procedures

When using a least prompt hierarchy to teach a MO, teachers must first decide on a set of instructional prompts (usually 2-4) and arrange each prompt in ascending order from the least to the most assistive and give the prompts as needed.

The intention of using a system of least prompts is to provide the least amount of assistance necessary for the student to perform the requested behavior. Equally important is that the least prompting procedure minimizes any errors made by the student during instruction. As needed, the teacher will give each prompt in the hierarchy in increasing order until the student responds correctly. The final prompt in the hierarchy is the most direct and intrusive in order to get the student to perform the behavior.

The final prompt in the hierarchy is full physical assistance, but it does not always have to be. Teachers should base their decisions on prior experience with students to determine an effective hierarchy of prompts. Once the student responds correctly, reinforcement can be given which will then increase the likelihood that the behavior will occur in the future.

General Procedures

1. Define the instructional task and generate a mastery objective that aligns with the Maryland VSC content standards, and which must include: the conditions under which the behavior is to occur, the observable and measurable behavior, number and type of prompt, and the criterion for mastery.
2. Design a data sheet or work sample sheet to record student responses.
3. Observe and record baseline information by having the student perform the behavior(s) and recording either a correct or incorrect response using the following notations:

 (+) = CORRECT RESPONSE
 (-) = INCORRECT OR NO RESPONSE
4. Present a lesson on finding locations on maps, e.g. using coordinates, the key, and symbols.
5. Select 2-4 prompts (from those presented in Table 1) and arrange the prompts in order from the least to the most assistive to instruct the student on the MO.
6. Provide needed materials, a task direction, a wait time, and teach the objective using the pre-selected, individualized least prompt hierarchy.
7. A task direction is a statement by the instructor to provide direction as to what the student must do to meet the MO. It is not to be considered or recorded as a verbal prompt.
8. If the student does not respond independently during the wait time, give the prompt with the least amount of assistance and then, if needed, give the subsequent prompts in the order listed in the hierarchy until the student responds accurately.
9. If the student responds independently and accurately, then record a (+); if a prompt is needed for the student to respond accurately, record student response next to the type of prompt provided.
10. Reinforce the student enthusiastically when the behavior is performed without a prompt, but also reinforce the student each time the behavior is completed with a prompt, regardless of the type or number of prompts given.

Figure 5-4 Continued

Table 1.

Definitions and Notations of Instructional Prompts

(G) = GESTURE PROMPT: Use hand or body motions to draw attention to an item associated with the objective (e.g., point to addition sign on a worksheet to prompt the student to add the numbers, tap a word on an index card to prompt the student to say the next word in the sentence).

(V) = VERBAL PROMPTS: May be direct or indirect

DIRECT VERBAL PROMPT: Describe in words exactly what the student must do (e.g., "Write the letter 'A' now.", "Add both numbers.", "Turn on the switch.").

INDIRECT VERBAL PROMPT: Provide a verbal reminder or verbally coax the student without stating the specific behavior (e.g., "What's next?", "Now what do you do?", "Sound out the word slowly.").

(M) = MODEL PROMPT: Demonstrate part or all of a behavior to prompt an imitative response (e.g., write the letter "P" to show the student how to write the letter and then have the student write the letter).

(PP) = PARTIAL PHYSICAL PROMPT: Provide physical guidance at the elbow or shoulder.

(FP) = FULL PHYSICAL PROMPT: Provide hand over hand guidance.



Definitions and Notations of Instructional Prompts

Example:**VSC Alignment:**

Standard 2.0 Comprehension of Informational Text

Students will read, comprehend, interpret, analyze, and evaluate informational text.

Topic A. Comprehension of Informational Text

Indicator 1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts

Objective b. Read, use, and identify the characteristics of functional documents

Mastery Objective:

Given a map and the task direction, "Where is the _____?" the student will circle 3 requested locations with a pencil with 100% accuracy.

Wait Time:

5 seconds between prompts

Reinforcement:

Verbally state the accuracy of the student's response to circling each location with or without a prompt, e.g. "Yes, nice work, you circled the _____"

Student's Individualized Prompts Hierarchy = Gestures, Verbal, Modal, Partial Physical

Example:

Implementation of
System of Least Prompts



Figure 5-4 Continued

Gesture (G)	Teacher taps on map
Verbal (V):	Teacher says, "Circle the _____".
Model (M):	Teacher circles the location on the map
Partial Physical (PP)	Teacher guides student's elbow to the map
Full Physical Prompt (FP):	Teacher gives hand over hand guidance to circle the location on the map

- After the task direction is given, if the student circles the requested location accurately within the 5 second wait time:
 - Teacher REINFORCES the student and records (+) on the data sheet next to (I).
- If the student doesn't respond at all within the 5 second wait time or begins to circle the wrong location:
 - Teacher GESTURES by tapping on the map.
- If the student circles the requested location accurately after the gesture prompt is given:
 - Teacher REINFORCES the student and records (G +) on the data sheet. This means the student performed the behavior after the gesture prompt was given.
- If the student doesn't respond at all within the 5 second wait time or begins to circle the wrong location after the gesture prompt was given:
 - Teacher VERBALLY STATES, "Circle the ____" and waits another 5 seconds.
- If the student circles the requested location accurately after the verbal prompt is given:
 - Teacher REINFORCES the student and records (V +) on the data sheet. This means the student performed the behavior after the gesture and verbal prompts were given.
- If the student doesn't respond within the 5 second wait time or continues to circle the wrong location after the teacher gives the verbal prompt:
 - Teacher gives MODEL prompt by circling the correct location with his finger and waits another 5 seconds

Figure 5-4 Continued

7. If the student circles the requested location accurately after the model prompt is given:
 - Teacher REINFORCES the student and records (M +) on the data sheet. This means the student performed the behavior after the gesture, verbal, and model prompts were given.
8. If the student still doesn't respond within the 5 second wait time or continues to circle the wrong location after the teacher gives the model prompt:
 - Teacher provides a PARTIAL PHYSICAL PROMPT by guiding the student's elbow to the map.
 - Teacher verbally reinforces the student for circling the location and records (PP +) on the data sheet. This means the student performed the behavior after the gesture, verbal, model, and partial physical prompts were given.
9. The least prompt hierarchy procedures are repeated as needed for the remaining two locations.

**Example:**

Implementation
of System of Least
Prompts, continued

Figure 5-5

Example of a Data Sheet and Instructional Outcomes

Mastery Objective:

Given a map and the task direction, “Where is _____?”, the student will circle 3 requested locations with a pencil at 100% accuracy.

KEY: (+) = accurate response

(-) = incorrect response

(G) = gesture prompt

(V) = verbal prompt

(M) = model prompt

(PP) = partial physical prompt

(FP) = full physical prompt

Student Behavior	Date: 1/8/06 Baseline (+, --) ²		Date: 1/10/06		Date: 1/11/06		Date: 1/12/06	
1. Circle “school”	Prompt I G V M PP FP	Response --- --- --- --- --- ---	Prompt I G V M PP FP	Response --- --- --- --- --- ---	Prompt I G V M PP FP	Response --- + --- --- --- ---	Prompt I G V M PP FP	Response --- --- --- + --- ---
2. Circle “home”	Prompt I G V M PP FP	Response --- --- --- --- --- ---	Prompt I G V M PP FP	Response --- --- --- --- --- ---	Prompt I G V M PP FP	Response --- --- --- --- + ---	Prompt I G V M PP FP	Response + --- --- --- --- ---
3. Circle “park”	Prompt I G V M PP FP	Response --- --- --- --- --- ---	Prompt I G V M PP FP	Response --- --- --- + --- ---	Prompt I G V M PP FP	Response + Response + --- --- ---	Prompt I G V M PP FP	Response --- --- + --- --- ---
Total Accurate:	0/3		0/3		1/3		1/3	
Total % Accurate:	0%		0%		33%		33%	

Note: During Baseline procedures, the teacher only records if the student performs the behavior independently and accurately by recording (+) or if the student does not perform the behavior by recording (-). No prompts or reinforcement are given.



Figure 5-5 Continued

A description of the Least Prompt Hierarchy instructional procedures for January 11, 2006:

1. **Instruction for location of “School”:** Teacher gave the student a map and the task direction, “Where is the school?” and waited 5 seconds.
 - Student did not respond to the task direction within 5 seconds, so teacher recorded a (-) next to the **I**. Then the teacher gave the gesture prompt by tapping the map.
 - After the gesture prompt was given, the student circled the location of the school accurately within 5 seconds.
 - Teacher indicated that the student responded after a gesture prompt was given by recording a (+) next to **G**.

2. **Instruction for location of “Home”:** Teacher gave task direction, “Where is your home?” and waited 5 seconds.
 - Student did not respond to the task direction within 5 seconds, so teacher recorded a (-) next to the **I**. Then the teacher gave the gesture prompt by tapping the map.
 - Student did not respond to the gesture prompt within 5 seconds, so teacher recorded (-) next to **G**. Then the teacher gave a verbal prompt, “Circle your home”, and waited 5 seconds.
 - Student did not respond to the verbal prompt within 5 seconds, so teacher recorded (-) next to **V** and then gave a model prompt by circling the correct location on the map with his finger and waited 5 seconds.
 - Student did not respond to the model within 5 seconds, so the teacher recorded (-) by the **M** and then gave a partial physical prompt by taking the student’s elbow and guiding it to the map.
 - Student did respond to the partial physical prompt within 5 seconds so teacher recorded (+) by **PP** and reinforced the student.

3. **Instruction for location of “Park”:** Teacher gave task direction, “Where is the park?” and waited 5 seconds.
 - Student circled the correct location of the park independently within 5 seconds, so teacher reinforced student and recorded (+) by the **I** on data sheet.

Example:

Description of Least Prompt Hierarchy Instructional Procedures



Figure 5-6

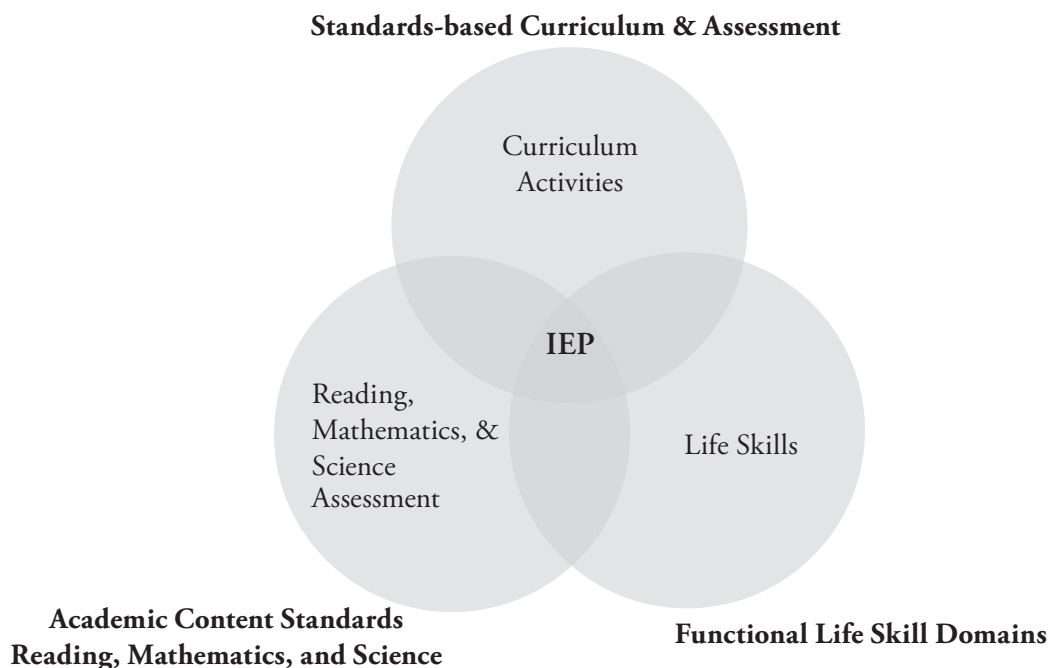
Writing the IEP to Support Attainment of Reading and Mathematics Content Standards

The IEP identifies a subset of objectives that will help the student with a disability access the general curriculum. First, the IEP team should consider the range of needs for the individual student in both academic and functional skills.

Because skills in reading and mathematics are crucial for access to learning in all areas of life, the IEP team will select pertinent reading and mathematics objectives for each individual student. The IEP team should also include objectives on the IEP that will assist the student in accessing other academic content and functional skills. It is likely that not all objectives on the IEP will be reading and mathematics and will therefore not be assessed in the Alt-MSA.

The following diagram illustrates the role of the IEP as a subset of objectives that foster access to a variety of learning experiences in academic content and functional skills. The Alt-MSA samples objectives from reading, mathematics, and science. Those objectives must be taught to students in meaningful contexts. These contexts include academic content areas as well as functional skills. Finally, the curriculum encompasses many skills other than those assessed in reading, mathematics, science, and functional skills. These curriculum activities provide opportunities for learning modified grade level content and for communicating and interacting with non-disabled peers.

Relation of the IEP to Standards-based Curriculum and Assessment



***Alt-MSA 2008 Handbook* Part 6: Forms Required for the Alt-MSA 2008 Portfolio**



Required Alt-MSA Forms

The forms described in the *Alt-MSA 2008 Handbook* Part 6 must be included in each student's Alt-MSA Portfolio. These forms are available as electronic templates at:
<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

For Alt-MSA 2008, student MOs MUST be entered and submitted for review using MSDE's web application, ***Alt-MSA Online***, at www.altmsa.com. Use of this web site will ensure that TETs have access to electronic tools to help them in selecting and writing MOs and will also ensure timely submission and review of MOs, as well as ease in revising written MOs to incorporate review feedback. Additional information on selecting, writing and submitting MOs is located in Part 3 of this *Alt-MSA 2008 Handbook*.

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

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



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

Required Alt-MSA 2008 Form: Table of Contents (Sec. 1 & 2)

The Table of Contents is the first item in the Alt-MSA 2008 Portfolio, and is to be placed before the first tab in the portfolio.

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

Alt-MSA 2008 TABLE OF CONTENTS

Download an electronic template at of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

Designation in Portfolio

TABLE OF CONTENTS (this document)

In front of First Tab

PORTFOLIO SECTION 1

_____	Test Examiner Team Signatures	A
_____	Final 2008 Reading and Mathematics Test Documents and 2007 Test Documents (Note: These final test documents must be printed from the <i>Alt-MSA Online</i> web application. The printout from the web site will include the original documents submitted for contractor verification or technical review, as well as any contractor feedback received.)	B
_____	Copy of Student's IEP Goals and Objectives	C

PORTFOLIO SECTION 2

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





Required Alt-MSA 2008 Form: Table of Contents (Section 3)

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

PORTFOLIO SECTION 3

Artifacts for Reading Objectives

Pages in Portfolio

General Reading Processes

Phonemic Awareness, Phonics, Fluency, or Other

(Note: If MOs in the area of “Phonemic Awareness, Phonics, or Fluency” are **NOT** selected due to the nature of the student’s instructional program, indicate “N/A” on the corresponding lines for page numbers and draw a line through any Mastery Objectives not used. Then place the page numbers for “**Replacement Mastery Objectives**” under the appropriate selected reading topics below. (Write “N/A” on any lines for Replacement Mastery Objectives that are not used, and draw a line through any Replacement Mastery Objectives not used.)

Mastery Objective 1

baseline_____mastery_____

Mastery Objective 2

baseline_____mastery_____

Vocabulary

Mastery Objective 3 (**aligned with science**)

baseline_____mastery_____

Mastery Objective 4

baseline_____mastery_____

>>Replacement Mastery Objective 1

baseline_____mastery_____

>>Replacement Mastery Objective 2

baseline_____mastery_____

General Reading Comprehension

Mastery Objective 5

baseline_____mastery_____

Mastery Objective 6

baseline_____mastery_____

>>Replacement Mastery Objective 1

baseline_____mastery_____

>>Replacement Mastery Objective 2

baseline_____mastery_____

Comprehension of Informational Text

Mastery Objective 7 (**aligned with science**)

baseline_____mastery_____

Mastery Objective 8

baseline_____mastery_____

>>Replacement Mastery Objective 1

baseline_____mastery_____

>>Replacement Mastery Objective 2

baseline_____mastery_____

Comprehension of Literary Text

Mastery Objective 9

baseline_____mastery_____

Mastery Objective 10

baseline_____mastery_____

>>Replacement Mastery Objective 1

baseline_____mastery_____

>>Replacement Mastery Objective 2

baseline_____mastery_____

Alt-MSA

Alternate Maryland School Assessment

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



Required Alt-MSA 2008 Form: Table of Contents (Section 4) Grades 3, 4, 6, 7 Only

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

PORTFOLIO SECTION 4

Artifacts for Mathematics Objectives

Pages in Portfolio

Algebra, Patterns, and Functions

Mastery Objective 1

baseline_____mastery_____

Mastery Objective 2

baseline_____mastery_____

Geometry

Mastery Objective 3

baseline_____mastery_____

Mastery Objective 4

baseline_____mastery_____

Measurement

Mastery Objective 5 (**aligned with science**)

baseline_____mastery_____

Mastery Objective 6

baseline_____mastery_____

Statistics: Data Analysis

Mastery Objective 7 (**aligned with science**)

baseline_____mastery_____

Mastery Objective 8

baseline_____mastery_____

Number Relationships and Computation

Mastery Objective 9

baseline_____mastery_____

Mastery Objective 10

baseline_____mastery_____



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



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

Required Alt-MSA 2008 Form: Table of Contents (Section 4) Grades 5, 8, and 10 Only

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

PORTFOLIO SECTION 4

Artifacts for Mathematics Objectives

Pages in Portfolio

Algebra, Patterns, and Functions

Mastery Objective 1

baseline_____mastery_____

Mastery Objective 2

baseline_____mastery_____

Geometry

Mastery Objective 3

baseline_____mastery_____

Mastery Objective 4

baseline_____mastery_____

Measurement

Mastery Objective 5 (aligned with science)

baseline_____mastery_____

Mastery Objective 6

baseline_____mastery_____

Statistics: Data Analysis

Mastery Objective 7 (aligned with science)

baseline_____mastery_____

Mastery Objective 8 (aligned with science)

baseline_____mastery_____

Number Relationships and Computation

Mastery Objective 9

baseline_____mastery_____

Mastery Objective 10

baseline_____mastery_____

Required Alt-MSA 2008 Form: Table of Contents (Section 5) Grades 5 and 8 Only

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

PORTFOLIO SECTION 5

Artifacts for Science Objectives

Pages in Portfolio

Mastery Objective 1 (Earth/Space)

baseline_____mastery_____

Mastery Objective 2 (Life Science)

baseline_____mastery_____

Mastery Objective 3 (Chemistry)

baseline_____mastery_____

Mastery Objective 4 (Physics)

baseline_____mastery_____

Mastery Objective 5 (Environmental Science)

baseline_____mastery_____



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



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

Required Alt-MSA 2008 Form: Table of Contents (Section 5) Grade 10 Only

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

PORTFOLIO SECTION 5

Artifacts for Biology Objectives

Pages in Portfolio

Mastery Objective 1 (Biology)

baseline_____mastery_____

Mastery Objective 2 (Biology)

baseline_____mastery_____

Mastery Objective 3 (Biology)

baseline_____mastery_____

Mastery Objective 4 (Biology)

baseline_____mastery_____

Mastery Objective 5 (Biology)

baseline_____mastery_____



Required Alt-MSA 2008 Form: Test Examiner Team (A)*

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

The staff listed below comprises the Test Examiner Team for

Student Name	Grade
--------------	-------

Signatures indicate (1) attendance at Alt-MSA training and have read the *Alt-MSA Handbook*, (2) involvement in the development of the Alt-MSA portfolio for this student, (3) that the Mastery Objectives are based on Alt-MSA 2007 test results or a pre-assessment, (4) that the 2008 Test Documents or artifacts were not submitted for previous Alt-MSA administrations, and (5) Mastery Objectives have not been previously mastered. The test examiners for this student will print and sign their name, indicate their position, and date. This form must be completed at the beginning of the test window.

Test Examiner Team
(TET) Signatures

1. _____	_____	_____	_____
Name	Signature	Position	Date

2. _____	_____	_____	_____
Name	Signature	Position	Date

3. _____	_____	_____	_____
Name	Signature	Position	Date

4. _____	_____	_____	_____
Name	Signature	Position	Date

5. _____	_____	_____	_____
Name	Signature	Position	Date

6. _____	_____	_____	_____
Name	Signature	Position	Date

7. _____	_____	_____	_____
Name	Signature	Position	Date

School Test Coordinator:

_____	_____	_____
Name	Signature	Date

Principal/Education Director:

_____	_____	_____
Name	Signature	Date

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



Required Alt-MSA 2008 Form: Reading Mastery Objectives (B)*

Student Name _____

Grade _____

READING: Alt-MSA 2008 TEST DOCUMENT**Maryland Content Standards, Indicators, Objectives,
and Mastery Objectives to be Assessed**

(Note: This Test Document will be created electronically on the *Alt-MSA Online* system, printed, and inserted into the portfolio. Part 3 of the *Alt-MSA 2008 Handbook* contains instructions and guidelines for selecting, writing, and submitting Mastery Objectives electronically using the web site. The screen shot below is a sample printout from <http://www.altmsa.com>.)

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

(Screen shot of Reading Test Document from *Alt-MSA Online*.

The remainder of this page is currently blank and will be
replaced with the form screen shot when it is
available in August 2007.)



Reading Mastery
Objectives



Mathematics Mastery Objectives

Required Alt-MSA 2008 Form: Mathematics Mastery Objectives (B)*

Student Name _____

Grade _____

MATHEMATICS: Alt-MSA 2008 TEST DOCUMENT

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

(Note: This Test Document will be created electronically on the *Alt-MSA Online* system, printed, and inserted into the portfolio. Part 3 of the *Alt-MSA 2008 Handbook* contains instructions and guidelines selecting, writing, and submitting Mastery Objectives electronically using the web site. The screen shot below is a sample printout from <http://www.altmsa.com>.)

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

(Screen shot of Mathematics Test Document from *Alt-MSA Online*.)

The remainder of this page is currently blank and will be replaced with the form screen shot when it is available in August 2007.)

Required Alt-MSA 2008 Form: Science Mastery Objectives (B)*

Student Name _____

Grade _____

SCIENCE: Alt-MSA 2008 TEST DOCUMENT**Maryland Content Standards, Indicators, Objectives,
and Mastery Objectives to be Assessed**

(Note: This Test Document will be created electronically on the *Alt-MSA Online* system, printed, and inserted into the portfolio. Part 3 of the *Alt-MSA 2008 Handbook* contains instructions and guidelines for selecting, writing, and submitting Mastery Objectives electronically using the web site. The screen shot below is a sample printout from <http://www.altmsa.com>.)

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

(Screen shot of Mathematics Test Document from Alt-MSA Online.

The remainder of this page is currently blank and will be
replaced with the form screenshot when it is
available in August 2007.)



Science Mastery
Objectives



Required Alt-MSA 2008 Form: Parent/Guardian Review of Mastery Objectives (D)*

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

Parent/Guardian Review

Alt-MSA 2008 Reading, Mathematics, and Science (Grades 5, 8, and 10 only)

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

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

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

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

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

_____ I have reviewed the Test Documents selected for Alt-MSA 2008.

_____ Questions I have about the selected objectives:

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

Parent/Guardian Signature

Date

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



Parent/guardian
review of MOs



Required Alt-MSA 2008 Form: Parent/Guardian Portfolio Review (E)*

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

Parent/Guardian Review of Alt-MSA Portfolio 2008

Your child's Alt-MSA Portfolio was developed between September 4, 2007 and April 3, 2008. Evidence of your child's attainment of the reading and mathematics (grades 3-8 and 10) and science (grades 5, 8, and 10 only) Mastery Objectives is included in his/her Alt-MSA Portfolio. The Mastery Objectives were sent to you earlier in the school year.

Student's Name _____

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

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

Comments I have for the teachers, if any:

Signature of Parent/Guardian

Date

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



Parent/Guardian
Portfolio Review





Required Alt-MSA 2008 Form: Parent/Guardian Contacts (F)*

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

PARENT/GUARDIAN CONTACTS: Alt-MSA 2008 PORTFOLIO

	Date
_____ Sent home the Alt-MSA Reading and Mathematics Test Documents, Science Test Documents (grades 5, 8, 10) brochure, and cover form (p. 6-17) for review and signature.	_____
_____ Responded to questions received.	_____
_____ Contacted to request return of signed cover form.	_____
_____ Sent invitation to review a copy of the Alt-MSA 2008 Portfolio.	_____

Parent/Guardian
Contacts

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



NOTE: The data chart format below may be used to record student responses when using data charts as artifacts. The data chart may be used to document instruction using less than full physical prompts. All required information must be recorded in the appropriate area on the data chart. Several pages of the data chart below must be included to fully document baseline data, instruction over time to reduce the need for full physical prompting, as well as mastery of the objective (refer to pages 5-3 and 5-4). Additionally, how Assistive Technology was used to reduce the need for full physical prompting MUST be documented on this form.

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

Template for Data Chart

Student Name:				Content Connection (e.g., title of book and grade level, grade level and name of specific content unit, science unit, etc.)				
Mastery Objective:								
Observable, measurable target student behavior	Baseline Data Date:		Date:		Date:		Date:	
1.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
2.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
3.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
4.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
5.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
Total Accurate:								
Percent Accurate:								

Key: I-Independent, G-Gesture, V-Verbal, M-Model, PP-Partial Physical, FP-Full Physical; Record number of prompts provided, (e.g. V 2)

Response: "+": student demonstrated desired response, "-": student did not demonstrate desired response _____





Test Administration and Certification of Training Form

This form must be signed by all individuals directly involved in MSDE-sponsored testing including:

- School Test Coordinators,
- Teachers serving as Test Examiners or others who support a test administration,
- Instructional Assistants providing special education, limited English proficient or Section 504 accommodations, and
- Anyone else with access to test materials or involvement in administrations.

Only personnel who are employees or agents of the school district and who have signed this form may supervise, administer, or assist with the administration of the test.

This is to certify that:

- I have been trained for my role in the upcoming testing by a trainer authorized by my school district. I am familiar with the district test administration policy and have received a copy of it.
- I understand that it is a breach of professional ethics to provide verbal or nonverbal clues or answers, teach items on the test, share prompts, coach, hint, or in any way influence a student's performance during the testing. The only materials students may use are those authorized in the test's Test Administration and Coordination Manual or Examiner's Manuals. Alt-MSA Test Examiners may provide students the prompts and accommodations consistent with the student's Mastery Objectives.
- I know that copies of test materials, including items and other documents that are labeled as secure, are confidential and must be kept secure at all times. Unauthorized use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I know that I may not inaccurately report a student's accuracy scores, submit artifacts and forms from previous test years, submit artifacts not completed within the test window, misrepresent or change dates on artifacts, falsify artifacts, falsify signatures, "coach" a student to provide correct answers, misrepresent Mastery Objective review documents, or submit portfolios that are not developed in compliance with the guidelines presented in the current test year *Alt-MSA Handbook*.
- I know that accommodations for Section 504 or English Language Learner students must be limited to those stated in Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs. In addition, accommodations for special education students must be limited to those that appear on the student's IEP and are used for classroom instruction.
- I know that the test must be administered on the dates specified within the allowed window. I know that, unless part of the directions for administration, I may not read any activity to a student unless part of an allowable accommodation. Students unsure of the question or an answer should be told only to reread the question and give their best response. Although I know I can encourage students to respond to each question, I know I cannot tell students to change their responses.
- I have thoroughly read the above and have been prepared for my role in this test administration. I know that violations of test administration and security provisions may result in invalidation of test results, cost assessed to my district, and disciplinary actions against me by my district or certificate suspensions or revocations by MSDE.

Signature

Date

School

Name (Please print)

Name of Test

<p>Title 13A STATE BOARD OF EDUCATION Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS</p> <p>Chapter 04 Test Administration and Data-Reporting Policies and Procedures</p> <p><i>Authority: Education Article, §2-205, Annotated Code of Maryland</i></p> <p>.01 Scope. This chapter applies to: A. Tests administered by or through the State Board of Education including but not limited to: (1) The norm-referenced test or tests in use by the State, (2) The Maryland Functional Testing Program, (3) The Maryland School Performance Assessment Program Tests, (4) The High School Equivalency Program Test (GED), (5) Teacher Certification Tests, (6) High School Assessment Program Tests, (7) Other test instruments required by the State Board of Education; B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and C. Local school system-owned materials that are the same as those used in any State-operated assessment program.</p> <p>.02 Definitions. A. In this chapter, the following terms have the meanings indicated. B. Terms Defined. (1) "Department" means the State Department of Education. (2) "Individual" means a student, teacher, administrator, or other school system employee. (3) Local School System. (a) "Local school system" means a public school system. (b) "Local school system" includes special schools and institutions that use tests administered on behalf of the State Board of Education. (4) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools. (5) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.</p> <p>.03 Local School System Test Administration and Data-Reporting Policies. A. A local school system shall develop and adopt test administration and data-reporting policies. B. The test administration policy shall provide for: (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including answer keys, audio tapes, and examinee answer documents, before, during, and after testing; (2) The proper administration of tests and the monitoring of test administrations; (3) Annual training of appropriate personnel on the local test administration policy and procedures; and (4) The retention for 3 years after the date of test administration of the following information for each testing group for each testing day: (a) Name and student identification number for each student, (b) School and system names and identifiers, and (c) Names of the test administrators, examiners, and proctors. C. The data reporting policy shall contain: (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01 of this chapter; and (2) Training of appropriate personnel on data procedures. D. Test Administration and Certification of Training Forms. (1) Each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees. (2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable. (3) All signed forms and agreements shall be retained by the local school system for the duration of the individual's employment or relationship with the local school system.</p>	<p>.04 Local School System Test Procurement Designate. A. A local superintendent of schools shall designate annually one individual in each school system who shall be the sole individual in the school system authorized to procure test instruments that are used in testing programs administered by or through the State Board of Education. B. The name of the individual designated in §A of this regulation shall be provided in writing to the Department. C. Changes in responsibility shall be communicated in writing to the Department within 10 days of the official change.</p> <p>.05 Testing Behavior Violations. A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators. B. It is a violation of test security for an individual to: (1) Give examinees access to secure test items or materials before testing; (2) Give unauthorized individuals access to secure test items or materials; (3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials; (4) Provide answer keys or answers orally, in writing, or by any other means, to examinees; (5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way; (6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing; (7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals; (8) Administer State-mandated tests on dates other than those specified by the Department; (9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or (10) Refuse to disclose information regarding test security violations. C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.</p> <p>.06 Data Collection and Reporting Violations. A. It is a violation of data collection and reporting for an individual, school, or school system to: (1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; (2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or (3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures. B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.</p> <p>.07 Sanctions for Violations. A. Invalidation of Test Scores or Other Data. (1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs. (2) The Department: (a) Shall establish procedures to identify: (i) Improbable test score gains or improbable changes in data in consecutive years, (ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and (iii) Any other situation which may result in the invalidation of test results or other data; and (b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction. (3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.</p>	<p>(4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity. (5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity. (6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter. B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which: (1) Personnel sanctions may be imposed by the local school system; (2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05; (3) The school or school system may be censured; and (4) Costs incurred as the result of the violation may be recovered by the Department. C. Mitigating Circumstances. (1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter. (2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation. D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.</p> <p>Administrative History Effective date: Regulation .01 effective July 31, 1968 Regulation .02 effective June 9, 1964; amended effective May 26, 1976 (3-11 Md. R. 593); July 20, 1977 (4-15 Md. R. 1153); July 1, 1978 (5-12 Md. R. 969); June 15, 1979 (6-12 Md. R. 1052); May 30, 1988 (15-11 Md. R. 1331) Regulation .02A amended effective May 16, 1980 (7-10 Md. R. 952); June 12, 1981 (8-12 Md. R. 1064); August 2, 1981 (9-15 Md. R. 1516); July 4, 1983 (10-13 Md. R. 1181); July 1, 1984 (11-12 Md. R. 1064); August 11, 1986 (13-16 Md. R. 1828); August 24, 1987 (14-17 Md. R. 1872) Regulation .02A and B amended effective May 20, 1985 (12-10 Md. R. 962) Regulation .02C and D adopted effective July 25, 1980 (7-15 Md. R. 1426) Regulation .03 amended effective October 15, 1975 (2-29 Md. R. 1734); March 31, 1976 (3-7 Md. R. 402); July 20, 1977 (4-15 Md. R. 1153); July 28, 1978 (5-15 Md. R. 1190); July 13, 1979 (6-14 Md. R. 1208) Regulation .03A amended effective August 2, 1982 (9-15 Md. R. 1516); July 29, 1985 (12-15 Md. R. 1525) Regulation .04 effective August 21, 1968 Regulation .05 adopted effective November 14, 1975 (2-29 Md. R. 1734); amended effective July 21, 1976 (3-15 Md. R. 806); October 7, 1977 (4-21 Md. R. 1604); September 22, 1978 (5-19 Md. R. 1447); September 21, 1979 (6-19 Md. R. 1520) Regulation .06 adopted effective October 13, 1976 (3-21 Md. R. 1208); amended May 11, 1977 (4-10 Md. R. 768); December 30, 1977 (4-27 Md. R. 2108); November 17, 1978 (5-23 Md. R. 1741) Regulation .07 adopted effective January 11, 1980 (7-1 Md. R. 44) Regulation .07A amended effective May 2, 1980 (7-9 Md. R. 848); April 17, 1981 (8-8 Md. R. 723); July 19, 1982 (9-14 Md. R. 1431); May 9, 1983 (10-9 Md. R. 702); April 9, 1984 (1-7 Md. R. 628); May 6, 1985 (12-9 Md. R. 813); August 25, 1986 (13-17 Md. R. 1923); March 7, 1988 (15-5 Md. R. 622) Regulation .07B amended effective July 19, 1982 (9-14 Md. R. 1431); May 6, 1985 (12-9 Md. R. 813) Annotation: Appendix F to the "Methods of Administration for the Office of Civil Rights Guidelines for the Division of Vocational-Technical Education" (see Regulation .02C) was incorporated by reference effective February 20, 1981 (8-4 Md. R. 344) Regulations .01, .03—07 repealed effective January 15, 1989 (15-27 Md. R. 3132) Regulation .02 and Chapter, Instructional Programs Involving Federal Funds, repealed effective August 7, 1989 (16-15 Md. R. 1651) Regulations .01—06, Test Security and Data Reporting Policy and Procedures, adopted effective January 6, 1992 (18-26 Md. R. 2831) Regulation .05B amended effective August 15, 1994 (21-16 Md. R. 1386) Chapter repealed effective April 20, 1998 (25-8 Md. R. 598) Regulations .01—07, Test Administration and Data-Reporting Policies and Procedures, adopted effective April 20, 1998 (25-8 Md. R. 598) Regulation .03 amended effective March 20, 2000 (27-5 Md. R. 585)</p>
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Alt-MSA 2008 Online Transfer Request Between LEAs

Use this request form to transfer student(s) from one LEA to another LEA. Fax this request form to Pearson Educational Measurement, attention Alt-MSA at (319) 339-6903. Transferring student records in the online system will ensure that the receiving school has access to the student's MOs. After requesting the online transfer, be certain to send any student portfolio materials in progress to the new school within 10 school days of the student transferring.

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

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



Alt-MSA 2008 Online Transfer Request Between Schools Within an LEA

You may use this request form to transfer student(s) from one school to another school within an LEA. Fax this request form to your LAC or Pearson Educational Measurement, attention Alt-MSA at (319) 339-6903. Check with your LAC before using this form, as there may be LEA-specific procedures for you to follow in transferring a student within your school system.

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

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



Unidentified Student Transfer Alt-MSA Portfolio Transmittal Form

Instructions: Complete this transmittal form, attach it to the front of the portfolio, and submit the portfolio to Pearson Educational Measurement for any student who transferred out of your school or school system for whom you were unable to identify the receiving school or school system. The portfolio will not be scored, but the receipt of the portfolio materials will assist the test contractor in tracking and processing all materials.

Download an electronic template of this form at:

<https://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158>

Student Name	
Student ID number	
LEA Number/LEA Name	
School Number/School Name	
STC Contact Information Name Telephone Number Fax number E-mail	
Date on which student withdrew from your school/school system	
Please provide any additional comments or notes which might be helpful to the contractor in tracking this student.	



Unidentified
Student Transfer
Alt-MSA Portfolio
Transmittal Form



Alt-MSA 2008 Handbook Part 7: STC Administrative Tasks (Portfolio Materials Ordering, Pre-ID Label Generation and Placement, and Packing and Shipment)

This section of the *Alt-MSA 2008 Handbook* contains information to be used by the School Test Coordinator in facilitating the movement of materials for Alt-MSA 2008 and contains information on the following topics:

Topic	Page
Portfolio Materials Ordering	7-1
Pre-ID Label Generation and Management	7-5
Portfolio Packing and Shipment	7-11

Portfolio Materials Ordering

Materials will be ordered by the STC or LAC online (See SchoolHouse User's Guide on following pages) and sent directly to School Test Coordinators by the Test Contractor, Pearson Educational Measurement (PEM). **STCs must check with their LAC to determine if they or the central office staff will be responsible for online materials ordering.** If for some reason the materials cannot be ordered online, the form provided on page 7-2 may be completed and faxed to Pearson Educational Measurement at **(319) 339-6903**. The STC will distribute the appropriate quantity of materials to the test examiners. The materials include:

- Alt-MSA 2008 Portfolio binders
- Dividers
- Containers for videotapes
- Pre-Identification Labels (to be received in separate shipments on March 20, 2008)
- Clear Zipper Pouches
- VHS Videotape, DVD-R, CD-R, VHS-C tape, 8mm tape, Hi-8 tape, Digital-8 tape, or MiniDV tape, as appropriate

Although a wide variety of forms of video media are acceptable, it is the STCs responsibility to order the appropriate media for the recording equipment that is available in the school.

The portfolio binder and all media types must be identified with pre-printed barcode labels provided by the Test Contractor (See the "Pre-Printed Identification Labels" section in Part 7 of this Handbook for detailed instructions). The pre-printed labels include the student's name, grade, school, county, and test year as well as a machine-readable barcode which will be used to track and identify the portfolios during the scoring process.

After your initial supply of *Alt-MSA 2008 Handbooks* is received from your LAC, you may



Note: The Alt-MSA test contractor is making a systems transition during the 2007-2008 school year, in which the SchoolHouse web site will be phased out and replaced with a new web application the PEMSolutions web site. As a result, processes which occur early in the school year (e.g., materials ordering) will use the SchoolHouse site, and processes which occur later in the year (e.g., submission of pretest files) will use the PEMSolutions site. This transition will have no impact on the **Alt-MSA Online** web application.

order additional copies of the handbook on-line through the SchoolHouse web site (See SchoolHouse User's Guide on following pages) or by phone or fax, as indicated below.

STCs or LACs will order materials via the SchoolHouse Website at www.ncsschoolhouse.com. Schools unable to use the site for ordering may use this form to order via fax, email, or regular mail. All materials for Alt-MSA 2008 must be ordered via the web or using the form below.

Once you have received your materials you may also use this form to request additional materials. Indicate in the appropriate column if the order being placed is an additional order. Retain a copy of the order for your records. If you are ordering materials for a student that has recently enrolled in your school you must also request pre-identification labels for the student. Details for ordering pre-identification labels can be found on page 7-6 of the *Alt-MSA 2008 Handbook*.

Fax, email, or mail your order to Pearson Educational Measurement:

Pearson Educational Measurement

2510 North Dodge Street

Iowa City, IA 52245

Attn: Alt-MSA

Fax Number: (319) 339-6903

Email: maryland@pearson.com

Figure 7-1

Material	Quantity	Additional order (Y or N)	Material	Quantity	Additional order (Y or N)
2 inch [blue] binder (per student portfolio)			CDR		
VHS Video Cassette			DVD-R		
VHS- C Video Cassette			Micro Audio Cassette		
Audio Cassette			Tabbed Dividers		
8mm HG (Digital Hi8)			Clear Zipper Pouch		
8mm (Standard)			Alt-MSA Handbook		
Mini DV			Informational Brochure		

School Name: _____ 4-Digit School Number _____ 2-Digit LEA Number _____

School Test Coordinator: _____

School Address: _____

School Phone: _____ School Fax: _____

School Email Address: _____

All initial material orders MUST be submitted by September 12, 2007 in order to meet initial material distribution deadlines. Material requests not submitted on time will be distributed after October 12, 2007.

Quick Reference Guide for Maryland SchoolHouse Site

Welcome Back to SchoolHouse!

The Quick Reference Guide tells you quickly how to perform the functions offered by the SchoolHouse Web site. You can use this Guide in conjunction with the Maryland User Guide where you will find more detailed information and screen shots.

Log In

1. Go to your SchoolHouse Web site at www.ncsschoolhouse.com.
2. Click one of the red Login links.
3. Enter your User ID and Password you received from Pearson Educational Measurement.

Material Ordering

1. First you need to gather enrollment numbers to determine material quantities needed for your school.
2. Click on the Enrollment tab.
3. You can change enrollment numbers by clicking on the Edit Enrollment button.
 - If you edit enrollments, make sure the Check Enrollment Quantities percentage is set at 50%.
 - Make the enrollment changes.
 - Click on the Save & Complete Enrollment button. Then you will go to the Required Enrollments screen.
4. You can go directly to the Required Information screen by clicking on the Complete Enrollment button.
5. The SchoolHouse system will walk you through the Complete Enrollment process (more details in the user guide).
6. The Enrollment Reports screen comes up. Check this report to make sure you entered material orders for all schools.



Instructions for Ordering
Alt-MSA Materials

Alt-MSA

Alternate Maryland School Assessment

Note: The SchoolHouse

Web site will not be used to submit pre-test files in 2008. Instead, the PEMSolutions site will be used. At press date the Web address instructions for the site were not available.

Please visit the MSDE Docushare Web site for more information (<https://docushare.msde.state.md.us>)

Additional Orders

1. Click on the Order Additional Orders tab.
2. Select the correct test administration from the Test drop-down menu
3. Click on the Order Additional Materials sub-tab.
4. Fill out the required fields.
5. Click on the Next button.
6. Check the accuracy of your order on the screen that displays your order information.
7. If the information is wrong, click on the Prev button to go back and fix it.
8. If the information is right, click on the Submit Order button.
9. Print out the “Order Submitted Successfully” screen to keep for your records.

Order Tracking

1. Click on the Orders tab.
2. Select the correct test administration from the Test drop-down menu.
3. Select the Order History and Tracking sub-tab.
4. Click on the Order link in the Order column to view details of an order.
5. Select the View Packing List link to display Tracking Detail – Shipping Information.

Questions?

Call Technical Support at:

(800) 627-7990 ext. 821



Pre-Printed Identification Labels

Figure 7-2

Step 4: Prepare Portfolios for Shipping and Scoring (STC) April 3 - 7, 2008	
Activities	Handbook References
STC collects all portfolios on April 3, 2008. STC then applies labels, and prepare for pick up.	Part 7

STC Applies Pre-Printed Labels to All Portfolio Materials (March, 2008)

Background

LACs supervise the creation of a student-level data file identifying all students in the school system who should participate in either the Alt-MSA, MSA, or Mod-MSA. (NOTE: All students in the State in grades 3-8 participate in one of these three assessments. Information for Alt-MSA, MSA, and Mod-MSA is contained within one pretest file). Students in grade 10 who are identified as takers of the Alt-MSA are also included in this pretest file (students not following alternate outcomes take the end-of-course High School Assessments in English, Algebra/Data Analysis, and Biology to fulfill the requirements of NCLB and the State education accountability program).

The pretest file contains basic student demographic information to facilitate identifying individual students taking the assessment and is the primary source of pre-printed student barcode labels for Alt-MSA test materials. LACs and Special Placement Schools STCs will receive file specification documents directly from MSDE early in the 2007-2008 school year. These documents will include instructions for the submission of pretest files using the PEMSolutions web site. (As this publication went to press, the web address for PEMSolutions had not been finalized - please check the DocuShare web site in fall 2007 for updated information on PEMSolutions. The 2008 pretest file must be submitted and accepted by the PEMSolutions web site with no errors NO LATER THAN 3 p.m., Wednesday, February 27, 2008. After the February 27, 2008 cut-off date, the Test Contractor produces preprinted student ID barcode labels which contain information identifying the LEA, School, and Student, in order to ultimately link a student portfolio with the student-level data file containing the assessment results.

As in previous years, Alt-MSA 2008 does **not** provide for the use of generic student identification labels. Therefore, all students **MUST** have a pre-printed student identification label. For students not on the original pretest file, refer to the steps that follow.

NOTE: If the STC is unable to use or has misplaced the original student pre-identification labels for any student, please contact the PEM Customer Service Center at (800) 627-7990 ext. 821 to obtain replacement pre-identification labels.

Application of
Pre-Printed
Identification Labels



Steps for Requesting Additional Pre-Printed Labels

STC Steps for Requesting Additional Pre-Printed Student Identification Labels

STCs will automatically receive pre-printed student identification labels for all students who were in the pretest file submitted by the LAC. However, STCs will also need to obtain pre-printed labels for:

- all students who enter the school after February 27, 2007 through April 3, 2008 (the closing date of the testing window), and
- all students who were inadvertently left off of the pretest file.

A list of all participating students provided to PEM by the LAC will be posted on the PEMSolutions Web site <http://www.ncsschoolhouse.com> for verification purposes on February 27, 2008.

Pre-printed labels for these students are obtained through the following steps:

- **Step 1: STC completes the Fax Form** on page 7-9 of this Handbook with the required student demographic information and faxes to their LAC. NOTE: STCs MUST have their fax form reviewed by the LAC. PEM will not accept orders of additional pre-printed labels directly from STCs.
- **Step 2: LAC reviews** the form for accuracy and completeness and submits to PEM in one of the following ways:
 - Option 1: LAC logs on to The PEMSolutions Web site to upload a complete or partial “pretest” file. PEM will perform a file comparison and make necessary updates to the student demographic data.
 - Option 2: LAC faxes the Fax Additional Student Pre-Identification Label Request Form to PEM to the attention of Alt-MSA at (319) 339-6903.
- **Step 3: PEM produces and ships** labels, as follows:
 - For additional student label requests received by PEM from February 27, 2008 (the close of the pretest file submission period) through March 20, 2008, PEM will produce pre-printed student identification labels in sets of six and ship them directly to schools along with the other return shipping materials (including pre-printed labels requested via the original pretest file submission)
 - Any additional student label requests after March 20, 2008 through April 7, 2008 (the Monday following the close of the test window) will be handled on an individual case basis to ensure all portfolios have pre-printed student identification labels in sets of six created for each student.

Receipt and Application of Pre-Printed Student Identification Labels

It is the responsibility of the STC to ensure the receipt and proper application of pre-printed student ID barcode labels for the Alt-MSA. You will receive your initial shipment of labels no later than March 20, 2008. Labels in this shipment will be for those students who were in the initial pre-test file submission.

The actual shipment and delivery window for the barcode labels will be provided to the LACs and STCs via a posted message on the MSDE DocuShare web site: <https://docushare.msde.state.md.us/docushare>. STCs should monitor the delivery of these labels. The PEMSolutions Web site can be used to request additional labels if there is a problem with the shipment or delivery of the labels (See Part 3 of the *Alt-MSA 2008 Handbook* for PEMSolutions Web site instructions).

- You will receive **six** pre-printed student identification labels for each student identified in the pre-test file (four large and two small). Be sure that these Alt-MSA labels are applied only to the Alt-MSA materials, and not to the materials from another Maryland testing program.
- Use labels provided for the 2008 test edition **only**. Application of labels from any previous year will result in an unscannable barcode.
- It is the responsibility of the School Test Coordinator (STC) to ensure the labels are properly affixed to the test materials. Other school staff members may assist in the application of labels **only** under the **direct supervision** of the STC.
- Layout of Pre-Printed Student Identification Labels
 1. A large label should be placed on the spine of the portfolio with the top of the label facing to the right. Affix the label as shown in Figure 7-3.
 2. The remaining large labels are for the videotape or other large media (e.g., CD, DVD, VHS-C, mini-DV, audiotape, etc.). Place the label directly on the piece of media, NOT on its container. The additional large labels may be used in case of misapplication of one of the other labels for a particular student.
 3. Use the small label provided for Audiocassettes, 8MM, VHS-C, and mini-DV. Place the label directly on the piece of media, NOT on the container if at all possible.



Receipt and Application
of Pre-Printed Labels



Applying Pre-Printed Labels

Cautions in applying labels

- **Never** place one label on top of another. Doing so will cause the barcode to become unscannable. If misapplication occurs, remove the label and reapply an undamaged label to the test material.
- **Unused portfolios must not** have a pre-printed label attached. If a pre-printed label has been attached to a portfolio that is subsequently not used, draw a line through the label and write “Do NOT Score” on the label. Do not ship these unused portfolios to the contractor for scoring. Doing so will result in your school receiving a “Basic” proficiency level for the unused student portfolios submitted. **NOTE: Please refer to instructions for completing the School Shipping List on page 7-12 of the *Alt-MSA 2008 Handbook* for additional information regarding unused portfolios.**
- In the event that you do not have a sufficient number of pre-printed labels to accommodate the students’ test material quantities, please contact Pearson Educational Measurement at **(800) 627-7990 ext. 821**.

Figure 7-3

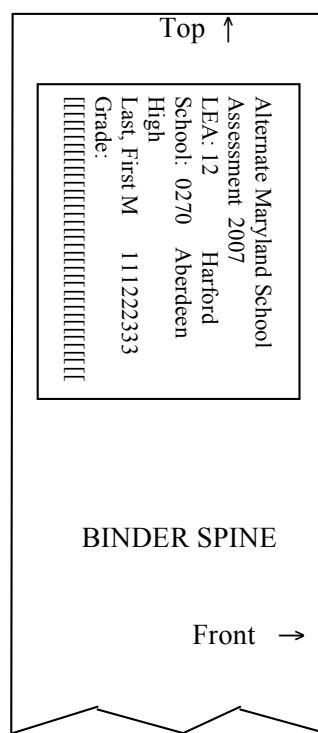


Figure 7-3

Additional Student Pre-Identification Label Request

Instructions: Alt-MSA 2008 does NOT provide for the use of generic student identification labels. Therefore, all student portfolios MUST have a pre-printed student identification label before they are picked up by the Test Contractor. For students not on the original pre-test file, STCs complete the following information and fax this form to the LAC. LACs review and fax to Pearson Educational Measurement (PEM), attention Margaret Meeker at (319) 339-6903, and a pre-identification label for the students listed will be sent directly to the school. All columns within the table are required. If you have questions or concerns regarding the fax form please contact PEM Customer Service at (800) 627-7990 ext. 821.

[illegible]

* 1=American Indian, 2=Asian/Pacific Islander, 3=African American, 4=White, 5=Hispanic



Packing and Shipping Portfolio Materials

Figure 7-4 summarizes the steps the STC should follow in the process of collecting, preparing, packing, and shipping the Alt-MSA portfolios.

STCs Prepare Return Shipping Materials

- Locate the boxes in which you received your Alt-MSA test materials from Pearson Educational Measurement (PEM). **These boxes should be used for your return shipment.** It is important that you use these designated boxes for the safe transportation of test materials. If alternate boxes are used, they must be of an appropriate size, shape, and durability to ensure safe transit of secure test materials.
- Enclosed with your Alt-MSA pre-printed student identification, you will find a **School Shipping List** and [blue] **return shipping labels**. These materials will be used for the return of your Alt-MSA portfolios. All materials must be stored in a secure location until you are ready to return the completed portfolios. In the event that you misplace return shipping materials, contact Pearson Educational Measurement at **(800) 627-7990 ext. 821** to obtain replacements.

A portion of schools will be randomly selected to have their Alt-MSA portfolios used in Rangefinding (a process used to develop materials used in portfolio scoring). These schools will be notified by the Test Contractor. Materials for Rangefinding will be prepared for pick-up on April 8, 2008. All other materials will be picked up starting on April 10, 2008. MSDE will post a pre-determined pick-up schedule on the MSDE DocuShare site at <https://docushare.msde.state.md.us> within the STC and LAC folders. The schedule will be posted by March 8, 2008. Contact your LAC if you need additional information on how to log on to the DocuShare Web site. Schools selected to have materials picked up on April 8, 2008 for Rangefinding will be notified well in advance in order to facilitate timely packing of the portfolios.



When preparing materials for return shipment, use the boxes in which you received your Alt-MSA materials.

Keep the school shipping list and return shipping labels secure until you are ready to return the portfolios.

Information for schools selected for Alt-MSA Rangefinding



Instructions for
Completing the School
Shipping List (STC)

STCs Complete the "School Shipping List"

The School Shipping List is required for EACH shipment of portfolios and should be placed in box 1 of your return material. See page 7-15 for a blank School Shipping List.

1. Write the school name on the first line.
2. Write the 2-digit LEA code and the 4-digit school number.
3. Write the school system (LEA) name.
4. The School Test Coordinator should sign and date on the appropriate line.

Only portfolios from students participating in the assessment will be returned to the vendor for scoring in 2008. Students who did not participate in the assessment (e.g., students who were excused from the Alt-MSA, or who transferred into the school too late to take the assessment) will not have a portfolio submitted to the vendor and will not receive a score for Alt-MSA. Unused, blank portfolios **must not** be returned to the vendor. Securely retain these materials in the school until you receive instructions from your LAC to securely destroy the materials.

5. Add the total number of portfolios from all grades together and write the total number of **used** portfolios being returned on line 5 of the form. Only **used** portfolios will be processed for scoring. **Used** portfolios are defined as any portfolio assigned to a participating student regardless of percent complete. Only **used** portfolios for participating students will be returned to the vendor – all other materials will be retained in the school (with the exception of portfolios for students who have withdrawn but for whom the receiving school has not been identified – See Page 6-31 for instructions on how to return those portfolios for processing).
6. Fill in the information for all students for whom portfolios are being returned. List portfolios in grade order starting with the lowest grade participating.



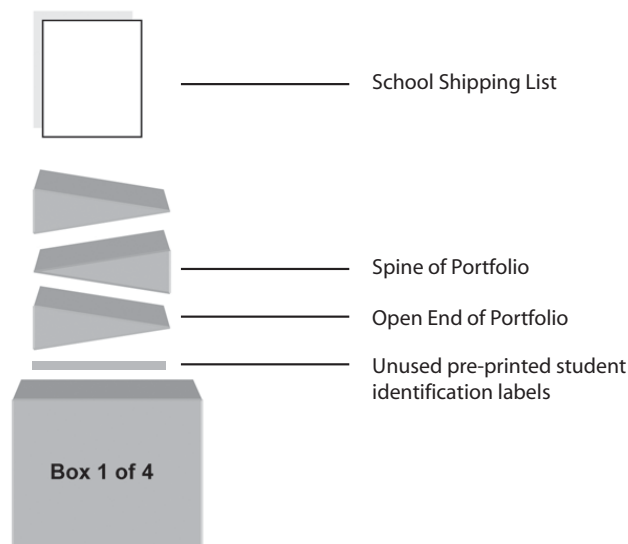
Instructions for Packing
of Used Alt-MSA
Portfolios (for STC)

STCs Pack the Alt-MSA Portfolios

Scorable portfolios must be packed by grade in the order listed on the School Shipping List. (The boxes in which you received your test materials should be used for your return shipment. It is important that these designated boxes are used for the safe transportation of test materials.) Portfolios must be placed flat in the box with the spines alternating until the box is full. This procedure will assist in distributing portfolios evenly within the box (See Figure 7-4: Packaging Diagram for Portfolios).

1. Examine the portfolio. If it appears the contents could drop out of the 3-ring binder, use rubber bands to wrap the portfolio both vertically and horizontally to ensure the contents stay intact.
2. Begin packing materials by placing all unused pre-printed student identification labels at the bottom of the first box you are packing.
3. Next, beginning with the last scorable portfolio on the School Shipping List, place the portfolios in the box until the box is full. If the box is not completely full, place wadded white paper as packing material to fill the box. Do NOT use newspaper or foam peanuts as filler.
4. Continue packing boxes of scorable portfolios until all portfolios are packed. The last box packed will contain portfolios from the lowest tested grade and will be considered "Box 1." Place the **School Shipping List** on the top of the portfolios in this box.
5. Do not seal the boxes yet! Continue with the preparation of the return shipping label.

Figure 7-4: Packing Diagram for Portfolios





Instructions for
Completing and
Applying Return
Shipping Labels
(for STC)

STCs Complete and Apply the Return Shipping Label

Return shipping labels must be completed and affixed on the outside of each sealed box, whether it contains either portfolios you are returning to be scored or unused test materials.

1. In the field on the label titled (PKG _ of _), write the number sequence on the first line and the total number of boxes you are returning on the second line. For example:
 - a. Box 1 will say: (PKG 1 of 3)
 - b. Box 2 will say: (PKG 2 of 3)
 - c. Box 3 will say: (PKG 3 of 3)
2. Affix the appropriate [Blue] return shipping label on each box.
3. Verify that the School Shipping List is at the top of Box 1.
4. Seal the boxes securely with packing tape. Place the boxes in a secure location under lock and key until pick-up. Examples of the shipping label (Figure 7-5) and the School Shipping List (Figure 7-6) appear below:

Figure 7-5

BEALL HIGH (01-2402) Address 1 Address 2		PKG ____ of ____
Alt-MSA TEST ED 2008 TO: PEARSON EDUCATIONAL MEASUREMENT 2510 NORTH DODGE STREE IOWA CITY, IA 52245 1-800-627-7990		

NOTE: You may contact Pearson Educational Measurement at (800) 627-7990 ext. 821 if you have questions concerning the return shipping procedures.



Pick-up of Alt-MSA Portfolios

Pick-up of Alt-MSA Portfolios for scoring will be handled by Pitney Bowes Government Solutions (PBGS), according to the timeline and procedures outlined below.

NOTE: The Maryland School Assessment (MSA) tests may be being picked up during the same time that the Alt-MSA will be picked up. Be sure to have all of your materials clearly identified to ensure the appropriate materials get to the applicable Testing Contractor.

Step 1: PBGS Confirms scheduled pick-ups with STC

- One attempt will be made to confirm each scheduled pick-up. Confirmations will be conducted via telephone at least two business days prior to the scheduled pick-up date. The confirmation telephone calls will be made beginning April 3, 2008.
- In the event that an STC cannot be contacted, PBGS will attempt to leave the STC a message providing the date and two-hour pick-up window. PBGS will then assume that the test materials are ready for pick-up. PBGS will note this and any other information that is provided in their outbound calling logs. The pick-up schedule will be available on DocuShare at <https://docushare.msde.state.md.us> in the STC folder for Alt-MSA.
- PBGS associates responsible for scheduling pick-ups will confirm the following information with the School Test Coordinator responsible for Alt-MSA testing.
 1. Scheduled date and two-hour window of pick-up
 2. Test materials will be available for pick-up.
 3. Quantity of cartons to be picked-up.
 4. STC name
 5. Special instructions for pick-ups
 6. The PBGS associate will then fill out the outbound call log with all confirmed information listed above. In the event that the STC wishes to reschedule the pick-up date, the PBGS associate will record his/her contact information and submit to the project supervisor.



PBGS will call the STC to confirm pick up of the Alt-MSA materials.



Collection of Alt-MSA
Materials

Step 2: PBGS Collection of test materials (April 8 – 11, 2008)

Test materials will consist of completed test materials and unused test materials. PBGS drivers will pick up completed and unused test materials at the same time on the scheduled pick-up date. **Important! PBGS drivers will NOT open sealed envelopes or cartons. If you are consolidating materials for more than one school, pack each school in separate cartons. PBGS will provide a pick-up ticket for each school. See Figure 7-7 on page 7-19 for a sample pick-up ticket.**

1. Upon arrival, the driver will proceed to the school administrative office and attempt to locate Alt-MSA test materials.
2. When Alt-MSA test materials are located, the driver will verify that all required information is filled out on pick-up labels and labels are attached to each carton.
3. If there are no materials to be picked up (verified by a school administrator or test coordinator), the driver will contact their dispatcher and record all required information on the pick-up ticket.
4. If the materials scheduled for pick-up are not ready at the time of scheduled pick-up, the driver will contact the dispatcher and record all required information on the pick-up ticket. There is a section on the pick up ticket that requests rescheduling information. In order to expedite your reschedule request, please complete all required fields. The driver will notify the school administrator or test coordinator that they will receive a call from an associate at PBGS to reschedule the pick up. In the event that an STC is not contacted by PBGS within twenty-four hours from the time of attempted pick up, please contact PBGS at (301) 604-5545 to reschedule.
5. If the second pick up is missed the school administrator or test coordinator will work directly with Pearson Educational Measurement to request material pick ups by calling the customer service center at **(800) 627-7990 ext. 821**.
6. If only one label is provided and filled out for multiple boxes at the time of pick up, the driver will affix pick up labels issued by his or her dispatcher to each carton without a pick up label.
7. If there are materials to pick up but packages have no pick up labels and no school representative can be reached, the driver will affix pick up labels provided by his or her dispatcher and fill out all required information.
8. The driver will request for the school pick up attendant to sign the pick up ticket and provide the pick up attendant with the bottom copy. A pick up ticket will be created for each school listed as participating in Alt-MSA. If more than one school is picked up at one location all materials must be in separate cartons by school. The driver will then complete all required logs as instructed by their dispatcher and proceed to the next pick up on his/her assigned route sheet.

Figure 7-7: Alt-MSA 2008 Test Material Pick Up

Pitney Bowes Government Solutions

Confidential

Leave bottom copy for school pick up attendant. Affix middle copy to lead box when received.
Return top copy to project manager.

M LEA ID:	30		
School ID:	5555		
School Name:	Sample Test Elementary School		
School Address:	55 Testing Lane, Baltimore, MD 21255		
School Phone:	(410)555-5555		
Route #: 30A Pick Up Date/Time: 4/15/2008 9:35AM			
Total Qty cartons picked up: _____			
Pick Up Attempt 1 (All fields are required) School Attendant Name (Print): _____ School Attendant Signature: _____ Driver Signature: _____ Date: _____ Time of Arrival: _____ Time of departure: _____ Comments: _____			
Reschedules: <i>Important! If you require a rescheduled pick up please fill out ALL fields below. If you are not contacted within 24 hours of this attempt, please contact PBGS at (301) 604-5545 to reschedule.</i> (circle one) Materials not ready Test administration for students not complete Other Comments: _____ Date that materials will be available for Pick-up: _____ Contact Name and Telephone Number: _____			
For Receiving Use Only: Carton Qty: Pallet #: _____ Initials: _____ Comments: _____			





User's Guide for Enrollment, Additional Materials and Order History and Tracking

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1.0 Overview

Districts can use the PEMSolutions™ Assessment Network to order additional materials from Pearson and view order history and tracking. The secure website allows districts to:

- enter orders for additional materials
- review additional order history
- check additional order status
- track orders to and from Pearson
- edit the order
- approve the order
- view pallet details
- view confirmation
- view packing list
- view status of order within the carrier

1.1 What You Need To Know

A user ID and password were sent to you by Pearson to ensure the security of the data. Not all of the functionality described in this document will apply to every user.

1.2 About this Guide

This User's Guide uses a task-oriented approach. That is, it provides step-by-step illustrated instructions for completing distinct tasks within PEMSolutions Assessment Network Web site.

NOTES:

- **The screens displayed in this User's Guide are *samples* and will not reflect exactly what you see on your screen. *Always* follow the instructions on your computer screen.**
- Do not use your browser's *Back* or *Forward* arrows. The results may be unpredictable because they are outside the control of the SchoolHouse software program.
- **You may not have access to all features described in this guide.** Your security access and site functionality are determined by the permission levels set in your user ID and password. For example, some users will have options to approve and print while others will not.

1.3 Getting Help

If you have questions about how to order and view the status of materials:

- First refer to the Table of Contents in this document to help you quickly find the information you need.
- For general program information, contact:

Pearson Educational Measurement

(800) 627-7990, state code 821

Monday through Friday

E-mail: maryland@pearson.com

1.4 Log In

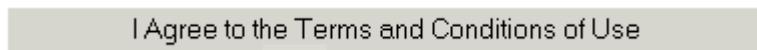
1. Access the website at www.ncsschoolhouse.com.
2. Click one of the red **Login** links.



3. Enter the **User ID** and **Password** assigned to you by Pearson, then click the **Login** button.

User ID:	<input type="text" value="username"/>
Password:	<input type="password" value="••••••••"/> (Forgot your Password?)
<input checked="" type="checkbox"/> Remember my User ID. ?	

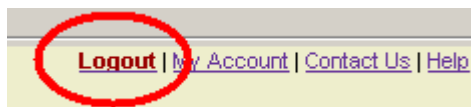
4. Accept the user agreement and enter account information (first-time login only).



1.5 Log Out

We recommend you log out of PEMSolutions and close the browser each time you have finished your tasks. To log out:

1. Click the red **Logout** link at the top right of any screen.



2. Close the browser window.
 - If you don't close the browser, your computer may be open to security breaches.





2.0 Enrollment

To make changes to your enrollment data:

1. Gather enrollment numbers from all the schools in your district.
2. Click the **Enrollment** tab.
3. Select a test administration from the **Test** drop-down menu.
4. Read the **Detailed Instructions** screen carefully before proceeding.
 - You may want to print these instructions because you cannot return to this page during the enrollment process.
5. Click the **Enrollment** sub-tab to continue.

2.1 Browse Enrollment

From the Browse Enrollment screen:

1. Verify that the School Code and School Name are correct (these are on the same line as the test drop-down box).
2. Add a school by selecting the **Add School** button.
3. Modify a school name or status by selecting the **[Change]** link.
4. Close a school by selecting the **[Change]** link.
5. To enter enrollment counts, click the **Edit Enrollment** button.

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ADMIN | HOME | REPORTS | PROFILE | **ENROLLMENT** | PRE-IP | ADDITIONAL ORDERS | RECORD CHANGES

Detailed Instructions | **Enrollment** | Supplemental Enrollment | Reports

99829900000 AMERICAN COMMUNITY SCHOOL DIST Test: Winter - Science

Status: Complete Enrollment Period: Thursday, June 10, 2004 - Monday, November 3, 2008

Browse Enrollment

You can sort by school code or name (select the option in the Sort By drop down list).

☒ =New School
 ☐ =Closed School
 Sort By: Code

Displaying Page 1 of 2 (48 total records)

School Code	School Name	Grade 9	Grade 10	Grade 11	Grade 12
02221845524	HELLMAN HEIGHTS SENIOR HIGH SCHOOL [Change]	9	10	11	12
033120061234567891234567	ADDED SCHOOL	0	0	0	0
070220041	CARTERS SKOOL FOR THE GIFTED	1	2	3	4
08230412345	WHO'S WHO SCHOOL [Change]	0	0	0	0
44455445676	DHT TEST SCHOOL 44455445676 [Change]	651	561	516	65465
54454544654	ASKETHAA TAG SCHOOL [Change]	99999	99999	99999	99999
98462215311	NCS PEARSON TEST SCHOOL [Change]	5	10	15	20
98776756778	TEST SCHOOL [Change]	0	0	0	0



2.2 Edit Enrollment

Your testing materials are packaged by school. In order to provide schools with an adequate quantity of materials, we must know the number of students to be tested in each school.

The Edit Enrollment screen also allows you to compare this year's enrollment counts to last year's counts.

To edit enrollment data:

1. Enter your enrollment counts (testing materials) on the **Edit Enrollment** screen.
2. Select the **Check Enrollment Quantities** percentage.
 - It will check for differences in enrollment counts that are more or less than a set percentage difference. For example, if you set it at 10%, the SchoolHouse system will display a warning if your newly added enrollment counts are 10% more or 10% less than the previous year.
3. Click the **Save & Complete Enrollment** button.

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[Detailed Instructions](#) | [Enrollment](#) | [Supplemental Enrollment](#) | [Reports](#)

99829900000 AMERICAN COMMUNITY SCHOOL DIST Test: Winter - Science

Status: Complete Enrollment Period: Thursday, June 10, 2004 - Monday, November 3, 2008

Edit Enrollment

Save & Complete Enrollment Cancel Reset

Check Enrollment Quantities? 10%

= New School = Closed School Sort By: Code

Displaying Page 1 of 2 (48 total records) [Next >>](#) [Last](#)

School Code	School Name	Grade 9	Grade 10	Grade 11	Grade 12
02221845524	HELLMAN HEIGHTS SENIOR HIGH SCHOOL	9	10	11	12
033120061234567891234567	ADDED SCHOOL	0	0	0	0
070220041	CARTERS SKOOL FOR THE GIFTED	1	2	3	4
08230412345	WHO'S WHO SCHOOL	0	0	0	0
44455445676	DHT TEST SCHOOL 44455445676	651	561	516	65465
54454544654	ASKETHAA TAG SCHOOL	999	100	450	12000
98462215311	NCS PEARSON TEST SCHOOL	5	10	15	20
98776756778	TEST SCHOOL	0	0	0	0

10%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%



2.3 Supplemental Enrollment

Use the **Edit Supplemental Enrollment** screen to fill in required information necessary to complete the enrollment process.

To edit Supplemental Enrollment:

1. Fill in the **Required Information** fields.
2. Click the **Next** button.

Complete Enrollment

Edit Supplemental Enrollment

* - REQUIRED INFORMATION

1. Business Hours *

In order to facilitate delivery and pickup of test materials indicate your standard business hours.

Hours Available : 4 : 15 PM to 4 : 30 PM

2. Spring Break *

Indicate any days your school will be closed for Spring Break.

Dates Closed : 05 / 20 / 2002 to 05 / 25 / 2002 (MM/DD/YYYY)

3. Alternate Test Formats

The Department of Education will provide copies of the test in alternate formats. Please indicate the number of alternate test formats your school will require in the space provided below.

Please Note:

If you use alternate test formats, you will need to transcribe the student responses onto regular scannable answer documents before returning the materials to us.

Please indicate if students require the following:	Grade 9	Grade 10	Grade 11	Grade 12
Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Large Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audio Cassette	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reader Script	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. Electronic Media of Results

The Department of Education will provide one copy of your test results on electronic media. Data on diskette will be comma delimited ASCII text files; data on tape will be 9 track EBCDIC fixed length files. Please indicate your preference below.

If you are interested in purchasing additional tapes or diskettes, please contact us.

☐ ASCII text file on a 3.5" IBM formatted diskette
☐ EBCDIC text file on a magnetic tape
☒ ASCII text file on MAC formatted CD ROM
☐ None

* - REQUIRED INFORMATION

Cancel Next >>



3. Verify the **Profile** information is correct. To make changes, click on the **Change Profile** button. Make sure email addresses are correct.
4. Click the Next button at the bottom of the Profile screen.

Complete Enrollment

Profile

Shown below is the profile information we currently have on file for you.

To correct a profile, please click on the corresponding **Change Profile** button below.

Please note that the shipping address should **not** include a post office box number. The postal courier will not deliver to a post office box number.

Test Coordinator	Superintendent
Abc Abcabc Test Coordinator 20000 Grand Rapids Blvd. Rooms 202/203 Springfield, IL 55555-1234 E-mail: abc.abcabc@yourschool.edu.us Phone: (555)555-1234 ext 2323 Fax: (555)555-5678 ext 4545 <input type="button" value="Change Profile"/>	Alpha B. Delta Superintendent 20000 Grand Rapids Blvd. PO Box 123 Springfield, IL 55555-1234 E-mail: alpha.delta@yourschool.edu.us Phone: (555)555-7890 ext 2321 Fax: (555)555-5665 ext 4321 <input type="button" value="Change Profile"/>

5. Verify the counts carefully in the **Confirm Enrollment** screen.
 - If they are incorrect, click the **Prev** button to return to the **Edit Enrollment** screen and replace with accurate student enrollment counts.
 - If they are correct, click the **Confirm Enrollment** button to accept counts.

Complete Enrollment

Confirm Enrollment

Grade 9	Grade 10	Grade 11	Grade 12
13609	23069	65281	101544

6. The **Enrollment Order Confirmation Successful** message is displayed.

Complete Enrollment

Confirm Enrollment

Enrollment Order Confirmation Successful.



2.4 Enrollment Reports

The **Enrollment Reports** screen provides a summary view of your enrollment count information. Use this report to make sure you have entered enrollment counts for all schools.

Click on the **Reports** sub-tab to use this feature.

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99829900000 AMERICAN COMMUNITY SCHOOL DIST Test: Winter - Science

Status: Complete Enrollment Period: Thursday, June 10, 2004 - Monday, November 3, 2008

Reports

If Previous Counts and Check Enrollment Quantities were used, the red numbers indicate the Current Count is more or less than the Previous Count by the percent established in the Check Enrollment Quantities drop-down box.

48 Total School(s)
14 New School(s) Added
16 School(s) Closed

Enrollment Totals

Grade 9	Grade 10	Grade 11	Grade 12
13609	23069	65281	101544

Enrollment Details

= New School = Closed School Check Enrollment Quantities: 10%
Sort By: Code

School Code	School Name	Grade 9	Grade 10	Grade 11	Grade 12
02221845524	HELLMAN HEIGHTS SENIOR HIGH SCHOOL	9	10	11	12
033120061234567891234567	ADDED SCHOOL	0	0	0	0
070220041	CARTERS SKOOL FOR THE GIFTED	1	2	3	4
08230412345	WHO'S WHO SCHOOL	0	0	0	0
44455445676	DHT TEST SCHOOL 44455445676	651	561	516	65465
54454544654	ASKETHAA TAG SCHOOL	999	100	450	12000
98462215311	NCS PEARSON TEST SCHOOL	5	10	15	20
98776756778	TEST SCHOOL	0	0	0	0
99829900001	AMUNDSEN HS	0	0	0	0
99829900003	LOGAN COMPUTER TECHNICAL HSKOOL	0	0	0	0
School Code	School Name	Grade 9	Grade 10	Grade 11	Grade 12
99829900004	BOWEN SENIOR HIGH SCHOOL	65	0	0	1
99829900005	HOPE CAREER PREP ACADEMY HS	0	0	0	0
99829900006	CARVER AREA HIGH SCHOOL	130	0	0	0
99829900008	CRANE TECHNICAL WHATEVER	285	0	0	0
99829900009	DUSABLE HIGH SCHOOL	0	0	0	0
99829900001	ADDED TRACY SCHOOL	10	10	10	10
99829900010	ENGLEWOOD TECHNICAL PREP ACAD	0	0	0	0
99829900011	WEST POINT CAREER ACADEMY HS	0	0	0	0
99829900012	BRICK HOUSE ACADEMY HIGH SCHOOL	0	0	0	0
99829900013	FOREMAN H S	0	0	0	0

3.0 Order Additional Materials

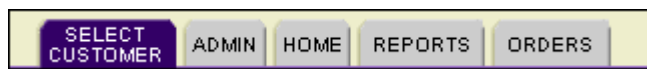
Use the **Order Additional Materials** sub-tab to display the order entry form. Required fields are marked with a red asterisk (*). Your screens may differ from the ones displayed in this document.

First you must select the customer who is ordering additional materials.

3.1 Select Customer

To select a state, district, or school type:

1. Click on the **Select Customer** tab.

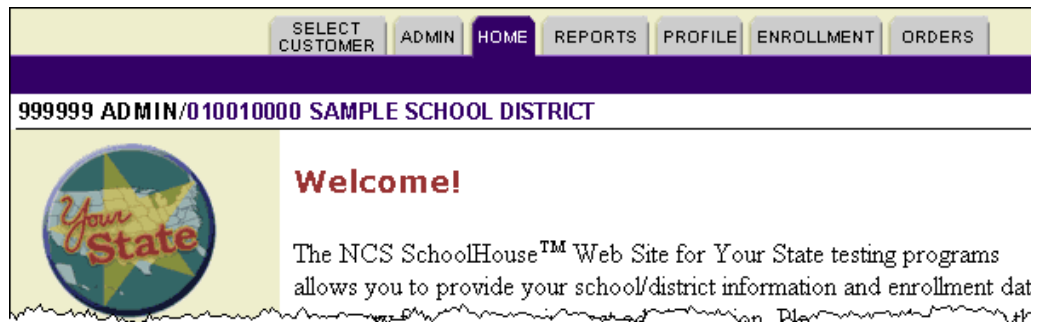


2. Select the type of customer to search for from the **Type** drop-down menu.
3. Select how you want the list sorted from the **Sort By** drop-down menu.
 - Use the Type field as your main search, then fill in any other information you information you have for Code, Name, and Status fields.
 - You can use a wildcard (*) in fields where you don't have all the information, as in the Name example below. Calhoun/* is used to capture all customer names beginning with this.
4. Click the **Submit Search** button.
 - The results of your search criteria yields a list.

Type	Code	Name	Status
District		CALHOUN/*	Open
District	400000000009000	CALHOUN/ROEENE/JERSEY/MACCOUPN	Open

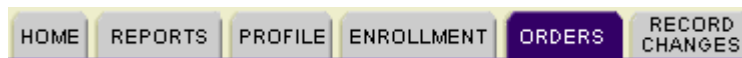


- Click on the purple, underlined **Code** link to go to that district's home page.

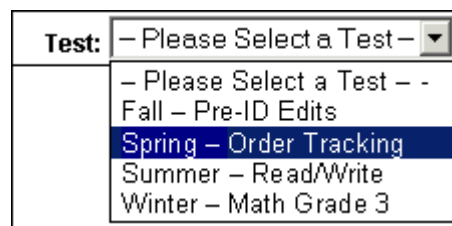


3.2 Order Additional Materials

- To order additional materials, click on the **Orders** tab.



- Select the correct test administration from the **Test** drop-down menu.



- Click the **Order Additional Materials** sub-tab.





3.3 Order Entry Shipping Information

Fill in the required fields (asterisked in red) on the **Order Additional Materials** page.

- In **Need By Date**, input the date you need your materials.
- Select a **Shipment Reason** from the list. If your Shipment Reason is not on the list, select Other and enter the reason in that field.
 - Optionally, you can use **Special Instructions** to enter any additional information essential for Pearson to complete your order.
- The **Ship To** information (not shown) is the Test Coordinator's name, address, email, and phone number that Pearson has on record.
 - **NOTE:** The **Ship To** information will default to the information Pearson has on record. If you change the shipping information on this screen, it will NOT change the default shipping information.

Order Additional Materials

*** - Required Fields**

▼ Shipping Information

*** Need By Date:** / / (MM/DD/YYYY)

*** Preferred Delivery Method:**

*** Shipment Reason:** **Other:**

Special Instructions:

- Click on the white arrow next to Shipping Information to switch views from the top of the page (Shipping Information) to the bottom of the page (Material selection).

▲ Shipping Information

NOTE: Orders for additional materials will be filled as promptly as possible. However, orders placed after the deadline may not be delivered prior to testing.



3.4 Order Entry Materials Selection

Enter the quantity of each item that you need from the **Material Selection**, then click the **Next** button.

- Please review the material descriptions carefully when entering quantities. Some items are packaged in quantities of 5, 10, 25, etc. and not as individual items.

*** - Required Fields**

Material selection 3 Test Materials Selected show selected				
Quantity	<input checked="" type="checkbox"/> <u>Test Material</u>	<input checked="" type="checkbox"/> <u>Type</u>	<input checked="" type="checkbox"/> <u>Grade</u>	<input checked="" type="checkbox"/> <u>Test</u>
<input type="text" value="10"/>	TEST/ANSWER BK, GR 3, MATH, FORM 1	Test Books	3	Math
<input type="text" value="2"/>	TEST/ANSWER BK, GR 3, MATH, FORM 1, PK 5	Test Books	3	Math
<input type="text" value="5"/>	TEST/ANSWER BK, GR 3, MATH, PK 5	Test Books	3	Math
<input type="text"/>	TEST/ANSWER BK, GR 3, MATH, PK 25	Test Books	3	Math

3.5 Material Selection Screen - Functions Explained

Column headings that are underlined can be viewed in ascending or descending order. Click on the heading you wish to sort by.

- Use the **Show Selected** link to display only the items with quantities filled in.

[show selected](#)

- Use the blue arrow head next to the **Test Material** link to display the filter dialog. Enter the first few characters (uppercase only) of the item description you are looking for and select **GO**. The items that start with those characters are displayed. Select **Clear Filter** to show all items.

☒ **Test Material** ▲

[Clear Filter \(Show All\)](#)

Search

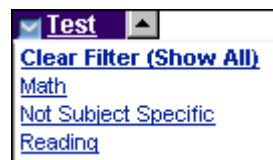
- Use the blue arrow head next to the **Type** link to display a filter dialog for material types. Select the type of material from the list. Items of the material type you have selected are displayed. Select **Clear Filter** to show all items.



- Use the blue arrow head next to the **Grade** link to display the filter dialog for grades available. All grade options available to your state test administration are shown. Select **Clear Filter** to show all items.



- Use the blue arrow head next to the **Test** link to display the filter dialog for all test types available. Select **Clear Filter** to show all items.



NOTES:

- You can only use one filter at a time.
- Your filters may look different than the ones displayed in this document.
- It is not the intent of this document to describe each column heading in detail. Because your screens may look different than those displayed in this document, you should select any heading and see what options are available for your state.



3.6 Submit Order

After you click **Next** from the previous page, a page displays summarizing the shipping information and exact amount of materials you ordered. Review your order for accuracy (shipping information and exact amount of materials requested).

- If you find any information that must be corrected, select the **Back** button to return to the **Order Additional Materials** page.
- When you have verified that the order is complete and accurate, select the **Submit Order** button.
- If your order cannot be completed, leave the page without submitting your order.

Material selection					
Sequence	Quantity	Test Material	Type	Grade	Test
50	10	TEST/ANSWER BK, GR 3, MATH, FORM 1	Test Books	3	Math
51	2	TEST/ANSWER BK, GR 3, MATH, FORM 1, PK 5	Test Books	3	Math
52	5	TEST/ANSWER BK, GR 3, MATH, PK 5	Test Books	3	Math
<div style="text-align: right;"> <input type="button" value=" < Back"/> <input type="button" value=" Submit Order"/> </div>					

The **Order Submitted Pending Approval** message displays indicating that your order has been successfully entered and has been received by Pearson.

Order Submitted Pending Approval

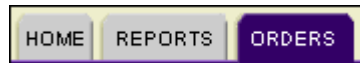
Your order has been submitted pending approval.

Pearson will prepare and ship your order once approval has been received.

4.0 Order History and Tracking

Use the **Order History and Tracking** sub-tab to track your orders and review the order history. Your screens will look different than ones displayed in this document.

1. To view order history and tracking, click on the **Orders** tab.



2. Select the correct test administration from the **Test** drop-down menu.

Test:	<div> <div>– Please Select a Test –</div> <div> <div>– Please Select a Test –</div> <div>– Fall – Pre-ID Edits</div> <div>Spring – Order Tracking</div> <div>Summer – Read/Write</div> <div>Winter – Math Grade 3</div> </div> </div>
--------------	--

3. To view order history and tracking, select the **Order History and Tracking** sub-tab.



4.1 View List of Orders

The **Order History and Tracking** screen displays all the orders for the administration you have selected along with information about each order.

Order History and Tracking

View By: ☒ Orders from Pearson ☐ Shipments to Pearson

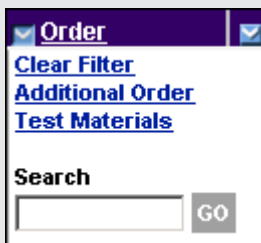
Approve

<input type="checkbox"/>	Edit?	Delete?	<input checked="" type="checkbox"/> Order	<input checked="" type="checkbox"/> Sales Order Number	<input checked="" type="checkbox"/> Code	<input checked="" type="checkbox"/> Customer	<input checked="" type="checkbox"/> Status	<input checked="" type="checkbox"/> Submission Date
<input type="checkbox"/>			Additional Order (6264)		239601000	A.C.G.C.	Awaiting Approval	02/07/2007
			Additional Order (6187)		028601000	CENTER SCHOOL DISTRICT	Rejected	02/05/2007
			Test Materials (5017)	1167703/1	401807000	LANGUAGE ACADEMY	Delivered	



4.2 Order Tracking Screen - Functions Explained


- The **View By** radio buttons allow you to select either orders shipped to you from Pearson (left radio button) or orders you shipped to Pearson (right radio button).
- In the **Edit** column, select the pencil icon to make changes to your order. The pencil icon is available only as long as the order status is **Awaiting Approval**.
- In the **Delete** column, select the garbage can icon to completely remove your order. The garbage can icon is available only as long as the order status is **Awaiting Approval**.
- The **Order** column lists the order type and order number. Select an **Order** link to view the order details. For orders that have been shipped, the details show the shipment information, including the packing list and a link to the carrier's tracking information. This is explained in more detail in the next section.




NOTES:

- Use the **blue arrow head** next to each heading to display the filter dialog. Select the option you are searching for. Select **Clear Filter** to show all items.
 - Use the **blue arrow head** next to a searchable heading and enter the first few characters (uppercase only) of the item description you are looking for and select **GO**. The items that start with those characters are displayed.
 - Column headings that are **underlined** can be viewed in ascending or descending order. Click on the underlined heading you wish to sort by.
 - It is not the intent of this section to describe each column in detail. Your column headings may look different than the ones displayed in this document. Select any heading and see what options are available under that heading.
- **Sales Order Number** column lists the Pearson sales order number.
 - **Code** is the number under which the order was submitted.
 - **Customer** is the district name under which the order was submitted.
 - **Status** can be:
 - **Awaiting Approval** indicates that your order has been submitted but has not yet been approved. You may still edit or delete the order.
 - **Processing** indicates that your order has been approved and will be shipped. You may still view the order details by selecting the Order link in the Order column, but orders in process can no longer be edited or deleted.

- **Rejected** indicates that your order could not be processed for some reason. Go to the “Getting Help” section and contact your state’s project coordinator if you need help resolving this.
- **Delivered** indicates that the shipment has been delivered to the person who requested the order. Use the **Order** link in the **Order** column to view carrier tracking information.
- **Submission Date** shows the date the order was submitted.
- **Approval Date** shows the date the order was approved.
- **Delivery Date** shows the date the order was delivered.

 1 materials backordered

 Shipment Problem

Confirmation will show if the order was confirmed, had shipment problems, or had problems resolved. View details of an order

4.3 View Details of an Order

To view the details of an order (in this example, 5017), click on the underlined Order name in the **Order** column.

Test Materials
(5017) 

Use the detailed **item ordered** screen (in this example, 5017) to track information about this order’s shipment. On this page you can edit or approve the item, view Order Details, Shipping Details, Shipment Information, and see a list of all the materials that you ordered in this one order (some users will not see all features).



Test Materials(5017)


[↑ Return to Order List](#)

Edit	Approval
Order Details	
View Pallet Detail	
Submission Date: 08/24/2006	
Customer: ACHIEVE LANGUAGE ACADEMY	
User: SYSTEM	
Status: Delivered	
Shipping Details	
Need By Date: 02/09/2007	
Delivery Method: FedEx Ground	
Shipment Reason: Did Not Order In Time	
Special Instructions:	
Ship To: DEFAULT NAME DEFAULT ADDRESS DEFAULT CITY, OH 55555	
E-Mail: DEFAULTNAME@YOURSCHOOL.EDU.US	
Phone: (555) 555-5555	
Fax: (555) 555-5556	

Shipment #1 Shipped: 07/14/2006

Estimated Arrival: 07/17/2006

[View Packing List](#)

All materials received - no problems [View Confirmation](#)  1 materials backordered

Box	Status	Delivery Date	Tracking Number
1	Delivered	07/21/2006	FedEx - 902972741776
2	Delivered	07/17/2006	FedEx - 902972740059
3	Delivered	08/02/2006	FedEx - 902972745738

Shipment #2 Shipped: 07/13/2006

Estimated Arrival: 07/17/2006

[View Packing List](#)

Shipment not yet confirmed [View Confirmation](#)

Box	Status	Delivery Date	Tracking Number
1	Delivered	07/17/2006	FedEx - 9612019599041077082314

Material Selection		
Item	Description	Quantity
1167703-1-1-1	HSA DISTRICT COORDINATOR PACKET	1
MI00007327	DISTRICT COORDINATOR HANDBOOK	1
MI00008255	SCHOOL COORDINATOR HANDBOOK	1
MI00009348	ANSWER FOLDER, HS MATH	1

4.4 Order Details Section

In the **Order Details** section (top of screen), you can view the submission date, customer, user, status, and view pallet detail (shipping information).

4.5 Shipping Details Section

The **Shipping Details** section (top of screen) shows need by date, delivery method, shipment reason, special instructions, and the ship to address.

Shipping Details	
Need By Date:	02/09/2007
Delivery Method:	FedEx Ground
Shipment Reason:	Did Not Order In Time
Special Instructions:	
Ship To:	DEFAULT NAME DEFAULT ADDRESS DEFAULT CITY, OH 55555
E-Mail:	DEFAULTNAME@YOURSCHOOL.EDU.US
Phone:	(555) 555-5555
Fax:	(555) 555-5556

4.6 Shipment Information Section

Shipment Information (middle of screen) is displayed by shipment number. For each box in the shipment, the estimated arrival date, status, delivery date, confirmation screen, packing list, and tracking numbers are listed.

Shipment #1 Shipped: 07/14/2006			
Estimated Arrival: 07/17/2006		View Packing List	
All materials received - no problems View Confirmation		⚠ 1 materials backordered	
Box	Status	Delivery Date	Tracking Number
1	Delivered	07/21/2006	FedEx - 902972741776
2	Delivered	07/17/2006	FedEx - 902972740059

- Information alerts will inform you of any out-of-the ordinary situations. For example:





- Select the **View Packing List** link to display Tracking Detail – Shipping Information. You can print the packing list.

[View Packing List](#)

Tracking Detail

[Print](#)

Order ID: 5017
Shipment# 1

Shipping Information

Ship to: 2306000000
GRAND LEDGE PUBLIC SCHOOLS
220 LAMSON STREET
GRAND LEDGE, MI 48837-1760
DR KATHLEEN PEASLEY
Phone: (517) 6271767
Fax: (517) 6222209

Packing List:

ITEM	ITEM DESCRIPTION	PACK QUANTITY	PACKAGE DETAILS	BOX NUMBER RANGE	BACK ORDER QUANTITY
1167703-1-1-1	HSA DISTRICT COORDINATOR PACKET	1	Packet	1	0
MI00009622	RETURN MATERIALS PACKET	1	1 pack	1	0
MI00009637	BLANK PRE-ID LABELS	10	Sheet	1	0
MI00009426	ADMIN MANUAL, SPRING 2006 HSA	0			1
MI00007327	DISTRICT COORDINATOR HANDBOOK	1	Single	1	0
MI00009583	DISTRICT COORD HANDBOOK SUPPLEMENTAL SHEET	1	Single	1	0
MI00009565	ASSESSMENT BOOK, HS MATH, FORM 1	1	Single	1	0

- Select the **View Confirmation** link to enter or display confirmation information.

[View Confirmation](#)

[Save](#) [Cancel](#)

Shipment Confirmation

Date Received: / / (MM/DD/YYYY)

☐ All materials received - no problems
☐ Materials missing or other problems

Description of problem:

- In **Date Received**, enter the month, date, and year that you received your shipment. Use MM/DD/YYYY format.
- Select the **All materials received...** radio button to indicate that you received your materials with no problem.
- Select the **Materials missing...** radio button to indicate that there were materials missing or other problems with your order.
- If you selected the lower radio button, enter a brief description for the problem with your order in the **Description of problem** dialog box.

- Use the carrier's tracking information website to review specific details about your shipment (in this example, 5017).

FedEx - 9612019599041077082314

Track Shipments
[Printable Version](#)
[Quick Help](#)

Detailed Results

Tracking number	9612019599041077082314	Reference	812015
Signed for by	JJOHNSON	Shipment ID	599041077082314
Ship date	Jul 13, 2006	Destination	Grand Ledge, MI
Delivery date	Jul 17, 2006 8:26 AM	Service type	Ground-Domestic
		Pieces	1
		Weight	0.1 lbs.

Status Delivered

Date/Time	Activity	Location	Details
Jul 17, 2006	8:26 AM Delivered	Grand Ledge, MI	
Jul 15, 2006	6:36 AM On FedEx vehicle for delivery	LANSING, MI	
Jul 14, 2006	11:16 PM At local FedEx facility	LANSING, MI	
	8:24 PM Departed FedEx location	TOLEDO, OH	
	6:28 PM Arrived at FedEx location	TOLEDO, OH	
	8:57 AM Departed FedEx location	CHICAGO, IL	
	2:33 AM Arrived at FedEx location	CHICAGO, IL	
Jul 13, 2006	6:55 PM Left origin	MARION, IA	
	6:21 PM Arrived at FedEx location	MARION, IA	
	5:04 PM Picked up	MARION, IA	
	3:42 PM Package data transmitted to FedEx	IOWA CITY, IA	

[Signature proof](#)
[Track more shipments](#)

E-mail your detailed tracking results (optional)

Enter your name and e-mail address, submit up to three e-mail addresses, add your message (optional), and click **Submit**. If you include a message, you must enter your name and e-mail address in the fields provided.



Alt-MSA

Alternate Maryland School Assessment



4.7 Material Selection Section

Material Selection (bottom of screen) shows the item number, description, and quantity of each item you shipped in this order (in this example, 5017).

Material Selection		
Item	Description	Quantity
MN00002525	CARDBOARD, 8 1/2 X 11	5
MN00004669	AD, BST READ/MATH, 2007, PKG 25	1
MN00004670	AD, BST READ/MATH, 2007, PKG 5	2
MN00004673	AF, BST WRITTEN COMPOSITION, 2007 PKG-5	3
MN00004675	AF, BST WRITTEN COMPOSITION, 2007, PKG 25	6
MN00004678	CD, BST, RETEST 4 MATH, ENG, 2007, SEC	4