Alt-MSA

Alternate Maryland School Assessment

2010 Handbook

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

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.

Publication Date: July 6, 2009

Equity Assurance and Compliance Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
Phone (410) 767-0433; TTY/TDD (410) 333-6442
Fax (410) 767-0431

The Maryland State Department of Education extends its sincere thanks and appreciation for the contribution of those individuals and groups who have been instrumental in the development and implementation of the Alternate Maryland School Assessment (Alt-MSA):

The Alt-MSA 2009 Handbook was written by

Karen Andrews
Division of Special Education/Early Intervention Services

Trinell Bowman
Division of Assessment and Accountability

The Alt-MSA Handbook is sponsored by

Carol Ann Heath, Ed.D.
Assistant State Superintendent, Division of Special Education/ Early Intervention Services

Leslie W. Wilson, Ph.D.
Assistant State Superintendent, Division of Accountability and Assessment

Sharon West
Branch Chief, Division of Special Education/Early Intervention Services

Alt-MSA
Alternate Maryland School Assessment

Alt-MSA Stakeholder Advisory Committee

Susan Austin
Assistant Coordinator of Special Education
Harford County Public Schools

Tom Barkley
Transition Coordinator, MSDE

Paul Owens
Principal, Cedar Lane School
Howard County Public Schools

Donna DePhamphilis
Special Educator
Charles County Public Schools

Dr. Haydee M. M. De Paula
Support Services Coordinator for Adolescents
at The Arc, Montgomery County
The Arc, Montgomery County Liaison with
Parents of Children with Down Syndrome Group

Sara Egorin-Hooper
Supervisor, Alt-MSA, Autism & Behavior Support
Baltimore County Public Schools

Mary Fairchild Baskar
The ARC of Maryland

Belinda Guylas
Alt-MSA Facilitator
Curriculum Coordinator
Worcester County Public Schools

Dawn Ibberson
Director of Education, LEAP
Kennedy Krieger

Dr. Frances Kohl
Associate Professor for the
Department of Special Education
University of Maryland

Ann Kenney
Special Educator
Dundalk High School
Baltimore County Public Schools

JoAnn Kelley
Alt-MSA Facilitator
Special Educator,
Chestertown Middle School
Kent County Public Schools

Dr. Diane Kelly
Connections Beyond Sight and Sound
Department of Special Education
University of Maryland

Debra Pearce
Supervisor, Special Education
St. Mary's County Public Schools

Michael A. Plummer
Curriculum Coordinator
The Maryland School for the Blind

Dr. Carol Quirk
Maryland Coalition for Inclusive
Education (MCIE)

Suzanne E. Rumpf
Alt-MSA Facilitator/Teacher Specialist
Frederick County Public Schools

Leslie Seid Margolis
Staff Attorney
Maryland Disablilties Law Center

Dr. Deborah Taylor
Program Supervisor, Special Education
Instruction
Montgomery County Public Schools

Portia White
Supervisor, Testing/Evaluation
Howard County Public Schools

Alt-MSA Facilitators

Allegany County
Cindy O'Leary

Anne Arundel County
Kandy Chase

Baltimore City
Leslie Brudenell

Baltimore County
Sara Egorin-Hooper

Calvert County
Zakia Lindsey

Caroline County
Rose Thomas
Elizabeth Anthony

Carroll County
Gretchen Rockafellow
Kathy Kaufman

Cecil County
Marian Harvey

Charles County
Janet Stephanson

Dorchester County
Kim Waller

Frederick County
Suzanne Rumpf

Garrett County
Jim Morris

Harford County
Susan Austin

Howard County
Elizabeth Augustin

Kent County
JoAnn Kelley

Montgomery County
Dr. Deborah Taylor
Myra Byrom

Prince George's County
Leatrice Satterwhite

Queen Anne's County
Kim Tucker

St. Mary's County
Debra Pearce

Somerset County
Fern Griffith

Talbot County
Laura Griffith
Sherry Bowman

Washington County
Karen Newman
Gael Butcher

Wicomico County
Holly Hatton

Worchester County
Belinda Gulyas

Special Placement Schools
Kennedy Krieger Partnership Schools
Roslyn Canosa
Kennedy Krieger LEAP
Tim Dalton
The Maryland School for the Blind
Michael A. Plummer
Baltimore City/MSDE Intensive Management and Capacity Improvement Team (IMCIT)
Colleen Duffy

Local Accountability Coordinators

Allegany County
Marsha Miller

Anne Arundel County
Dr. Beverly Pish
Lavinia Ringgold

Baltimore City
Benjamin Feldman
Carol Wilson

Baltimore County
Stacy Shack

Calvert County
Catherine Page

Caroline County
James R. Burd

Carroll County
Gregg Bricca

Cecil County
Michael Schmook

Charles County
Cliff Eichel

Dorchester County
Susan English

Frederick County
Deborah L Gilmartin

Garrett County
James Morris

Harford County
Dr. Carolyn Wood

Howard County
Portia White

Kent County
Dr. Nina Newlin

Montgomery County
E. Grace Chesney

Prince George's County
Dr. Ed Roke
Peggy Harrington

Queen Anne's County
Michelle Carey

St. Mary's County
Anthony Marcino

Somerset County
Renee McLaughlin
Vicki Carter

Talbot County
Linda Wieder

Washington County
Jeremy Jakoby

Wicomico County
Gary Doss

Worcester County
Stephanie Zanich

Acknowledgements

Snell & Brown, INSTRUCTION OF STUDENTS WITH SEVERE DISABILITIES, PP. 136, 141-142, © 2006. Pearson Education, Inc. Reproduced by permission of Pearson Education, Inc.

From Snell, Marth E. & Fredda Brown *Instruction Of Students With Severe Disabilities, 6e*
Published by Allyn and Bacon/Merrill Education, Boston, MA.

Alt-MSA Handbook

Table of Contents

Alt-MSA

Alternate Maryland School Assessment

The Alt-MSA 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 the most 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. 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 statues 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. 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. The assessments in reading and mathematics are included as measures of Adequate Yearly Progress (AYP) at the school, school system, and state levels. The science assessments are not currently part of AYP accountability calculations.

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 the most significant cognitive disabilities who meet specific participation guidelines. Students who meet these guidelines are those who are unable to participate in a regular

Alt-MSA
Alternate Maryland School Assessment

"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.

Alt-MSA
Alternate Maryland School Assessment

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 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) for mathematics and reading in grades 3 – 8, with or without accommodations as appropriate, or the High School Assessment (HSA) end-of-course assessments in Algebra/Data Analysis, English, and Biology, with or without accommodations as appropriate
- Alternate Maryland School Assessment based on Modified Academic Achievement Standards (Mod-MSA) for mathematics and reading grades 3 - 8 or the Modified High School Assessment (Mod-HSA) end-of-course assessments in Algebra/Data Analysis, English, and Biology
- Alternate Maryland School Assessment based on Alternate Academic Achievement Standards (Alt-MSA) for mathematics and reading in grades 3-8, 10, and science in grades 5, 8, 10

The Alt-MSA is intended for students with the most significant cognitive disabilities and participation is determined by the student's Individualized Education Program (IEP) team.

Visit the Maryland State Department of Education's (MSDE's) web site (http://www.marylandpublicschools.org/testing) for more information on the Maryland assessments.

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 the most 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 the most 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, mathematics, and science 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, "in conjunction with Pearson," and used in instruction and assessment. 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. This 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.

Alt-MSA
Alternate Maryland School Assessment

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.

Alt-MSA
Alternate Maryland School Assessment

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 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.

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

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, mathematics, and science 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.

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.

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

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.

Once MOs are established for each student, the TET undertakes the process of instruction and assessment for each student. The Alt-MSA testing window allows for six full months of 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.

Alt-MSA
Alternate Maryland School Assessment

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, mathematics and science (grades 5, 8, 10) 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 in the portfolio, in addition to the student's baseline performance.

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

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 type of artifact has specific, detailed requirements which are outlined in the *Alt-MSA 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."

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

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.

Alt-MSA
Alternate Maryland School Assessment

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.

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

- Based on these overall mastery percentages, students are assigned a proficiency level of "Basic," "Proficient," or "Advanced."
- For reading, mathematics and science, 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 achieved, and advanced if 90% or greater of Mastery Objectives are achieved. The proficiency levels of Alt-MSA for Reading and Math 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.

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

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

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

>Professional Development Sessions

>Central Office Support in Instruction

>MSDE Technical Assistance

>MSDE Web Site

>***Alt-MSA Online*** Web Site

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 an *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
Alternate Maryland School Assessment

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 in grades 3 – 8 participate in either the Maryland School Assessment (MSA) for reading and mathematics, with or without accommodations; the Mod-MSA in reading and mathematics; or the Alt-MSA in reading, mathematics, and science. High school students take the High School Assessment (HSA) end-of-course assessments in Algebra/ Data Analysis, English, and Biology or the Alternate High School Assessments based on Modified Academic Achievement Standards (Mod-HSA) or the Alt-MSA in grade 10. 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.

Alt-MSA
Alternate Maryland School Assessment

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 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) for mathematics and reading in grades 3 – 8, with or without accommodations as appropriate, or the High School Assessment (HSA) end-of-course assessments in Algebra/Data Analysis, English, and Biology, with or without accommodations as appropriate
- Alternate Maryland School Assessment based on Modified Academic Achievement Standards (Mod-MSA) for mathematics and reading grades 3 - 8 or the Modified High School Assessment (Mod-HSA) end-of-course assessments in Algebra/Data Analysis, English, and Biology
- Alternate Maryland School Assessment based on Alternate Academic Achievement Standards (Alt-MSA) for mathematics and reading in grades 3 - 8, 10, and science in grades 5, 8, 10

The MSA assesses students' attainment of grade level objectives in reading, mathematics, and science. The Alt-MSA assesses students with the most 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.

Visit the Maryland State Department of Education's (MSDE's) web site (http://www.marylandpublicschools.org/testing) for more information on the Maryland assessments.

(A guide to using this *Alt-MSA Handbook* appears on page 1–7. Participation Guidelines for Alt-MSA appear on page 1–8.)

Alt-MSA
Alternate Maryland School Assessment

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 2010 for Alt-MSA?

Refinements:

MO Bank Additions

- Reading Bank: 43 new and 44 revised
- Mathematics Bank: 77 new and 3 revised
- Science Bank: 94 new and 35 revised

Using Prompts for Alt-MSA

For Alt-MSA purposes, if the student is not at the independent instructional level, prompt(s) are allowable on Mastery Artifacts for a student to elicit a response based on what was observed during instruction. For each Mastery Objective, the test examiner selects and provides one least intrusive prompt type, which has the highest probability or likelihood of eliciting a response. The one prompt type selected per artifact may be a verbal, gesture, model, partial physical or full physical prompt. Within the artifact, only one prompt per test item is allowed with a maximum of 5 prompts in total for the artifact. The examiner does NOT go through a hierarchy of prompts; unless that student requires a full physical prompt (see section 4-31 on the use of full physical prompts). Note: Five prompts at any given level have been removed from the 2010 Alt-MSA.

A new artifact requirement will be to identify the one prompt type the TE has selected to use on the artifact.

Prompts used during Post Instruction Testing (Mastery) per Mastery Objective:

Only 1 prompt allowed per test item with a maximum of 5 prompts in total for any artifact.

- If 1 test item is provided; only 1 prompt in total is allowed.
- If 2 test items are provided; only 2 prompts in total are allowed (one per test item).
- If 3 test items are provided; only 3 prompts in total are allowed (one per test item).
- If 4 test items are provided; only 4 prompts in total are allowed (one per test item).
- If 5 test items are provided; only 5 prompts in total are allowed (one per test item).
- If 6 or more test items are provided; only 5 prompts in total are allowed (one per test item for up to 5 items).
- If more than two prompts are given to the student across test items, the same prompt type must be used for all allowable prompted test items. *An exception is made for a student using full physical, who may respond using a less intrusive prompt on any of the test items given on a mastery data chart artifact.*
- There is a maximum of 5 prompts in total for any artifact.
- If more than the allowable prompts are used on any given test item or total artifact, the TE can choose to return to instruction to fade prompts or the artifact can be submitted for scoring and will be scored with a "0" for over prompting.

Allowable Number of Prompts During Post Instruction Testing

Testing Demonstrations Per MO	Number of Prompts Allowed (in total)
1	1
2	2
3	3
4	4
5	5
6 or more	5

The least intrusive prompt must be selected during post instruction testing (Mastery). The least intrusive prompt, if deemed necessary, should not be decided until after instruction has occurred, for only during repeated instructional sessions will the TE know the type of prompt that is the least intrusive but with the highest probability to elicit a correct response.

The TE is required to identify the selected type of prompt to be used on the artifact. It can either be a verbal (V), gesture (G), model (M), partial physical (PP), or full physical (FP) prompt. Only one type can be used for the 5 allowed maximum prompts.

The TE can select a different type of prompt (verbal, gesture, model, partial physical and full physical) for each artifact based on "a single prompt that suits the skill, setting, and the student's preferences, abilities, and state of learning for each mastery objective" *(Page 136 Snell & Brown.)* In creating the task format, it is essential to use materials that give the student a fair opportunity to be independent. For example, to use materials that require a motor response the student cannot make is not a fair opportunity. Instead, the format should be redesigned perhaps with assistive technology the student can learn to activate.

For each test item on an artifact, the TE provides the task demand and begins the wait time (latency period).

- If the student responds correctly, the TE marks the test item as correct independent and the test item is complete. If there is another test item, the TE moves on.
- If the student responds incorrectly, the TE marks the test item as incorrect and the test item is complete. If there is another test item, the TE moves on.
- If the student does not respond within the response latency, then the TE provides the selected prompt.
- If the student responds correctly after the selected prompt is provided, the TE marks the test item as correct with selected prompt and the test item is complete. If there is another test item, the TE moves on.

Alt-MSA
Alternate Maryland School Assessment

- If the student responds incorrectly after the selected prompt is provided, the TE marks the test item as incorrect with selected prompt and the test item is complete. If there is another test item, the TE moves on.
- If the student does not respond after the selected prompt is provided, the TE marks the test item as no response (NR) with selected prompt and the test item is complete. If there is another test item, the TE moves on.
- A copy of the complete IEP for the current assessment year must be included in the portfolio of a student who is using full physical prompting. Any medical documentation that supports the need to use full physical prompting should be included.

2010 Mastery Bank Revision regarding Depth of Knowledge

Mathematics

- Grades 3, 4, 5 and 6 will back map from 6th grade to PreK
- Grades 7, 8 will back map from 8th grade to 1st grade
- Grade 10 will back map from 10th grade to 3rd grade

Note: *teachers can write MOs that are from lower grades if the student's instructional level is really at that level due to the severity of their disability. This would be on the honor system and would go through the Mastery Objective Review process.*

Science

- Grade 3 will back map for alignment MOs from grade 3 to K
- Grade 4 will back map for alignment MOs from grade 4 to K
- Grade 5 will back map in assessed areas of grade 5 to grade 4 only
- Grade 6 will back map for alignment MOs from grade 6 to grade 4
- Grades 7 will back map for alignment MOs from grade 7 to grade 6
- Grade 8 will back map in assessed areas of grade 8 to grade 6
- Grade 10 will align to Biology only

Reading

- Phonemic Awareness:

  Grades 3-6 will back map from grade 2 to PreK

  Grades 7-10 will not assess (all MOs drop from bank at these grades)
- Phonics:

  Grades 3-6 will back map from grade 4 to PreK

  Grades 7-10 will back map from grade 4 to grade 1
- Fluency will be for true sight words only. For example, words found on the Dolch and the Fry word list or other similar sight word lists used with students. Content words will be covered under vocabulary only. All grades can access Fluency skills.
- General Reading Processes, Informational Text, and Literary Text
  - Grade 3 will back map from grade 3 to PreK
  - Grade 4 will back map from grade 4 to PreK
  - Grade 5 will back map from grade 5 to PreK

- Grade 6 will back map from grade 6 to PreK
- Grades 7 will back map from grade 7 to grade 1
- Grade 8 will back map from grade 8 to grade 1
- Grade 10 will back map from grade 10 to grade 3

Note: *teachers can write MOs that are from lower grades if the student's instructional level is really at that level due to the severity of their disability. This would be on the honor system and would go through the Mastery Objective Review process.*

Participation in Assessment

Under the federal No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), all students must participate in state and district-wide assessments. IEP teams, which include parent/guardians, work collaboratively to determine the assessment in which a student with a disability will participate. All school IEP teams must follow the guidelines as documented in the Maryland Accommodations Manual (official as of 2/15/08 Issue ID 200802) when considering excusing or exempting a student from a Maryland assessment.

Excusing Students from State Assessments

There are several steps that must be followed prior to and during testing if a student is to be excused from an assessment. Those steps can be found on pages 2-5 of the Maryland Accommodations Manual. Local school system staff should always consult with their LAC if they have any questions about excusing a student from testing.

Since the Alt-MSA testing window covers a six month period, the reasons for excusal that are found in the Maryland Accommodations Manual may not apply to a student participating in Alt-MSA. Within the Alt-MSA six month testing window, there would be multiple opportunities for a student to demonstrate attainment of their Alt-MSA Mastery Objectives.

All local school systems must submit a reason to MSDE for any student that is excused from testing during the ENTIRE six month Alt-MSA test administration window.

Test Security Additions

Portfolios should not be removed from school premises and must be maintained in a secure, locked area when not in use, accessible only to the members of the TET and the STC. In situations such as Alt-MSA administration to a home and hospital student, the STC must work with the Test Examiner to develop a procedure for maintaining security of the portfolio while it is removed from the school.

Use of whiteout on artifacts is prohibited:

If the TE makes an error on an artifact, a line should be drawn through the error rather than an erasure with the correction written above or to the side of the error. TE should initial correction. **White out and erasures must not be used on artifacts.**

Alt-MSA
Alternate Maryland School Assessment

Non-public schools that do not have Maryland State certified personnel to administer the Alt-MSA must follow the procedures below.

1. Once the school has developed mastery objectives for their students, the MOs must be forwarded to the Home LAC for review and approval.
2. The LAC office in conjunction with the LEA's Special Education Department will review and return an approval sheet to the non-public school.
3. Once the portfolio is complete (near the conclusion of the testing window), the non-public school must ship the portfolio via traceable mail to the LAC office for final review and approval.
4. The LAC sends the portfolio to the vendor for scoring.
5. The Non-Public Schools Review Form located in Part 7.

Part 6 includes additional templates and checklists to assist TETs in the Alt-MSA Process.

New Resource:

Alt-MSA Professional Development Online Training is being developed with the purpose of stressing the importance of:

- Maximizing efficiency in administration of Alt-MSA through integrated classroom instruction;
- Accessing the grade-level content standards;
- Using prompting correctly;
- Understanding the importance of collaboration; and
- Improving classroom instruction for student with significant cognitive disabilities.

Key themes and messages to be incorporated into the online training courseware are:

- Ensuring effective instruction;
- Moving the student along the Alt-MSA process effectively and efficiently: ensuring there are logical connections between topics taught and the artifacts created for students to demonstrate mastery;
- Preventing misalignment of artifacts and Mastery Objectives;
- Legislative considerations;
- Resolving some of the most common misconceptions and challenges faced with special education teachers;
- Ensuring grade-appropriate instruction;
- Collaboration with general education teachers;
- Focusing on hidden potential of student with special needs: showing to teachers that in many instances students are able to achieve much more than originally believed; and
- Establishing and strengthening the home-school connection

Alt-MSA
Alternate Maryland School Assessment

Using the *Alt-MSA Handbook*

The *Alt-MSA 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 - 7 contain information for all staff involved with the Alt-MSA, while part 8 is primarily for STCs and LACs.

Part	Description
1	• General information
2	• Planning the development of the Alt-MSA Portfolio
3	• Selecting/writing and reviewing Alt-MSA 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 MOs
5	• Portfolio scoring and reporting
6	• Resources to support implementation of Alt-MSA
7	• Forms required for the Alt-MSA Portfolio
8	• Ordering Alt-MSA Portfolio materials • Directions for acquisition and application of preprinted student identification labels • Directions for Alt-MSA Portfolio collection and shipping

Alt-MSA
Alternate Maryland School Assessment

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 the most significant cognitive disability will participate in Alt-MSA if he or she meets ***each*** of the following criteria:

Alt-MSA Participation Criteria:

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

- 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/Mod-HSA even with accommodations.

Students not meeting the criteria above will participate in the MSA/Mod-HSA, 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.

Alt-MSA
Alternate Maryland School Assessment

Definitions

The following definitions will assist users of the Alt-MSA Handbook in understanding and implementing the Alt-MSA criteria:

- ***Extended Maryland Content Standards***: Extended refers to a limited sample of content that is linked to but does not fully represent grade-level content.
- ***Functional skills***: Skills which are commonly required in daily routines such as personal management, community, recreation, career/vocational, communication, decision making and interpersonal.
- ***Extensive Support***: The student requires the use of a prompt hierarchy, low/med/high assistive technologies and substantial accommodations and modifications in order to access the general education curriculum.
- ***Portfolio Assessment:*** A collection of student work to demonstrate learning and achievement has taken place over time. It provides a framework for the instructional program for students with significant cognitive disabilities. An Alt-MSA Portfolio assesses a student's attainment of skills in reading, mathematics and science aligned with grade-level Maryland Content Standards.
- ***Alternate Academic Achievement Standards:*** The term "Alternate Academic Achievement Standards" has a specific meaning in the context of Maryland's State Assessment System as approved by the U.S. Department of Education. "Alternate Academic Achievement Standards" are performance standards which are based on a limited sample of content that is linked to grade-level Content Standards. This content, however, may not fully represent grade-level content and may include content which is substantially simplified.

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.

Alt-MSA
Alternate Maryland School Assessment

Refer to Pages 1-10 through 1-12 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

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 1, 2009 through March 2, 2010) 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 receiving notification from the receiving school or school system. 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. The receiving school will then continue instruction and complete the assessment and portfolio development process. 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 Unidentified Student Transfer Alt-MSA Portfolio Transmittal Form. (See Part 7 of the *Alt-MSA Handbook*). The portfolio of the transferred student will not be scored, but submitting the portfolio will help facilitate vendor processing of materials.

Keep in mind that no matter when a student enters a school during the testing window, the school needs to make every reasonable effort to assess the student(s). This is good for the student, because, even if the entire Alt-MSA assessment cannot be completed in the remaining time in the testing window, the establishment of baselines and seeing where the student is currently performing can help to establish the instructional program and priorities for the rest of the current academic year. Beginning the assessment process can also provide valuable information for the student's Alt-MSA assessment in the next year.

For a student to "count" towards AYP in a school, he or she must meet the full academic year requirement (i.e.,; student must be enrolled by September 30th). Therefore, students who move between schools within a district after September 30th will only count for or against the district, not the schools. Students who move within the State between districts only count at the State level. However, the student's results will still be reported for the achievement reporting at the school he or she was enrolled in when the testing period ended.

Alt-MSA
Alternate Maryland School Assessment

Participation in Assessment

Under the federal No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), all students must participate in state and district-wide assessments. IEP teams, which include parent/guardians, work collaboratively to determine the assessment in which a student with a disability will participate. All school IEP teams must follow the guidelines as documented in the Maryland Accommodations Manual (official as of 2/15/08 Issue ID 200802) when considering excusing or exempting a student from a Maryland assessment.

Excusing Students from State Assessments

There are several steps that must be followed prior to and during testing if a student is to be excused from an assessment. Those steps can be found on pages 2-5 of the Maryland Accommodations Manual. Local school system staff should always consult with their LAC if they have any questions about excusing a student from testing.

Since the Alt-MSA testing window covers a six month period, the reasons for excusal that are found in the Maryland Accommodations Manual may not apply to a student participating in Alt-MSA. Within the Alt-MSA six month testing window, there would be multiple opportunities for a student to demonstrate attainment of their Alt-MSA Mastery Objectives.

All local school systems must submit a reason to MSDE for any student that is excused from testing during the ENTIRE six month Alt-MSA test administration window.

AYP Implications for Excusing Students from State Assessments

Students who are excused from an assessment receive no score and no proficiency level designation. These students are treated as non-participants for accountability purposes.

Exempting Students from State Assessments

In general, **no** students should be exempted from participation in the Maryland State Assessment Programs. There are only <u>two</u> special exemptions noted for Maryland assessments.

1. Special Exemption Conditions for ELL Students on the Alternate Maryland School Assessment (Alt-MSA) in Reading

English language learners (ELLs) who are in their first year of enrollment in a U.S. school may be exempted from the Reading portion of Alt-MSA for that academic year only. Such students must still participate in the Alt-MSA Mathematics and Alt-MSA Science test. Contact your LAC for more information.

Alt-MSA
Alternate Maryland School Assessment

2. Special Medical Exemption Conditions for Alt- MSA

Students may be exempted from the Alt-MSA when they cannot take the assessment during the entire testing window because of a significant medical emergency. A significant medical emergency is a significant health impairment that renders the student incapable of participating in ANY academic activities, including state assessments, for the testing window. Examples could include hospitalization for surgery or a life-threatening condition or a serious car or other accident. Determination of a "significant medical emergency" must be made by a medical doctor and documentation must be kept in the student's IEP and made available at the district for review. Medical exemptions for Alt-MSA are very rare, and are determined by the State only through the AYP appeals process. This means that portfolio materials for a student for whom the local school system plans on seeking a medical exemption must be submitted for scoring. After preliminary AYP results are released to the local school systems, local staff may submit an AYP appeal for the particular student with the medical condition. Refer to the AYP Appeals Manual for additional information.

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 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 warrant excusing them from the Alt-MSA assessment. Please see page 2-5 of the Maryland Accommodations Manual which documents the accountability purposes for students who are excused from statewide assessments.

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 and Core Learning Goals. 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.

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. Note: The results of any informal pre-assessment **are not** to be included in the 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 March 2, 2010.
- 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.

Alt-MSA
Alternate Maryland School Assessment

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

> Consult with General Curriculum Teachers

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

Step 5: Scoring and reporting (MSDE and Contractor)

Alt-MSA
Alternate Maryland School Assessment

- The objectives selected by the team may include IEP objectives in reading and mathematics that are aligned with VSC Content Standards/CLGs that have not yet been achieved.
- MOs must be selected/written and entered on the ***Alt-MSA Online*** web application (**http://www.altmsa.com**). Part 7 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 1, 2009 – March 2, 2010.

- 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, (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 2-8)

Remember to Involve Parents/Guardians in Portfolio Development. Active parent/guardian involvement will support the student in learning the selected reading, mathematics and science 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 2-8 through 2-10)

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.

- Preprinted student identification labels will be shipped to each school registered for Alt-MSA in PearsonAccess. Upon receipt, immediately verify that a preprinted label has been received for each student participating in Alt-MSA.
- Remember that nothing may be added to, deleted from, or changed within a portfolio after the close of the testing window on March 2, 2010. 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 March 2, 2010 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 (March 2, 2010), 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 March 2, 2010.

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, mathematics and science), students will be assigned "Basic" if fewer than 60% of MOs are achieved, "Proficient" if at least 60% but less than 90% of MOs are 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 pages 1-16 through 1-17 illustrates the necessary steps for successful Alt-MSA instruction and assessment. All procedures are described in detail in subsequent parts of this *Alt-MSA Handbook*. **The responsibility of Alt–MSA Portfolio development must be shared among the TET.** Important timeframes are included with each component.

Alt-MSA
Alternate Maryland School Assessment

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	
Activities	Handbook References
• Principal meets with TETs to plan administration of Alt-MSA. • TET meets to analyze results from the prior test administration or plan pre-assessments, and plan collection of baseline data, MO selection, instruction, and portfolio development. • STC orders portfolio materials.	Parts 1, 2, 6, and 7 Parts 1, 2, 3, 4, 5, and 6 Part 8

Detailed Alt-MSA Timelines appear on page 1-25 through 1-27

Step 2: Select or Write MOs (TET and Principal) September through November	
Activities	Handbook References
• 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. • Ensure that written MOs have the required components. • Principal checks and submits MOs by October 16, 2009. • Parents receive Alt-MSA MOs. • For written MOs submitted for technical review, feedback is received and revisions are made.	Part 3 Part 3 Part 3 Part 3 Parts 3 and 7 Part 3

Alt-MSA
Alternate Maryland School Assessment

Figure 1-1 Continued

Step 3: Collect Baseline Data, Conduct Ongoing Classroom Instruction, Assess MOs, and Construct Portfolio (TET): September through March	
Activities	Handbook References
• TET instructs and assesses MOs, selects baseline and mastery artifacts, and compiles portfolio.	Parts 4, 5, 6, and 7

Step 4: Prepare Portfolios for Shipping and Scoring (STC) February/March	
Activities	Handbook References
• STC verifies a preprinted label is available for each student participating in Alt-MSA. • STC collects all portfolios. STC then applies labels, and prepares for pick up.	Part 8

Step 5: Scoring and Reporting (MSDE and Contractor) March - June	
Activities	Handbook References
• MSDE and Contractor score portfolios, compile results, and report to students, parents, schools, and the general public.	Part 5

Detailed Alt-MSA timeline appear on page 1-25 through 1-27

Alt-MSA
Alternate Maryland School Assessment

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 7 of the *Alt-MSA Handbook* and are available online at **http://www.altmsa.com** and also at **http://docushare.msde.state.md.us/docushare/dsweb/view/collection-13158**.

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

Detailed Alt-MSA Timelines appear on Page 1-25 through 1-27

Table of Contents

- See pages 7-3 through 7-10 for required Table of Contents

Arrangement of contents of Alt-MSA portfolio.

Portfolio Section 1: Student Information

- **Labeled "A"**: List of Test Examiners who comprise the TET for the student.
- **Labeled "B"**: Assistive Technology Verification Form (if applicable).
- **Labeled "C"**: Alt-MSA 2010 MOs for the student. (This document printed from the ***Alt-MSA Online*** web application also includes copies of the previous year's MOs for reference, as well as any contractor feedback received.
- **Labeled "D"**: Copy of the student's IEP goals and objectives. Complete current IEP and any medical documentation for students using full physical prompt(s).
- **Labeled "E"**: Copy of "Non-public Alt-MSA Portfolio Review Form

Portfolio Section 2: Parent/Guardian Participation

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

Alt-MSA
Alternate Maryland School Assessment

Contents of the Alt-MSA Portfolio (Continued)

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 Handbook* Part 7).
  Note: See page 1–20 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 Handbook* Part 7).
  Note: See page 1–21 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 Handbook* Part 7).
  Note: See page 1–22 through 1-23 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 http://docushare.msde.state.md.us/docushare/dsweb/view/collection-13158.

Alt-MSA
Alternate Maryland School Assessment

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 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 at least two of the science content standards listed on pages 1-22 through 1-23 . Science alignment must reflect accurate science as found in the research-based VSC or Core Learning Goals,which are based on Benchmarks for Science Literacy: Project 2061 and the National Science Education 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 or #4 MUST be aligned with science content standard/core learning goal and taught in the context of accurate science (See page 1-22 through 1-23)

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

(E) General Reading Comprehension

Standard 2.0: Comprehension of Informational Text

Grades 5, 8, and 10: MO #7 or #8 MUST be aligned with science content standard/core learning goal and taught in the context of accurate science (See page 1-22 through 1-23)

Grades 3, 4, 6, and 7: MO #7 or #8 must be aligned with science content and taught in the context of accurate science

Standard 3.0: Comprehension of Literary Text

Alt-MSA
Alternate Maryland School Assessment

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 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 at least two or more of the science content standards listed on page 1-22 through 1-23. Science alignment must reflect accurate science as found in the research-based VSC or Core Learning Goals, which are based on Benchmarks for Science Literacy: Project 2061 and the National Science Education 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 or #6 MUST be aligned with science content standard/core learning goal and taught in the context of accurate science (see page 1-22 through 1-23)
Grades 3, 4, 6, and 7: MO #5 or #6 MUST be aligned with science content and taught in the context of accurate science

Standard 4.0: Knowledge of Statistics (B) Data Analysis

Grades 5, 8, and 10: MOs #7 AND #8 MUST be aligned with science content standard/core learing goal and taught in the context of accurate science (see page 1-22 through 1-23)
Grades 3, 4, 6, and 7: MO #7 OR #8 must be science and aligned with science content and taught in the context of accurate science

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.

Alt-MSA
Alternate Maryland School Assessment

Science Content Assessed on Alt-MSA Grades 5 and 8

Students in Grades 5, 8, and 10 participating in Alt-MSA will be assessed in science, as mandated by NCLB. 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. **Grade 5 will assess from grades 4 and 5 assessment limits which are highlighted areas found in the VSC in the content standard chosen. Grade 8 will assess from grades 6, 7 and 8 assessment limit areas, which are highlighted and found in the VSC in the content standard chosen.** Science artifacts must reflect accurate science as found in the VSC.

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.

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

> Earth/Space Science

> Life Science

> Chemistry

> Physics

> Enviornmental Science

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 2 or more different science content areas.** These additional 5 MOs will contribute to the overall Alt-MSA science score. **This alignment with science content must be accurate and specifically stated and evident in the baseline and mastered artifacts**.

The artifacts for the 5 additional MOs must align with accurate science content as well as all components of the MOs. **The baseline data artifacts that accompany these 5 mastery objectives must also align with accurate science content**.

Record on these 5 artifacts the alignment with accurate science content as found in the VSC and at the appropriate grade (For example, 2.A.1.b).

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. When developing artifacts, TE's will want to verify that the information in the artifact can be found in the VSC at the appropriate grade-level and is accurate science.

Standard 2.0: Earth/Space Science
Standard 3.0: Life Science
Standard 4.0: Chemistry
Standard 5.0: Physics
Standard 6.0: Environmental Science

Alt-MSA
Alternate Maryland School Assessment

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. Mastery Objectives selected or written for Core Learning Goal 3 can be from one or more of the Expectation areas listed below.

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 accurate and specifically stated and evident in the baseline and mastered artifacts**.

The artifacts for the 5 additional MOs must align with accurate science content as well as all components of the MOs. **The baseline data artifacts that accompany these 5 mastery objectives must also align with accurate science content**.

Record on these 5 artifacts the alignment with accurate science content as found in the VSC and at the appropriate grade.

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. When developing artifacts, TE's will want to verify that the information in the artifact can be found in the VSC at the appropriate grade-level and is accurate science.

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

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.

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

Alt-MSA
Alternate Maryland School Assessment

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 must be taught and assessed for 2 reading and 2 mathematics MOs that **align with at least 2 different science content area**s. While science is not specifically assessed in these grades, the artifacts must still demonstrate that the students are receiving instruction in science that is accurate and grade and age appropriate.

- In reading, artifacts for MO 3 or 4 (vocabulary) and mastery objective 7 or 8 (comprehension of informational text) must be aligned with units reflecting Maryland science content standards found in the VSC.
- In mathematics, artifacts for MO 5 or 6 (measurement) and MO 7 or 8 (data analysis) must be aligned with units reflecting Maryland science content standards found in the VSC.
- The artifacts for these 4 MOs must align with accurate science content as well as all components of the MOs. The baseline data artifacts that accompany these 4 MOs must align with accurate science content.
- Record on these 4 artifacts the alignment with accurate science content as found in the VSC at the appropriate grade.
- 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. When developing artifacts, TE's will want to verify that the information in the artifact can be found in the VSC at the appropriate grade-level and is accurate science.

Alt-MSA
Alternate Maryland School Assessment

Alt-MSA Timeline 2009–2010

[Special Placement Schools are indicated by bold italics]

Date	Task
June 09, 2009	• LACs and AMFs attend MSDE train-the-trainer on Alt-MSA administration and development of MOs.
June 10, 2009	• ***Special Placement School STCs*** attend MSDE training on Alt-MSA administration and development of MOs.
June 22, 2009	• LACs and ***Special Placement School STCs*** place initial order of *Alt-MSA Handbooks* via the Web site.
July – September 2009	• LACs and AMFs provide training or information sessions in Alt-MSA administration to principals, STCs, and TEs (STCs).
June – July 2009	• LACs and ***Special Placements Schools STCs*** update ***Alt-MSA Online*** admin site.
End of July – August 2009	• LACs and ***Special Placements Schools STCs*** receive *Alt-MSA Handbooks*.
August 2009	• LACs and AMFs and ***Special Placement School STCs*** attend Alt-MSA MO Bank Training.
September 2009	• LACs and ***Special Placement School STCs*** submit initial Alt-MSA materials order via PearsonAccess.
September 1, 2009 – March 2, 2010	• 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 1 – 30, 2009	• Principal, STC, and TE meet to:
	  • 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 March.

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

Alt-MSA
Alternate Maryland School Assessment

Date	Task
September 1 – October 9, 2009	• Student's TET • selects reading, mathematics and science indicators and objectives that will be assessed, based on Alt-MSA test results or on a pre- assessment. • completes Alt-MSA Test Documents for reading, 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, mathematics and science (grades 5, 8, 10) to parent/ guardian with cover form (see page 7-19)
October 16, 2009	• 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.
September – October 2009	• STCs receive portfolios and media.
October 19 – November 13, 2009	• 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 13, 2009.
December 1, 2009	• List of Rangefinding schools identified.
January 2010	• 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 16, 2010	• Schools receive pre-id labels and return shipping materials. • STCs verify a preprinted student label is available for each Alt-MSA students.
February 23, 2010	• Last day to request preprinted student labels.

Alt-MSA
Alternate Maryland School Assessment

Date	Task
March 2, 2010	• STC collects all Alt-MSA portfolios and unused test materials and packs for pickup from school. • Schools selected for Rangefinding will be notified by MSDE through the LACs in December 2009 to allow sufficient notice for time to complete the portfolios selected for Rangefinding. • Test contractor will pick up Alt-MSA test materials from all schools at the conclusion of the testing window. The specific pick-up schedule will be posted to Docushare and the Resource section of Alt-MSA Online no later than 20 days prior to the end of the testing window. • Last day to print final test documents.
March 2010	• Rangefinding and preparation of scoring guides by MSDE and test contractor.
April 8, 2010	• LACs and ***Special Placement Schools STCs*** submits post-test file to MSDE.
March – May 2010	• Alt-MSA Portfolios are scored.
June 2010	• 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**.

Alt-MSA
Alternate Maryland School Assessment

Principals, STCs, and TEs Receive Alt-MSA Training

(JUNE-SEPTEMBER)

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

- LACs, AMFs, and Special Placement School STCs attend train-the-trainer sessions conducted by MSDE. (June)
- 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)
- 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 are 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.
- Alt-MSA requires that all student portfolios have a preprinted student identification label affixed to each student portfolio prior to test material pickup. It is the responsibility of the STC to verify that a preprinted label has been received for each student. **If additional labels are needed, they must be requested via PearsonAccess no later than <u>February 23, 2010</u>.**

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

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. Alt-MSA Portfolios must not be taken out of the school building by Test Examiners unless the Test Examiner is a home and hospital teacher.**

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

> 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 7 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:

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.

- 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,
- the use of white out or erasures is prohibited on artifacts. If the TE makes an error

Alt-MSA
Alternate Maryland School Assessment

on a artifact, a line should be drawn through the error with the correction written above or to the side of the error. TE should initial correction. **White out and erasures must not be used on artifacts.**

- 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.

Test Security Additions

Portfolios should not be removed from school premises and must be maintained in a secure, locked area when not in use, accessible only to the members of the TET and the STC. In situations such as Alt-MSA administration to a home and hospital student, the STC must work with the Test Examiner to develop a procedure for maintaining security of the portfolio while it is removed from the school.

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.

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

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 may be TEs and must work under the direct supervision of state-certified professional school staff.

Non-public schools that do not have Maryland State certified personnel to administer the Alt-MSA must follow the procedures below.

1. Once the school has developed mastery objectives for their students, the MOs must be forwarded to the Home LAC for review and approval.
2. The LAC office in conjunction with the LEA's Special Education Department will review and return an approval sheet to the non-public school.
3. Once the portfolio is complete (near the conclusion of the testing window), the non-public school must ship the portfolio via traceable mail to the LAC office for final review and approval.
4. The LAC sends the portfolio to the vendor for scoring.
5. The Non-Public Schools Review Form is located in Part 7.

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., regular volunteers such as parents, student interns, student teachers or volunteering community members), and
- Non-employees of the LEA who are state-certified teachers and who are not on a substitute list.

Administration Monitoring by MSDE

MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized-testing procedures are being followed. Schools may not be notified in advance of a monitor's visit. All monitors will follow local procedures for reporting to the school's main office and signing the school's visitor log. Also, monitors will sign non-disclosure forms as requested by the school. Monitors will provide the school with a copy of a memorandum from the Assistant Superintendent for Accountability and Assessment giving authorization to monitor testing.

All testing documentation (Test Administration and Certification of Training Forms, Non-Disclosure Agreements, Sign-in sheets from training sessions, and Test Examiner Logs must be retained on file for 6 years after the date of the test administration as specified in COMAR Section 13A.03.04.03.

Alt-MSA
Alternate Maryland School Assessment

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 Principal/Education Director and with MSDE's Special Placement Schools Accountability Coordinator, Karla Bressant.)

LAC's Responsibilities

The LAC in each school system has the following responsibilities:

Date	Task
June–August	• Participate in Alt-MSA training and ***Alt-MSA Online*** MO and Item Bank training conducted by MSDE and the test contractor and read the *Alt-MSA Handbook*.
June–July	• Review student records in Alt-MSA Online and verify that all students are assigned to the correct grade and school.
June–September	• 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., *Alt-MSA Handbook*, portfolio supplies, etc.).
September–Mid-October	• Monitor development of Test Documents and online submission.
September	• Ensure that the appropriate quantities of Alt-MSA materials are ordered.
January	• Submit pretest file via PearsonAccess.
September–March	• 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. • LAC works with STC to confirm that each Alt-MSA student has a preprinted student identification label. If additional labels are needed, they must be requested via PearsonAccess **no later than February 23, 2010.**
March	• Ensure that all materials are packed and picked up for scoring as specified in the *Alt-MSA Handbook*.
April 8, 2010	• Last date to submit post-test files.

Refer to pages 1-25 through 1-27 specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

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.

Principal's Responsibilities

Date	Task
June–September	• Assure that Test Examiners participate in *Alt-MSA Handbook* 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, 2-5).
September–Mid-October	• 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 16, 2009 using ***Alt-MSA Online*** (**http://www.altmsa.com**).
October–March	• 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.

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

STC's Responsibilities

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

The STC in each school has the following responsibilities:

Date	Task
June–September	• Participate in *Alt-MSA Handbook* 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 *Alt-MSA Handbook*. • Meet with Principal and TETs to establish roles and responsibilities. • Read the *Alt-MSA Handbook*. • Order and provide access to necessary assessment materials and arrange for additional materials to be supplied if needed by coordinating with the LAC.
September–Mid-October	• 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.
Mid-October–March	• 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 additional student barcode identification labels for students not on the original pretest file as needed. • STC verifies a preprinted label is available for each student participating in Alt-MSA. If additional labels are needed, they must be requested via PearsonAccess **no later than February 23, 2010.**
March	• 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 *Alt-MSA Handbook*.

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

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

The TET in each school has the following responsibilities:

Date	Task
June–September	• Participate in *Alt-MSA Handbook* 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 *Alt-MSA Handbook*. • 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–Mid-October	• 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 *Alt-MSA Handbook*, 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–March	• 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–March	• Invite parent/guardian to review the Alt-MSA Portfolio.
March	• Submit portfolios to STC for packing.

TET's Responsibilities

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

TE's Responsibilities

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

Each TE has the following responsibilities:

Date	Task
June – September	• Participate in *Alt-MSA Handbook* 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 *Alt-MSA Handbook*. • 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	• 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 *Alt-MSA Handbook* and submit the objectives to principal for review.
October 9 – October 16, 2009	• Follow-up with principal to ensure that MOs have been submitted to the test contractor for verification or technical review no later than October 16, 2009.
October	• Ensure that Test Documents and brochures are sent to Parents/ Guardians.
September – March	• Collect baseline data artifact for each MO. • Instruct students in reading, mathematics and science 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 – March	• Invite and facilitate active parent/guardian participation to review the portfolio.
March	• Submit Alt-MSA portfolio to STC for application of pre-printed barcode labels, packing, and shipment to Test Contractor for scoring.

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

Instructional Assistant's Responsiblities

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 – September	• Attend training provided by STC and sign Certification of Training Form. • Read the *Alt-MSA Handbook*.
September – October	• Photocopy documents to be included in portfolios.
September – March	• 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 – March	• 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.

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

AMF's Responsibilities

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

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	• Participate in *Alt-MSA Handbook* and ***Alt-MSA Online*** training conducted by MSDE and the test contractor and sign Certification of Training Form. • Read the *Alt-MSA Handbook*.
June – September	• 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 – June	• 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 Handbook Part 2: Planning the Development of the Alt-MSA Portfolio

Part 2 of the *Alt-MSA 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	
Activities	Handbook References
• Principal meets with TETs to plan administration of Alt-MSA. • TET meets to analyze prior year's results or plan pre-assessment and plan collection of baseline data, plan Mastery Objective selection, instruction, and portfolio development. • STC orders portfolio materials.	Parts 1,2, and 3 Parts 1, 2, 3, 4 and 5 Part 8

Step 1:
Review Results or Conduct Pre-Assessment

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.

Principal meets with staff to plan Alt-MSA.

- 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, mathematics and science program that is then taught by each member of the TET, students' opportunities to increase their reading, mathematics and science skills are fostered.
- Additionally, the TETs benefit from the professional discussions that result from sharing the responsibilities of reading and mathematics instruction and assessment.

Alt-MSA
Alternate Maryland School Assessment

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 7–11 in the *Alt-MSA Handbook*. This form must be placed in each student's portfolio.

_____Review the individual student results from the previous test administration, including the condition codes assigned at scoring and sent to Principals in the Summer, 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 2-3)

_____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 2-2)

_____Identify instructional materials and resources that will support the TET in instruction and administration of Alt-MSA.

Agenda:
TET Meetings

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

_____(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 for present levels of Academic Achievement and functional Performance and 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 16, 2009 (See Figure 2-3)

_____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.

Figure 2-2

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_____

TET or other staff member	September (1) Meet with Principal and TET to plan Alt-MSA (2) Review prior Alt-MSA test 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	October (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	November (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 (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 (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 (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 (1) Complete assessment (2) 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)							

Figure 2-3

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 or #4 aligned with science)									
General Reading Comprehension MO 5-6									
Informational Text MO 7-8 (#7 or #8 aligned with science)									
Literary Text MO 9-10									

Figure 2-3 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 or #6 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									

Alt-MSA
Alternate Maryland School Assessment

Review Prior Years' Alt-MSA Results

Protocol for Reviewing Prior Year's Alt-MSA Results and Selecting Skills and Concepts for Alt-MSA

The TET will review results of each student who participated in Alt-MSA during the prior year.

- Review the condition codes assigned and refer to the Alt-MSA Condition Code packet posted on Docushare and the Alt-MSA Online Resource Center.
- Identify the MOs that were mastered. The TET will identify different skills and concepts which represent modified grade-level content and materials and level of complexity from the student's 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 grade-level VSC content standards for Alt-MSA.** 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). Therefore, a TET might select an MO that a student had in a previous year, knowing that the content has changed in the new grade and the student would be assessed using different material. 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 reading, mathematics and science VSC/CLG 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 100% criterion on a data sheet or a work sample, these artifacts can be filed in the appropriate file or binder tab.

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

Figure 2-4

Portfolio Organization System

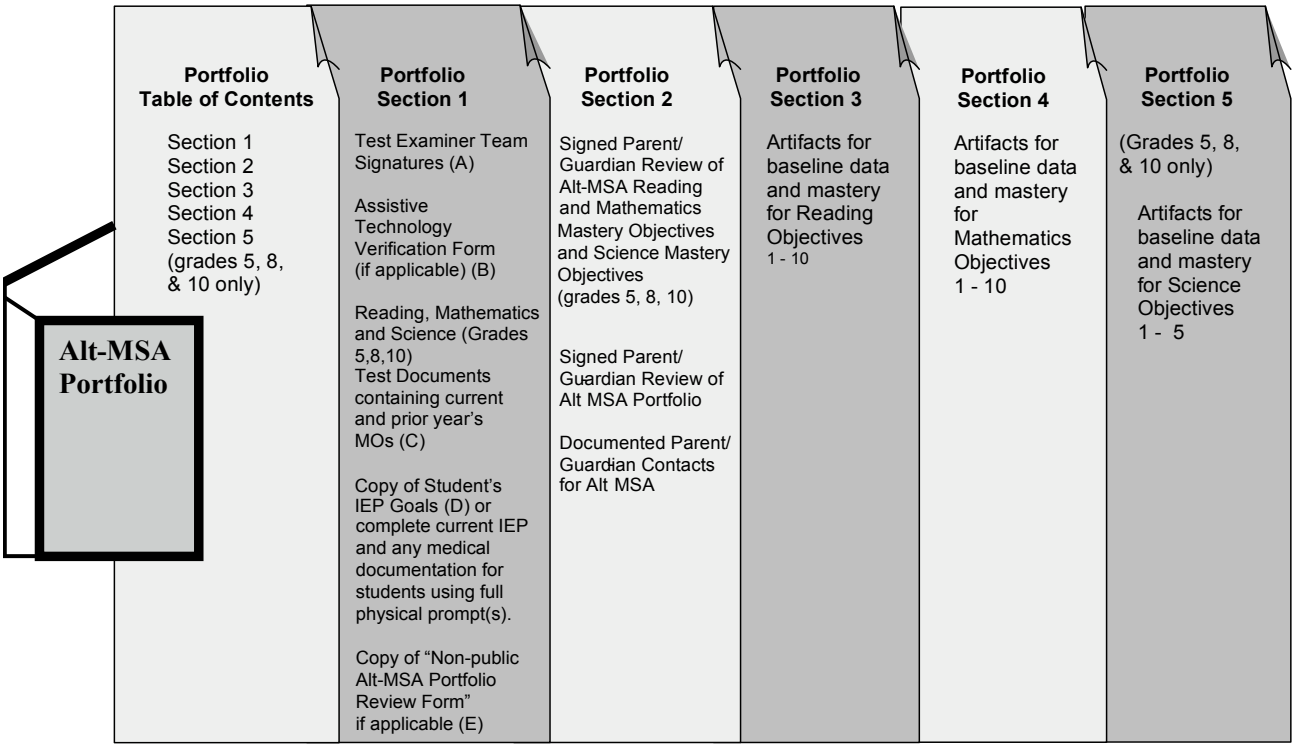


Figure 2-5

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), Mathematics (green) and Science (yellow)
- On the cover of each folder record
  - Student's name
  - Grade level
  - Content Area such as: Reading or Mathematics 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

Alt-MSA
Alternate Maryland School Assessment

Timeline for Involving Students in the Development of Their Portfolios

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, mathematics and science 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.

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.

Alt-MSA
Alternate Maryland School Assessment

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 7-19) 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 7-19) 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, mathematics and science 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 the form found on page 7-21.
  - A test examiner will document attempts to contact parent/guardian and that the portfolio has been reviewed by the parent/guardian (see page 7-23).

Figure 2-6

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.

Alt-MSA
Alternate Maryland School Assessment

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

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 7-19) 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 7-23 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, mathematics, 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 mathematics 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 7-21) 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.

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

Part 3 of the *Alt-MSA 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 the MOs and print Alt-MSA test documents.

Figure 3-1

Step 2: Select or Write MOs (TET and Principal) September through November	
Activities	Handbook References
• 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 mid-October • 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. All MOs in the Bank are aligned with the VSC/CLG 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. 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 custom 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***, and after Principal approval, these MOs will be submitted for contractor review. These submitted written MOs will be reviewed in October to assure alignment with the VSC/CLG content standards, indicators, and objectives. Feedback on these written MOs will be posted to ***Alt-MSA Online***.

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

Principal must review MOs.

Refer to pages 1-19 and 1-20 for specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

- When choosing to write a custom MO, TEs are reminded that it is not necessary to take an MO from the current bank and add specific information such as how the artifact will be set up or how the student will perform the behavior specifically. The MO needs only to reflect the four components as found on page 3-6 through 3-7 of the handbook. MOs remain broad enough that an artifact can be created to enable the TE to apply the MO to a student's artifact in a variety of circumstances. The artifact itself will show the specificity of how the student performs the behavior. Figure 3-2 provides examples of MOs that are custom written with unnecessary specificity. When reviewing the examples, TEs need to keep in mind that they could have selected directly from the MO Bank, kept the MO broad, created an artifact that showed the specifics of the behaviors individualized to a student and not be subject to contractor review.
- TEs should use caution when changing just one word in a bank MO. They need to determine if it is necessary to change the wording or can it be reflected in the artifact once submitted. Rewriting any word in a bank MO will change the MO status to a "custom" MO and will be subject to contractor review. Refer to figure 3-2 for examples. Selecting MOs directly from the Bank rather than writing custom MOs significantly increases the efficiency of the Alt-MSA assessment process by eliminating the MO Review and ensuring that the TET is working with an automatically approved, content-aligned MO as early as possible in the school year.

Figure 3-2

Examples of MOs written as Custom MOs when TEs could have selected directly from the MO Bank

Custom Mastery Objective: *Example #1*

Grade 8	1.D.3.c	Given an adapted grade level text from a Life Science unit _____, an adapted glossary with 4 words that correlates with a GoTalk 4 programmed with the correct response and three incorrect responses, with the task directive, "tell me the meaning of the word"_____", student will activate the correct location on the GoTalk4, stating information from the glossary, to state the meaning of the word "_____" with prompting, 1 time with 100% accuracy.

Alt-MSA Bank MO:
Given vocabulary words and a glossary, student will identify the meaning of words.

Custom Mastery Objective: *Example #2*

Grade 8	2.A.1.b	Given a set of directions/instructional manual/ set of rules/recipe paired with pictures, and an assistive technology, student will read the functional document and follow the steps with prompting, 1 time with 100% accuracy.

Alt-MSA Bank MO:
Given a set of directions/instructional manual/set of rules/recipe, student will read the functional document and follow the steps.

Custom Mastery Objective: *Example #3*

Grade 8	2.E.1.b (Grade 8)	Given illustrations of the processes which change the states of water, student will identify one of the processes (condensation/precipitation/ evaporation) with prompting, 1 time with 100% accuracy.

Alt-MSA Bank MO:
Given illustrations of the processes which change the states of water, student will identify the process (condensation, precipitation, or evaporation).

Custom Mastery Objective: *Example #4*

Grade 3	3.A.1	Given a pictorial representation of a thermometer, student will identify the temperature to the nearest degree/ nearest 5 degrees/ nearest 10 degrees with prompting, 1 time with 100% accuracy.

Alt-MSA Bank MO:
Given a thermometer, student will identify the temperature to the nearest degree/nearest 5 degrees/nearest 10 degrees.

Custom Mastery Objective: *Example #5*

Grade 5	6.A.1	Given 3 pennies and 3 nickels spread out on a board with velcro attachments beneath each coin, 3 cards with printed values 1 cent, 3 cards with printed values 5 cents, and the directive, Match the values to the coins, student will attach the value cards beneath the correct coins with prompting, 1 time with 100% accuracy.

Alt-MSA Bank MO:
Given a set of mixed coins, the student will identify value of each coin.

- 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/CLG 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 and must reflect accurate science. **Reading and mathematics MOs selected for science alignment in grades 5 and 8 must reflect two or more different science content areas.**

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.

Alt-MSA
Alternate Maryland School Assessment

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 "Resource Center" tab.

- 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 to science must be evident in the artifacts and must reflect accurate science.
- **In grades 3, 4, 6 and 7 TEs will align 2 reading MOs** (1 vocabulary and 1 informational text) **and 2 mathematics MOs** (1 measurement and 1 data analysis) **to two or more of the five science content standards assessed located on page 1-22.**
- 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 Handbook* for additional information about how to document content on the portfolio artifacts.

Part 7 of the *Alt-MSA Handbook* includes screen shots of the electronic test documents demonstrating the key components required by Alt-MSA. The test document forms in Part 7 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-November)

Based on the analysis of the student's Alt-MSA performance in prior years and the results of pre-assessments, the TET selects skills and concepts that will be assessed for Alt-MSA. **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 found in the VSC/CLG—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).

- When selecting MOs that align to science for reading and mathematics, TETs must put careful and thoughtful year-long planning into the materials and instructional sequence that they will be using in their science instructional program. The alignment chosen must reflect accurate science as found in the VSC/CLG at the student's appropriate grade level.
- Remember, in grade 5, science assessment limits, as highlighted in the VSC, are grades 4 and 5. Therefore, a grade 5 student must have an MO that aligns to grades 4 or 5 science in the VSC. Of course, the instruction and artifact can be modified to meet the response modes of your student but you must access instruction at the appropriate assessment limit. For grade 8, instruction and assessment can be accessed from grades 6 through 8. Grade 10 will align to biology only. On non-assessed grades 3 and 4 for science, MO selection can backmap to kindergarten. For grade 6 MO selection can access instruction and assessment back to grade 4. Grade 6 is the limit for backmapping in grade 7.
- 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. For general reading process, informational text, and literary text in Reading, grades 3 – 6 can backmap and access instruction and assessment through PreK, while grades 7 and 8 can backmap through grade 1. Reading grade 10 will backmap to grade 3.
  - In the area of phonemic awareness grades 3 – 6 will backmap to PreK but grades 7 – 10 will not be assessed on phonemic awareness.
  - For phonics, grades 3 – 6 will backmap to PreK and grades 7 – 10 will backmap to grade 1.

    Note: TEs may write custom MOs that are from lower grades if the student's instructional level warrants a lower grade level due to the severity of their disability.
  - **Fluency will be for true sight words only. For example, words found on the Dolch and the Fry word list or other simliar sight word lists used with students. Content words will be covered under vocabulary only.** All grades can access fluency skills.
- The MOs in ***Alt-MSA Online*** display several formats, e.g.,
  - ___/____/___ OR ___, ____, ___. 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. TEs should highlight, circle or underline, the skill(s) the student will demonstrate on the artifact.
  - ___ and ___ OR ___, ____, ___ and ___. The TE must assess all skills indicated.
  - ___ and/or ___. The TE may assess one or both of the skills indicated, based on the student's instructional needs.

Alt-MSA
Alternate Maryland School Assessment

Use of Assistive Technology

For students who need to use assistance technology in order to respond to task directions for any given mastery objective, it is imperative that they have been taught a consistent and reliable response mode (e.g., head pointer, various types of switches, joy stick, a track ball) prior to instruction on the mastery objectives. 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.

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 response mode has been taught, the teacher will have confidence that the content of each objective is being mastered.

– If an MO is selected or written with a condition or skill that is plural, then the artifact must show more than one of that skill or condition. For example; Given words, TE must give more than one word; find answers in text, student must find more than one answer, Identify actions of the characters, student must identify more than one action from more than one character.

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 insert specific wording in Component 1 and 2. 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 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 Prompting or Independently
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. It will not be necessary to add the specific conditions to the MO from the bank; this will be evident in the artifact developed to demonstrate the student has mastered the skill(s) (e.g., "Given modified grade-level text . . .").

Assistive technologies.

If the student requires the use of a "medium-tech" or "high-tech" 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. Blank distracters are not a viable response choice for Alt-MSA purposes.**

- Switch with a minimum of 2 choices
- Other (specify)
- Refer to Part 4 in the Handbook for more information on Assistive Technology.

Alt-MSA
Alternate Maryland School Assessment

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.

The artifact, however, should clearly indicate the specific measurable observable behavior. This will be more evident on a work sample, video or audiotape. TEs must remember to write the specific measurable behavior on a data chart.

Component 3: Support to Student.

Prompts: The system will default to "with prompting" unless "independent" is selected. The TE selects for the Mastery Objective whether they think the student will independently demonstrate mastery or require a prompt(s) to elicit a response. At this time in the Alt-MSA process, the TE will not identify the type of prompts. If the student will not be using prompts, select "independent".

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

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

Alt-MSA
Alternate Maryland School Assessment

Principal Reviews and Submits Test Documents

After the reading, 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 7 of the *Alt-MSA Handbook*), the Principal or designee will review them. The Principal or designee then submits them. See the ***Alt-MSA Online*** Administration Guide in Part 3.

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

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

The Alt-MSA test documents for reading, 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 7, page 7-19, and return it within 2 weeks to the school.
- Parents/guardians should keep the copy of the reading, 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 7.

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

Alt-MSA
Alternate Maryland School Assessment

MOs Are Submitted for Verification or Technical Review

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, 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. Any MO from the bank that has been changed in any way will also need to be submitted for contractor technical review.
- There will be two rounds of MO technical review starting in October. Any MOs returned to the TE for revisions after the second round of technical review feedback, must be revised using the MO bank only, which will then be resubmitted with pre-approval status to the contractor. No MO can be custom written after mid-December. This includes any new students participating in Alt-MSA.
- During Alt-MSA Portfolio scoring in the spring, 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**.

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

Alt-MSA
Alternate Maryland School Assessment

Timeline for MO Review

The specific procedures for each step listed below are described in detail in the Alt-MSA Online User's Guides. An Alt-MSA Online Administrator Guide and the Alt-MSA Online Teacher Guide are found on the "*Resource Center*" tab of Alt-MSA Online.

Refer to pages 1-25 through 1-27 for specific Alt-MSA test administration dates.

September	• Alt-MSA Online will be available for TETs to begin selecting or writing MOs.
September–mid-October	• 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 using ***Alt-MSA Online*** (**http://www.altmsa.com**).
mid-October–mid-November	• Test Contractor performs technical reviews of all custom MOs. • Test Contractor posts results of MO Review to ***Alt-MSA Online*** for retrieval and editing by TETs.
mid-November–mid-December	• TETs revise MOs with Contractor feedback. • Principals monitor the revision and submission of MOs to Contractor.
End of December	• Test Contractor posts results of MO Review. • Functionality to write custom MOs disabled • Bank MOs must be selected for new students.

Alt-MSA
Alternate Maryland School Assessment

Insert Alt-MSA
Online Teacher Guide
here when available


Alt-MSA
Alternate Maryland School Assessment

Alt-MSA
Alternate Maryland School Assessment

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

Part 4 of the *Alt-MSA 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 through March	
Activities	Handbook References
TET collects baseline data artifacts, instructs, and assesses MOs, selects mastery artifacts, and compiles portfolio. See Figure 2-3, (page 2-4 through 2-5) for timeline for artifact development.	Parts 2, 3, 4, and 5

The timeline in Figure 4-2 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.

Alt-MSA
Alternate Maryland School Assessment

Refer to pages 1-25 through 1-27 for specific Alt-MSA administration dates.

Figure 4-2

September
(1) Meet with Principal and TET to plan Alt-MSA
(2) Review prior year's Alt-MSA Results, select skills and concepts to be assessed for new test administration
(3) Select or write MOs
(4) Collect Baseline Data
(5) Organize and begin to compile portfolio components

October
(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 mathematics, and 1 science (grades 5, 8, and 10),** videotape
(4) Send MOs to parents/ guardians
(5) Organize and compile portfolio components

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

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

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

March
(1) Parent reviews Portfolio
(2) Complete assessment on March 2, 2010
(3) Collect, label, and pack Portfolios for pickup and scoring

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 is the evidence that the student needs to learn the skill, therefore, if an MO has indicated that a student needs to demonstrate mastery more than one time, that is, submit more than one artifact to show mastery, the student would not need to submit more than one baseline artifact to demonstrate the need to instruct the skill, the MO is indicating what needs to be shown for Mastery only.
- 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.
- The time between baseline and mastery for ***all types of artifacts*** must be at least 3 different **school** days indicating instruction prior to mastery. Therefore, baseline and mastery can not be shown on the same date. **There must be at least 3 school days between baseline and mastery for any type of artifact (work sample, data chart, audio, and video).** That is, the earliest mastery can be dated from a baseline date is 4 **school** days. For example, the baseline artifact date is November 1st and the earliest the mastery artifact date can be is November 5th.
- If a TE chooses to use a data chart for baseline only and uses another type of artifact for mastery, the artifact submitted for baseline must show the first column of a data chart and reflect all required components for a data chart. Refer to Part 6 for a template of a data chart that can be used to collect baseline only.
- TEs must not provide any instructional prompts during baseline.

Alt-MSA
Alternate Maryland School Assessment

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
Alternate Maryland School Assessment

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
The purpose of obtaining Baseline or Pretest Data is three-fold: 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
When obtaining baseline information, there are several conditions which must remain consistent: 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 seven school 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. If this should occur, the TE would need to obtain a new baseline. 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
The following general procedures must be followed in conducting the collection of Baseline Data: 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: 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: 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.

Alt-MSA
Alternate Maryland School Assessment

Selection/Creation 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 mastery artifact must demonstrate the same skill set as the baseline artifact. **The mastery artifact should not be substantially less difficult than the baseline artifact.** 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). Student work must show at least 3 **school** days between the date on the baseline artifact and the date on the mastery artifact. It is not necessary to submit more than the baseline and mastery artifacts.
- 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)

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)

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 4-6).

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

Alt-MSA
Alternate Maryland School Assessment

- 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 Handbook*.

Note: Samples of unacceptable artifacts can be found in the Condition Code Packet found on the Alt-MSA Online Resource Center Tab and on Docushare.

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 a sample of student work (including videotape or audiotape) or a data chart.

(1) Student name,
(2) Baseline data without instructional prompts that documents 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 of prompt used for artifact, indicate the specific(s) test items where the prompt was used, not to exceed 5 total prompts on the entire artifact,
(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, (see Figure 6-11 for an example)
(11) Each type of artifact must show at least 3 different **school** days between baseline and mastery. That is, the earliest mastery can be dated from a baseline date is 4 **school** days. For example, the baseline artifact date is November 1st and the earliest the mastery artifact date can be is November 5th.
(12) 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 or 4 and 7 or 8, and mathematics mastery objectives 5 or 6 and 7 or 8 must be aligned with at least 2 different Maryland Science content standards,
(13) 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.),

(14) 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.

(15) **In grades 5 and 8, the alignment of the artifacts with accurate science content for reading MOs 3 or 4 and 7 or 8, and mathematics MOs 5 or 6, 7, and 8 must be explicitly stated and evident in artifact**. TEs must include the grade, content standard, indicator and objective from the VSC for the embedded science MOs (for example, 5.B.2.a)

[OR]

In grade 10, the alignment of the artifacts with accurate biology content for reading MOs for 3 or 4 and 7 or 8, and mathematics artifacts for MOs 5 or 6, 7, and 8 must be explicitly stated and evident in artifact. TEs must include the grade, content standard, indicator and objective from the VSC for the embedded science MOs (for example, 5.B.2.a)

An Artifact Checklist by subject has been created as a resource to assist with capturing the artifact requirements. This checklist can be found in Part 6.

Characteristics of a good artifact

(1) Considers student's learning strengths, needs, and unique characteristics

(2) Considers student's communication strengths and needs

(3) Considers student's response mode

(4) Considers student's preferences

(5) Uses clear and concise language for the task direction

(6) Considers design layout for clarity and focus such as font size, white space, color versus black and white, photograph versus PCS

Alt-MSA
Alternate Maryland School Assessment

Figure 4-4

Specific Videotaped-Artifact Requirements

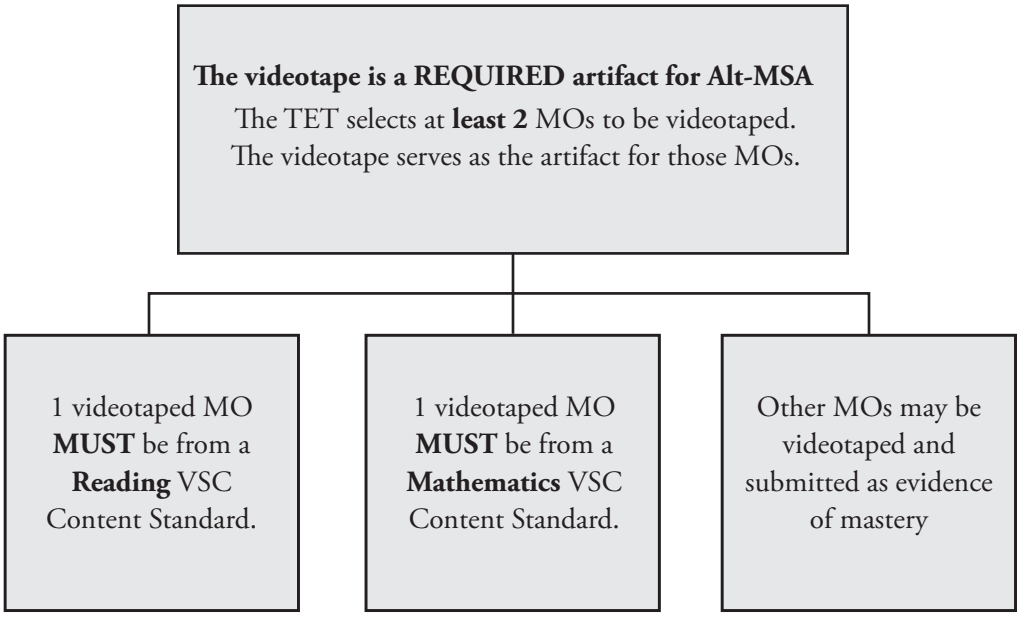


Figure 4-5

Required Components on Videotape

Before the student demonstrates the MO, state or clearly display the following:

(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 or 4, and 7 or 8, mathematics MOs 5 or 6 and 7 or 8 (and 8 in grades 5 and 8) must align with at least 2 different Maryland science content standards. In grade 10, these MOs must align with biology. For these MOs, state the accurate science content that provides the context as found in the VSC at the appropriate grade.

After the student demonstrates the MO, state the following:

(5) Number of test items on artifact, 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. There must be at least 3 **school** days between baseline and mastery.

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 or display

- 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 VSC 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 or display

- Student was given _____ (number of test items) and used_____(number) _____ prompts (single type 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

There is a video cover sheet located in Part 6 to serve as a resource for TEs.

Alt-MSA
Alternate Maryland School Assessment

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, number of test items and type and number of prompts are stated. Remember a maximum of 5 total prompts are allowable for any artifact.
- 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.
- **Be certain to "finalize" your video in the equipment that is used at the school prior to submitting portfolios. This function is not possible at the scoring site in order to view the contents on the video.**

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 mathematics 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.

Alt-MSA
Alternate Maryland School Assessment

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:

Required Components for 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 or 4 and 7 or 8, mathematics MOs 5 or 6 and 7 or 8 (and 8 for grades 5 and 8) must align with at least 2 different Maryland science content standards. In grade 10, these MOs must align with biology. For these MOs, state the accurate science content as found in the VSC.
- **After** the student demonstrates the MO, the following must be stated:
  (5) Number of test items, 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. There must be at least 3 school days between baseline and mastery.

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.

Alt-MSA
Alternate Maryland School Assessment

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 a 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.
- TEs working with visually impaired and blind students using braille to respond on work sample artifacts, can transcribe the braille response (single response or multiple word response). The TE must sign the artifact below the responses they transcribed for the student.
- 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; or O/- = no response.)
- **Student Work Artifacts, both baseline and mastered, MUST include all of the required components as noted on page 4-6.**

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.

MO being assessed

student's name

date student was assessed

With prompt(s) listed

Student Name Jane Doe Date November 1, 2009

Mastery Objective: Given words/pictures of resources, the student will identify each as a renewable or nonrenewable resource, with prompting with 100% accuracy.

grade level content

Grade Level Content/Material: 5th Grade Environmental Science aligned to 6.A.1.a in VSC.

Percentage Achieved 100% verbal **Type of Prompt**

accuracy score

Circle the correct answer to the questions below.

TE will identify the one type of prompt selected to be used on the artifact to elicit a response.

C 1. What type of natural resource is a plant ?

observable, measurable student response (student circles response)

Renewable Nonrenewable

TEs will identify where they have aligned their artifact to in the VSC only for reading and mathematics, science-aligned artifacts.

C 2. What type of natural resource is wind ?

Renewable Nonrenewable

C 3. What type of natural resource is gasoline ? IVP

Renewable **Nonrenewable**

C 4. What type of natural resource is fresh water ?

Renewable Nonrenewable

C 5. What type of natural resource is fish ?

Renewable Nonrenewable

Score: 100% because one (1) prompt was allowed for each of the five test items and on test item #3, the selected prompt was used and it elicited a response.

Examiner selected verbal prompt at time of post instruction testing based on student's instructional history.

key to interpreting TE notations

Verbal Prompt (VP)

c=correct x=incorrect

Alt-MSA
Alternate Maryland School Assessment

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. Also include "how" the student will respond, for example, touching the AT device or eye gaze. Do not use wording such as "trial" or "session."
- If the student is using AT (low/medium/high), include the distracter(s) used with the correct response to show that a choice was given. A blank distractor is not considered a viable choice for Alt-MSA purposes. The purpose of a distractor is to appear as a plausible answer choice for a test item.
- TEs must provide a key showing what the specific notations on the data collection chart represent (e.g., C/_(✓)/+=correct response; X/- =incorrect response; O/- = no response.)

Requirements for Data Charts.

Required Components Of Data Charts

- **Data charts MUST include all of the requirement components as noted on page 4-6 of the *Alt-MSA Handbook*.**

Figure 4-7 on page 4-16 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 or eye gazing 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. **When recording data for student's using transitory behaviors, including those students who cannot mark or transfer their answer(s) on a tangible product (work sample), the TE must use the appropriate data sheet, video or audio artifact to document the observable measurable behavior.** 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.

Conduct Instruction for Mastery Objective Attainment

(September–March)
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.

- 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 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 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, mathematics and science instructional specialists in the central office and with general education colleagues in comprehensive schools.

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 mathematics 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/mathematics instruction so as not to disrupt the daily routine, and implement instruction for the MOs along with IEP instruction.

Alt-MSA
Alternate Maryland School Assessment

Using Prompts for Instruction

Instruction of each MO. Teach MOs using various evidenced based instructional procedures such as least to most prompt hierarchy, most to least prompt hierarchy, time delay, gradual guidance, task analysis with chaining procedures, simultaneous prompting, shaping, fading, etc. Instructional procedures are decided depending on the student, task, and instructional content.

Response prompts are provided during instruction to increase the probability of a correct response so reinforcement can be provided. Instructional prompts should be chosen as a single prompt or combination of prompts that suit the skill and setting as well as the student's preferences, abilities, and state of learning (*Snell & Brown, 2006)*. Prompts can be verbal, gesture, model, partial physical, and/or full physical assistance provided before, during, or after a student's behavior. A student who performs the skill independently under natural conditions or in response to a task direction (e.g., 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.

Figure 4-8

Definitions, Examples, and Pros and Cons of Common Prompts

Definition and Example	Pros and Cons
Verbal or Signed Prompts	
• Words or manual signs that tell the student how to respond ("Spray the mirror"); not the same as instructional cues (e.g., "Clean the bathroom") or directions • Match to fit student's comprehension of words/signs and the amount of prompt needed (e.g., nonspecific prompts like "What's next?" may be good later in learning but provide little information) • Ensure that written MOs have the required components.	**Pros:** • Can be given to a group and used from a distance • Do not require visual attention; involve no physical contact **Cons:** • Must be heard and understood by the student and followed • Level of complexity varies highly • May be hard to fade
Pictorial or Written Prompts	
• Pictures or line drawings that tell the student how to perform a behavior; pictures may show the completed task or one or more steps in the task; words may accompany pictures if student can read • May be used as permanent prompts that are not faded • Level of abstraction needs to fit student (e.g., photos, drawings, line drawings, letters, numbers, words)	**Pros:** • Can be used unobtrusively; do not require reading • Can promote independence even when used as permanent prompts • Standard symbols may help maintain consistency **Cons:** • Pictures may be poorly drawn or taken; if lost, pictures may not be replaceable • Some actions are difficult to illustrate • Must be seen and understood by the student and followed • Level of abstraction varies

Alt-MSA
Alternate Maryland School Assessment

Gestural Prompts	
• Movements made to direct a person's attention to something relevant to a response • Pointing toward the desired direction; tapping next to the material needed	**Pros**: • Unobtrusive, more natural cues • Can be given to a group and used from a distance; requires no physical contact **Cons**: • Must be seen and understood by student and followed
Model Prompts	
• Demonstrations of the target behavior that students are expected to imitate • Models often involve movement (showing a step in shoe tying) but may involve no movement, as in showing a finished task (show one place set at a table and match to sample) or be verbal ("sign 'want ball") • Models complete (show entire step) or partial (show part of the step); if the model is done on a second set of materials, it need not be undone.	**Pros:** • No physical contact with person is needed; can be used with a group and given from a distance • Versatile: models suit many target behaviors • Complexity of model can be adjusted to suit student's level of performance • Others can be effective models on a planned or incidental basis; modeling can be unobtrusive **Cons:** • Require students to attend (see, feel or hear the model) and to imitate • If model is too long or complex, imitation will be difficult

Alt-MSA
Alternate Maryland School Assessment

Definition and Examples	Pros and Cons
Partial Physical Prompts	
• Brief touching, tapping, nudging, or lightly pulling or pushing a student's hand, arm, leg, trunk, jaw, ect. • Used to help a student initiate a response or a sequence of responses • Follow the rule: "as little as necessary."	**Pros:** • Given some control over student responding with little physical contact • Useful when vision is limited **Cons:** • Can be intrusive; some students do not like to be touched; can't be used at a distance • Care must be taken not to injure or throw student off balance
Full Physical Prompts	
• Full guidance through a behavior, often involving hand-over-hand assistance (as in using a spoon or smoothing) or movement of the trunk and legs (as in assisting with walking forward) • Physical prompts should match task steps • Follow the rule "as little as necessary" while being sensitive to any student movement and easing physical control; does not involve force	**Pros:** • Allows total control over response, thereby reducing errors • Useful when vision is limited **Cons:** • Highly intrusive, unnatural, and stigmatizing in public; some students do not like to be touched; can't be used at a distance • Care must be taken not to injure through tight holding, to force compliance with a movement, or to throw student off balance

Alt-MSA
Alternate Maryland School Assessment

Prompting is an effective teaching strategy, however, it is important that it is used only when necessary and to consider **fading prompts** as quickly as possible so that a student does not become dependent on prompting and continues to work towards being as independent as possible. One way to do this is to be sure to WAIT before giving a prompt so students have the opportunity to perform the target response with as little assistance as necessary. Students should receive praise and/or other reinforcement after each prompted response and especially for giving responses without a prompt or with less assistance than needed previously.

The prompts, prompt system, and the response latency an instructional team selects for teaching a student a specific skill should be chosen to suit that student's abilities, for example, how long she/he can wait, how well she/he follows spoken or signed requests, whether she/he imitates models or responds to pointing, and if she/he tolerates physical touch. (*Page 141 Snell & Brown*) After teams select appropriate prompt procedures that suit individual students, then they must monitor each student's progress as instruction progresses. (*Page 142 Snell & Brown*) Examples of the most commonly considered prompting systems that can be used during instruction are found in Figure 4-9.

Essentially all three types of instructional components (task demand, behavior cue, and verbal response cues) must be defined in advance and systematically determined how and when they are to be used. The task direction is a statement, request, or action provided to the student to begin/complete an instructional behavior. It can be verbal or physical.

Generally there are two ways in which a behavioral cue is implemented. If the student starts inappropriate behaviors, the instruction is stopped until the student regains composure. Then instructional procedures are started again and the student is cued to attend to the task. Secondly, depending on the instructional procedures, for example if a teacher is using a least to most prompt hierarchy, the teacher continues with the instructional procedure, using the designated prompting system to get the student to attend to the task and respond correctly. As for the verbal prompt, again it must be stated in the specific instructional procedures as to what, how, and when it is to be used according to the prompt system selected.

Figure 4-9

Commonly Used Response Prompt Systems and Considerations for Use

Description of Prompt System	Supportive Research and Considerations for Use
Constant Time Delay	
• Select prompt that controls the response and determine how many trials will be given at 0-second delay. • During initial requests to respond, the prompt is given at the same time as the request (0-second delay), making early trials look like simultaneous prompting. • After a trial, several trials, or sessions(s), the delay between the task request and the prompt is lengthened to 4 seconds (or longer). If the student does not respond correctly in 4 seconds, the prompt is given. • Initially reinforce prompted correct responses, later differentially reinforce. • Always reinforce unprompted correct responses. • Continue giving delayed prompts until learning occurs (responds correctly without the prompt over several trials). • If errors occur, interrupt with the prompt; after several consecutive errors; reintroduce 0-second delay for one trial or more. • Response fading is part of the procedure as student learns that anticipating the delayed prompt enables faster reinforcement and/or completion of the task.	**Supportive Research:** Evidence of success for both discrete and chained responses within a range of tasks and students with disabilities. **Considerations:** Initially, student does not have to wait for assistance. Easier to use than progressive delay or prompt hierarchy. Only one prompt or two combined prompts (verbal 1 model) are used; prompt(s) must work for the student. Requires practice in using; need to count off the delay silently. Responses made before 4 seconds (correct anticipations) should receive more reinforcement than prompted responses. If an error is repeated, use progressive delay, change program, or simplify task. Can be used with forward or backward chaining or when a total task format is used. **Recommended Use:** During early to late acquisition as well as other phases, but change to a less intrusive prompt. Good with chained or discrete tasks; equally effective but easier to use than progressive delay and more efficient than increasing assistance system.

Alt-MSA
Alternate Maryland School Assessment

Simultaneous Prompting	
• Request student to perform the target behavior while prompting at the same time. Model prompts are often used. • Reinforce both prompted correct and independent correct responses. • Before every training session, give an opportunity to perform without prompting (probes) (or following a set number of trials) to determine when to fade prompts. • Fading of prompts occurs when probes alert teacher to stop prompting, prompting is stopped, and student continues to respond correctly.	**Supportive Research:** Increasing number of applications; successful with discrete behaviors (naming photos and reading) and the chained tasks of hand washing and dressing for young students with mild to severe disabilities. **Considerations:** Student does not have to wait for a prompt. Procedure is relatively easy to use. Must use probes to determine when to fade. **Recommended Use:** During early to late acquisition phase. Seems to work well when student cannot use less intrusive prompts. Perhaps less useful in later stages of learning.

Description of Prompt System	Supportive Research and Considerations for Use
System of Least Prompts (Increasing Assistance)	
• Select a response latency (a time delay between the moment something is initiated, and the moment one of its effects begins or becomes detectable) and two to four different prompts that suit student and task; arrange prompts in an order from least assistance to most assistance (e.g., verbal, verbal 1 model, verbal 1 physical). • Student is asked to perform the task and allowed the latency to respond. • Whenever a correct response (or a prompted correct) is made, reinforcement is given and the next training set/trial provided. • If student makes an error or no response, the first prompt in the hierarchy is given and the latency waited. If the student again makes an error or no response, the next prompt is given and the latency provided, and so on through the last level of prompt. • Errors are interrupted with the next prompt. • The last prompt should be adequate to produce a response. • Prompt fading generally occurs as students learn to respond to less intrusive prompt and then become independent.	**Supportive Research:** Extensive with both discrete and chained tasks; less support with student who have multiple, severe disabilities and with basic self-care tasks. In comparisons with delay, outcomes are the same or less efficient (errors, time to criterion, etc.). More efficient to use a prescriptive (individually suited) set of prompts than the traditional three (verbal, model, physical) but may be more difficult for staff. **Considerations:** While hierarchies of verbal, model, and physical prompts are most prevalent, many options for simpler hierarchies exist (gestural, gestural + partial physical, gestural + full physical). Requires a lot of practice to use consistently but versatile across tasks. May be intrusive and stigmatizing. Some question the amount of time between task stimuli and responding and the change of response modalities across different prompts. Can be used with forward or backward chaining or when a total task format is used. **Recommended Use:** If learning is in acquisition, avoid more than two levels of prompt. If learning is in fluency stage, this is more efficient than decreasing assistance. Reduce intrusiveness of prompts for use in later learning phases.

Alt-MSA
Alternate Maryland School Assessment

Progressive Time Delay	
• Similar to constant delay, except delay interval is gradually increased from 0 to 8 or more seconds. • Determine delay levels and how many trials will be given at each level; plan error approach. • During initial requests to respond, the prompt is given at the same time as the request (0-second delay), making early trials look like simultaneous prompting. • After a trial, several trials, or session(s), the delay between the task request and the prompt is lengthened by 1- to 2 seconds increments up to 8 (or more) seconds, where delay remains until student learns. • Errors and corrects are handled as in constant delay, except delay may be reduced partially or completely when errors occur and then increased gradually or quickly when prompted correct responding returns. • Response fading is part of the procedure as students learn that anticipating the delayed prompt enables faster reinforcement and/or completion of the task.	**Supportive Research:** Extensive support for discrete tasks; good for chained task across a range of students with disabilities and tasks. **Considerations:** Same as for constant delay. Progressive is more difficult to use, particularly with chained tasks. Reducing and then increasing delay for repeated errors is also complex. Produces fast learning with few errors. Better than constant delay for students who have difficulty waiting because the delay is gradually increased and the ability to wait is shaped. Can be used with forward or backward chaining or when a total task format is used. **Recommended Use:** During early to late acquisition; good with chained or discrete tasks; equally effective with constant delay but less easy to use; more efficient than increasing assistance system.

Description of Prompt System	Supportive Research and Considerations for Use
Most to Least Prompt Hierarchy (Decreasing Assistance)	
• Select a response latency and two to four different prompts that suit student and task; arrange prompts in an order from most assistance to least (e.g., verbal 1 physical, verbal 1 model, verbal). • The first prompt should be adequate to produce a response. • Determine the criterion for progressing to a less intrusive prompt (e.g., so many minutes of training at each level, a certain number of corrects in a row). • Student is asked to perform the task and allowed the latency to respond. Whenever a correct response (or a prompted correct) is made, reinforcement is given, and the next training step/trial is provided. • Prompt fading generally occurs when teachers substitute less intrusive prompts for more intrusive ones and student learn to respond to less intrusive prompts and then become independent.	**Supportive Research**: Convincing support for use with students having severe disabilities and a rage of skills (self-care, mobility, following directions). **Considerations**: Teachers must plan how to fade prompts and implement these plans, or students may become prompt dependent. Can be used with forward or backward chaining or when a total task format is used. **Recommended Use:** Better for teaching basic skills in acquisition than a least-to-most system. Works well when student cannot use less intrusive prompts (e.g., cannot follow verbal direction, imitate, or does not wait for prompts) and makes many errors. Good when target task is chained and requires fluent movement. Less useful in later stages of learning.

Alt-MSA
Alternate Maryland School Assessment

Graduated Guidance	
• Select a general procedure to use: (a) Gradually lighten physical assistance from full hand over hand, to partial, to light touch, to shadowing. Shadowing means that the teacher's hands are close to the student's involved body part (hand, mouth arm) but not in contact, ready to assist if needed. (b) Hand-to-shoulder fading, which uses a full physical prompt applied at the hand and then faded to the wrist, the forearm, the elbow, the upper arm, the shoulder, and then to shadowing; hand-to shoulder fading has been accompanied by ongoing verbal praise and tactile reinforcement, with concrete reinforcers given at the end of a task chain. (c) Reducing the amount of pressure from initial full hand-over-hand assistance, to two-finger assistance, to one-finger guiding, and then shadowing. • Prompts are delivered simultaneously with task request, and the student's movements through the task are continuous. • Develop a plan to fade prompts. Begin fading when there is evidence that student can perform with less assistance; (a) sensing the student's assistance with the response through tactile cues, (b) improved performance (less help or no help) during probe or test trials, (c) student initiates the task, or (d) what seems like an adequate amount of training. • Prompts are arranged roughly in an order from requiring more student skill to be effective to requiring less student skill.	**Supportive Research:** Supported by mostly older, research in institutional groups and self-care tasks with intensive training methods. Several more recent school applications (Denny, Marchand-Martella, Martella, & Reilly, 2000: Reese & Snell, 1990). **Considerations:** Typically used with chained tasks, a total task format, no latency, and intensive training, but can be used without intensive training. Latency may be used to help judge when fading is appropriate (Reese & Snell, 1990). While procedure is not complex (physical prompts only and then fading), it requires many teacher judgments about when to fade prompts; may not e systematic. Prompts may be faded too quickly causing errors. Can be highly intrusive because only physical prompts are used. **Recommended Use:** Use during early to later acquisition only and after other, less intrusive systems have not worked.

From Mark Wolery, Melinda Jones Ault, & Patricia Munson Doyle *Teaching Students With Moderate To* Severe Disabilities: Use Of Response Prompting Strategies

Fading Prompts

Increasing learner independence is the instructional goal for every student. Once a student has learned the skills necessary to complete a specific task or activity with using prompts or a prompt system, TEs should gradually fade their prompts toward independence. In order to reach independence, prompts will need to be systematically faded so they become less and less needed by the student, until they are no longer used by the student to demonstrate mastery of a skill. The TET must plan for prompt fading as part of their student's instructional plan.

Suggestions to fade prompts:

1. After giving task direction, WAIT for student to respond without help.
2. After a prompt is given, WAIT for student to respond to the given prompt.
3. Increase the time you WAIT for the response as student gains skill.
4. Reinforce after each response but especially with increased independence. "Terrific, you did it by yourself."

Using Prompts for Alt-MSA

For Alt-MSA purposes, if the student is not at the independent instructional level, prompt(s) are allowable on Mastery Artifacts for a student to elicit a response based on what was observed during instruction. For each Mastery Objective, the test examiner selects and provides one least intrusive prompt type, which has the highest probability or likelihood of eliciting a response. The one prompt type selected per artifact may be a verbal, gesture, model, partial physical or full physical prompt. Within the artifact, only one prompt per test item is allowed with a maximum of 5 prompts in total for the artifact. The examiner does NOT go through a hierarchy of prompts; unless that student requires a full physical prompt (see page 4-31 on the use of full physical prompts). Note: Five prompts at any given level have been removed from the 2010 Alt-MSA.

A new artifact requirement will be to identify the one prompt type the TE has selected to use on the artifact.

Alt-MSA
Alternate Maryland School Assessment

Prompts used during Post Instruction Testing (Mastery) per Mastery Objective:
Only 1 prompt allowed per test item with a maximum of 5 prompts in total for any artifact.

- If 1 test item is provided; only 1 prompt in total is allowed.
- If 2 test items are provided; only 2 prompts in total are allowed (one per test item).
- If 3 test items are provided; only 3 prompts in total are allowed (one per test item).
- If 4 test items are provided; only 4 prompts in total are allowed (one per test item).
- If 5 test items are provided; only 5 prompts in total are allowed (one per test item).
- If 6 or more test items are provided; only 5 prompts in total are allowed (one per test item for up to 5 items).
- **If more than two prompts are given to the student across test items, the same prompt type must be used for all allowable prompted test items.** *An exception is made for a student using full physical, who may respond using a less intrusive prompt on any of the test items given on a mastery data chart artifact.*
- There is a maximum of 5 prompts in total for any artifact.
- If more than the allowable prompts are used on any given test item or total artifact, the TE can choose to return to instruction to fade prompts or the artifact can be submitted for scoring and will be scored with a "0" for over prompting.

Allowable Number of Prompts During Post Instruction Testing

Testing Demonstrations Per MO	Number of Prompts Allowed (in total)
1	1
2	2
3	3
4	4
5	5
6 or more	5

The least intrusive prompt must be selected during post instruction testing (Mastery). The least intrusive prompt, if deemed necessary, should not be decided until after instruction has occurred, for only during repeated instructional sessions will the TE know the type of prompt that is the least intrusive but with the highest probability to elicit a response.

The TE is required to identify the selected type of prompt to be used on the artifact. It can either be a verbal (V), gesture (G), model (M), partial physical (PP), or full physical (FP) prompt. Only one type can be used for the 5 allowed maximum prompts.

The TE can select a different type of prompt (verbal, gesture, model, partial physical and full physical) for each artifact based on "a single prompt that suits the skill, setting, and the student's preferences, abilities, and state of learning for each mastery objective" *(Wolery et al., 1992). (Page 136 Snell & Brown.)* In creating the task format, it is essential to use materials that give the student a fair opportunity to be independent. For example, to use materials that require a motor response the student cannot make is not a fair opportunity. Instead, the format should be redesigned perhaps with assistive technology the student can learn to activate.

For each test item on an artifact, the TE provides the task demand and begins the wait time (latency period).

- If the student responds correctly, the TE marks the test item as correct independent and the test item is complete. If there is another test item, the TE moves on.
- If the student responds incorrectly, the TE marks the test item as incorrect and the test item is complete. If there is another test item, the TE moves on.
- If the student does not respond within the response latency, then the TE provides the selected prompt.
- If the student responds correctly after the selected prompt is provided, the TE marks the test item as correct with selected prompt and the test item is complete. If there is another test item, the TE moves on.
- If the student responds incorrectly after the selected prompt is provided, the TE marks the test item as incorrect with selected prompt and the test item is complete. If there is another test item, the TE moves on.
- If the student does not respond after the selected prompt is provided, the TE marks the test item as no response (NR) with selected prompt and the test item is complete. If there is another test item, the TE moves on.
- Remember: A maximum of 5 prompts in total for any artifact.

Documenting the Need for Full Physical Prompting

To document the need for full physical prompts for a Mastery Objective, the least to most prompt instructional procedures described and illustrated in Figure 6-2 is required. 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.

TETs must also explore a 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 6-8, 6-9, 6-10. Documentation of instruction on the use of at least two or more assistive technology devices must be included on the full physical data chart, if stated the student needs full physical prompts. During each opportunity for learning the task direction given, the student should be presented with an AT device that may assist him/her with access to the task. The TE should try each device in a variety of ways with the student to determine the most appropriate response mode (e.g., using right hand, left hand, and head). This will allow the TET to determine if it is absolutely necessary to provide a full physical

Alt-MSA
Alternate Maryland School Assessment

prompt to the student. Or, can the student, in fact, use an AT device without full physical prompt to support the student when responding to an MO task direction as independently as possible. The TE would use the least to most prompt hierarchy for each assistive technology device explored. A data collection form that may be used for this purpose is shown in figure 6-11, 6-12. 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. If a TET has already explored the full range of assistive technology through a student assistive technology evaluation and the IEP team has determined that the student is most successful with using **one** assistive technology mode/device, then the TET may complete the Assistive Technology Verification Form in Section 7 of the Alt-MSA Handbook.

The TETs are cautioned not to use a full physical prompt on all mastery artifacts as a "safety measure" for ensuring a student demonstrates mastery. Every effort should be made to fade full physical prompting to a less intrusive prompt. Continuous prompting of the most intrusive prompt for a student and unnecessary prompting can adversely impact the student' s ability to function independently. While initially a student may require a full physical prompt to perform a skill during instruction, through the various teaching strategies used for a student, the goal is to get the student to perform the skill as independently as possible. Therefore, TETs are encouraged to identify a mode of student response for the MO that does not require full physical prompts.

Remember to set up the task so the student has a fair opportunity to make an independent response. A student with limited use of their hands does not have a fair opportunity if the task requires a fine motor response (e.g., to point to a picture). Providing full physical assistance to this student to make the response is not teaching. Instead, an alternative response can be used in the task format. For example, the pictures may be placed on a plexiglass board so the student can respond with eye gaze. Or, they might be presented on a computer and the student given a scanner switch that can be activated with a body part that is more easily controlled without assistance (e.g., head switch).

Use of Full Physical Prompts:

The most intrusive prompt that can be selected is full physical (FP). Any TE who selects to use a FP prompt on mastery is required to use the FP data chart showing 10 days of instruction with the use of varying Assistive Technology (AT) devices.

For those students using full physical, the TET is required to use the "Least to Most Prompt Hierarchy" system, which is shown here in the line segment example for a student: For example, if the task is for the student to draw a line segment from point to point, the prompts might be as follows:

- Teacher says: "Draw a line segment." (not a prompt this is a task direction) ...
  - (Wait to see if the student makes the response independently; if not, go to verbal prompt.)
- Teacher says: "Start on the first point and make a line to the next point." (verbal prompt) ...
  - (Wait to see if student makes the response; if not, go to gesture prompt.)

- Teacher says: "Here is the first point (Teacher points to first point). Draw from here (gesture prompt) ...
  - (Wait to see if the student makes the response; if not, go to model prompt.)
- Teacher says: ''I'll show you how to draw it (Teacher draws a segment using different materials or draws and erases it on student materials); Now you try." (model prompt) ...
  - (Wait to see if the student makes the response; if not, go to partial physical.)
- Teacher says: "I'll help you get started" (Teacher guides student's hand to begin drawing the line segment; releases hand so student completes the line segment.) (partial physical) ...
  - (Allow the student to try to finish the response; if student does not, go to full physical prompt.)
- Teacher says: "Let's do it together" (Teacher guides student's hand to draw the line segment from point to point.)

Note: If the student is not able to observe the gesture or model (visual impairment), omit these prompts. For students with hearing impairments, the verbal directions would be signed. For students who are not able to use a pencil or other marker, this would not be an appropriate format for this task. Instead, the task can be set up with computer software so the student can use a switch or other adaptation to create a line segment. The prompting would then focus on activating the switch as follows:

- Teacher says: "Draw a line segment." (not a prompt this is a task direction) ...
  - (Wait to see if the student gives the response without help; if not, go to verbal prompt.)
- Teacher says: "Use your switch to select the line segment." (verbal prompt) ...
  - (Wait to see if student gives the response; if not, go to gesture prompt.)
- Teacher says: "Here is the line segment (Teacher points to icon on computer screen). Scan to here (gesture prompt) ...
  - (Wait to see if the student gives the response; if not, go to model prompt.)
- Teacher says: ''I'll show you how to do it (Teacher scans to line segment; hits switch to create it; then deletes it); Now you try." (model prompt) ...
  - (Wait to see if the student gives the response; if not, go to partial physical.)
- Teacher says: ''I'll help you get started" (Teacher guides student's hand to begin scanning; releases hand so student completes the line segment.) (partial physical)
  - (Be sure to allow the student to try to finish the response; if does not, go to full physical prompt.)
- Teacher says: "Let's do it together" (Teacher guides student's hand to scan and select line segment.)

Alt-MSA
Alternate Maryland School Assessment

A mastery artifact documenting the "full physical" prompt level was provided will not be scored "Mastered" unless the need for full physical prompting is consistent with what is documented in the student's current IEP. **A copy of the complete IEP for the current assessment year must be included in the portfolio of a student who is using full physical prompting.** Any medical documentation that supports the need to use full physical prompting should be included. In addition, documentation must be included with the artifact that clearly demonstrates consistent instruction to reduce the need for full physical prompts, including the use of two or more assistive technologies that were fully explored and implemented consistently during the test window. If the student has a single identified communication response mode/device established then the AT Form may be used.

Least to Most Prompt Hierarchy for a Student using Full Physical Prompting

When using a least to most prompt hierarchy, the goal is to let the student attempt the task before the TE intervenes with assistance. The amount of prompting increases until the student performs the behavior. The goal during instruction is to elicit a correct response. Before instruction begins the TE needs to establish a sequence of prompts ranging from least to most intrusive to implement the least to most prompt hierarchy.

Prior to instruction the TE determines how long the student's response latency or wait time will be before moving to the next prompt. For Alt-MSA purposes it is recommended that the TE select a 3-8 second wait time. Determining this time is based on the individual student and should be long enough for the student to begin responding, but not so long that the student loses focus on the task. Usually, unlimited wait time is not appropriate or feasible.

It is assumed the TE will provide the entire prompt hierarchy each time a task demand is provided. More intrusive levels of prompting should be used only after less intrusive prompts are proven to be ineffective. As the student experiences success, again prompts should be consistently faded by waiting longer for the student to begin responding AND praising the student for performing the response with less assistance than previously needed. Remember also to shape attempts to be independent by praising approximations of the response (e.g., the student reads the first word of the phrase.)

Use of Assistive Technology

IDEA 2004 defines AT as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability" [IDEA, 2004, Part B, Section 612, (1)]. AT devices include items such as mobility and positioning systems, voice output communication devices, and adaptive computer access tools. The definition also includes a range of common tools that were not designed as AT (calculator, and instructional software such as content outlining that helps students organize ideas), but are still accepted as AT, if they impact the student's functional capa-

bility. Functional capability is the ability to participate in tasks of learning and daily living as independently as possible.

Assistive technology (AT) is a term that covers a full range of tools and devices—from no-tech options to high-tech, sophisticated electronic devices—that assists students in accomplishing the educational tasks required within his or her curriculum. The goal is to identify the technology/device that provides the student with access to the general education curriculum as well as their individually defined special education program based on their needs and learning style preferences. The best choice is often the least complex tool.

"Low-tech" devices. In general, these are non-electronic tools that are often found in classrooms. Examples include pencil grips, raised line paper, hand held magnifiers, masks (made out of card stock that are used to reduce the amount of information on a printed page), color coding, adapted spoon handles, kitchen timer, study carrel, slant top surface, eye gaze frame, communication systems with pictures/words/objects (picture communication symbols (PCS), etc. **For Alt-MSA purposes picture communication symbols with words and pictures with words are interchangeable for written words for those students who require the use of low-tech assistive technology.**

"Medium-tech" devices. In general, these are mechanical devices that are not particularly complicated to use. Examples include switch-operated appliances, calculators, audio books, talking watch, simple voice output devices, etc.

"High-tech" devices. In general, these are sophisticated devices that incorporate electronics and/or computers. Examples include speech recognition programs, electronic communication devices, live captioning, lap top computers, intellikeys, etc

> 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 instructional team'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 response mode has been taught, the teacher will have confidence that the content of each objective is being mastered.

The student's educational team should Brainstorm Low-Medium-High-Tech TOOLS and STRATEGIES to complete tasks across environments. The outcome of your brainstorm should include a discussion to; (1) identify options for overcoming barriers; (2) identify ways to maintain critical elements of tasks and (3) consider the least complex solutions that will remove the barrier. If the team is not sure about what specific tool is needed, describe what the tool needs to do for the student (e.g. speak printed words, produce enlarged font, or provide picture support) so that the team can find tools with those features and conduct trials in order to determine the most appropriate option.

For students who need to use medium tech or high tech assistive technology devices in order to respond to task directions for any given MO, it is imperative that they have been

Alt-MSA
Alternate Maryland School Assessment

taught a consistent and reliable response mode with that device (e.g., picture symbols on augmentative devices, head pointer, various types of switches, joy stick, a track ball) prior to instruction on the MOs.

As described in the Alt-MSA Online Teacher User Guide, **the TE will check the AT box on the Edit Mastery Objective page online, if the student requires the use of a medium tech or high tech AT device to complete the task**. It would not be necessary to check this AT box if you are using no tech or low tech tools. The student will use the most appropriate AT for that student in the assessment of an MO, no matter what AT is used, however, the student must have a minimum of 2 choices presented: the correct answer and at least one distracter. The corresponding artifact must make clear the type of AT employed. **If it is stated that the student needs full physical prompts, documentation of instruction on the use of an assortment of assistive technologies, using various locations for access with the student must be included in the portfolio on the data sheet.** Follow the requirements described in the section above for this documentation.

A student who has an established AT system that has been documented in the IEP and supported by the assistive technology team and/or speech and language pathologist for that student, can document the established AT system that the student uses on the Full Physical AT Verification From found in Part 7 of the Handbook. However, the requirement for TE to show that over a **minimum of 10 days**, within a three week period, the student was taught using the system of least prompts for each task direction given is still required for the device documented.

If the TE did not check the AT box at the time of selecting/creating the MOs, and during instruction and the assessment process they have determined that the student does, in fact, r**equire medium or high tech AT to demonstrate learning of the task direction**, then the TE should inform their principal and STC of this need. The TE would then write the following statement on each applicable artifact: ***"It was determined during instruction that the student does require medium or high tech Assistive Technology to demonstrate mastery of the task direction."*** If the TE checked the AT box at the time of selecting/creating the MOs, and during instruction and the assessment process they have determined that the student **no longer requires the use of medium or high tech AT to demonstrate learning of the task direction**, then the TE should inform their principal and STC of this change. The TE would then write the following statement on each applicable artifact: ***"It was determined during instruction that the student no longer requires the use of medium or high tech Assistive Technology to demonstrate mastery of the task direction."***

When planning for instruction and Alt-MSA using AT, it is important to remember that your goal is not to teach technology in isolation or to put the AT in front of the student for the first time during the assessment of an MO, but to use technology as an integral component of a well designed instructional program throughout the student's day.

When a student requires medium or high tech AT to demonstrate mastery for an MO, the TE will be required to observe this transitory behavior and record student responses using a data chart or video artifact.

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.

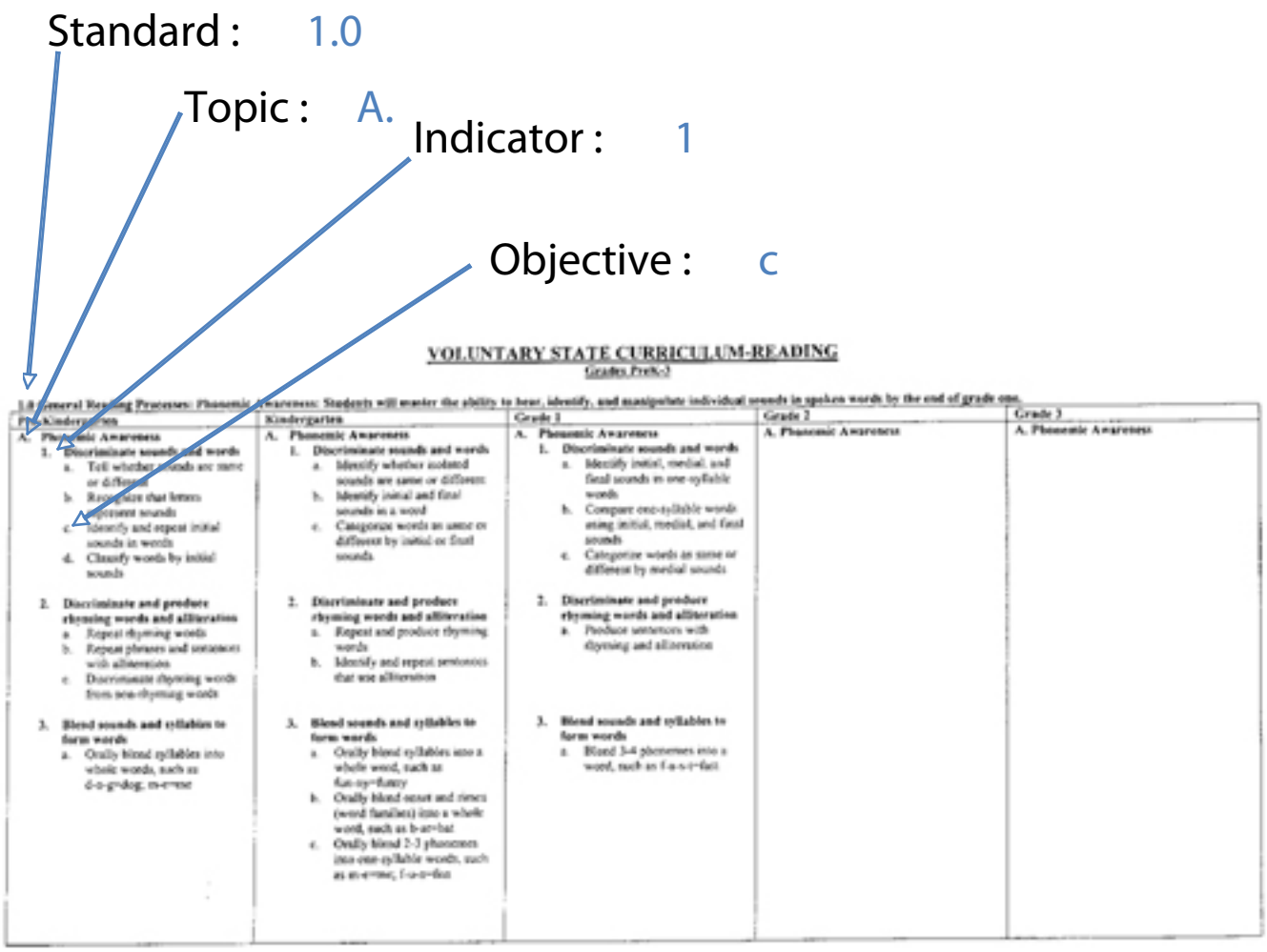
Alt-MSA
Alternate Maryland School Assessment

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.

Figure 4-10



The VSC/CLG is the document that aligns the Maryland Content Standards and the Maryland Assessment Program. The curriculum documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, the objectives provide teachers with very clear information about what specific learning should occur.

Maryland provides Toolkits in reading, mathematics and science located on the mdk12.org website.

- The Toolkits are resources created by Maryland teachers that align with mathematics, reading and science curricula found in the VSC, which offers instructional support in the content areas.
- Detailed explanations of skills that emphasize their interrelatedness aid a teacher's understanding of the complexity of curricula instruction. Ideas for lessons and student work samples can be located in the Toolkits to assist a teacher with both short and long range planning.

- Alt-MSA TEs should use the Toolkits to understand specific terminology to understand skills taught in the VSC. TE will also find information on how these specific skills are taught in sample lessons and to see examples of how an artifact may be developed by using the assessment samples and then modifying and adapting the sample to align to a mastery objective that meets an individual student's instructional needs using the age and grade appropriate materials from the instructional lessons presented.

Planning for Reading Instruction using the Toolkit

A reading **clarification** is found at the indicator level and is a detailed explanation of an indicator that addresses each objective embedded within the indicator. The clarification focuses on the building of reading skills and their dependency upon each other.

- ***Public Release items*** have appeared on MSA forms and then are released for public viewing and use. Releasing items is one step to ensuring that schools, districts, and other stakeholders understand how the content standards are assessed on the MSA. **Alt-MSA teachers can use these samples to get ideas in how to create artifacts that align to mastery objectives by adapting and modifying the item to meet individual student needs using age and grade appropriate materials on an artifact.**
- A ***lesson seed*** is found at the objective level and is an idea for a lesson. The seed is directly aligned with an objective and ranges in cognitive demand. The sequential development of the lesson idea may begin at a lower level of cognitive demand and then evolve into a higher level of cognitive demand. Teachers may use the entire seed or only a portion of a seed based upon the capability of their classes. **Alt-MSA teachers can use these lesson samples to get ideas for lessons and then adapt and modify the lesson to meet individual student needs using age and grade appropriate materials as well as low, med and high assistive technology.**
- A ***sample assessment*** is found at the objective level and contains three components. There is a passage, a BCR written to that specific objective, and annotated student responses. **Alt-MSA teachers can use these samples to get ideas in how to create artifacts that align to mastery objectives by adapting and modifying the sample to meet individual student needs using age and grade appropriate materials. It may assist the teacher in how to set up an artifact that aligns to a specific skill.**

Alt-MSA
Alternate Maryland School Assessment

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 mathematics. 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!

Alt-MSA
Alternate Maryland School Assessment

Planning for Mathematics Instruction using the Toolkit

- *Clarifications*: Each clarification provides an explanation of an indicator/objective to help teachers better understand the skills and/or concepts.
- *Lesson Plans*: The lesson plans have been juried by Maryland educators and could be used when teaching this concept. **Alt-MSA teachers can use these lesson samples to get ideas for lessons and then adapt and modify the lesson to meet individual student needs using age and grade appropriate materials as well as low, med and high assistive technology.**
- *Lesson Seeds*: The lesson seeds are ideas for the indicator/objective that can be used to build a lesson. Lesson seeds are not meant to be all-inclusive, nor are they substitutes for instruction. **Alt-MSA teachers can use these lesson samples to get ideas for lessons and then adapt and modify the lesson to meet individual student needs using age and grade appropriate materials as well as low, med and high assistive technology.**
- *Sample Assessments*: Each sample assessment item gives an idea of how an assessment item on the Maryland School Assessment (MSA) might be presented. The items appropriately measure the content of the VSC and may be formatted similarly to those appearing on the MSA; however, these are sample items only and have not appeared on any MSA form. Alt-MSA teachers can use these samples to get ideas in how to create artifacts that align to mastery objectives by adapting and modifying artifacts to meet individual student needs using age and grade appropriate materials.
- *Prerequisite Skills*: The prerequisite skills describe what concepts a student needs to understand before working on this concept.
- *Higher Order Thinking Skills*: The higher order thinking skills shows examples of questions for this concept at various levels of cognitive demand.
- *Technology*: This tool suggests ways technology may be used to enhance the teaching of this concept.
- *Resources*: This tool shows resource links to websites that offer instructional resources.
- *Public Release Item:* Public Release items have appeared on MSA forms and then are released for public viewing and use. Releasing items is one step to ensuring that schools, districts, and other stakeholders understand how the content standards are assessed on the MSA. **Alt-MSA teachers can use these samples to get ideas in how to create artifacts that align to mastery objectives by adapting and modifying artifacts to meet individual student needs using age and grade appropriate materials.**

Planning for Science Instruction using the Toolkit

- *Clarifications*: Each clarification provides an explanation of an indicator/objective to help teachers better understand the skills and/or concepts.
- *Lesson Seeds*: The lesson seeds are ideas for the indicator/objective that can be used to build a lesson. Lesson seeds are not meant to be all-inclusive, nor are they substitutes for instruction. **Alt-MSA teachers can use these lesson seeds to get ideas for lessons and then adapt and modify the lesson to meet individual student needs using age and grade appropriate materials.**
- *Resources*: This tool shows resource links to websites that offer instructional resources.
- *Public Release Item*: Public Release items have appeared on MSA forms and then are released for public viewing and use. Releasing items is one step to ensuring that schools, districts, and other stakeholders understand how the content standards are assessed on the MSA.

  Alt-MSA teachers can use these samples to get ideas in how to create artifacts that align to mastery objectives by adapting and modifying artifacts to meet individual student needs using age and grade appropriate materials.

Found in the Alt-MSA Online Resource Center, are additional support resources and materials in planning instruction for students with significant cognitive disabilities in reading, mathematics and science. The resources will be built upon year to year to demonstrate how to adapt and modify instructional lessons and materials for implementing Alt-MSA.

Examples of ways in which grade-level content in reading and mathematics can be reflected in daily instruction and assessment appear in Figure 4-12. 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 4-13 shows a completed example.

Aligning the IEP and Alt-MSA to Daily Instruction

When planning instructional units and lessons, teachers need to consider the following:

- Are the skills being taught in the lesson measuring reading, mathematics or science?
- How do the skills link to the grade-level content standards/indicators/objectives?
- Can the skills be found on the IEP or Alt-MSA Test Document? If so, how will you collect the data to show progress and mastery?
- Do the skills link to functional skills appropriate to the student?
- Have you made the lesson meaningful to the student?
- What, if any, AT will the student need to most successfully access the lesson?

Alt-MSA
Alternate Maryland School Assessment

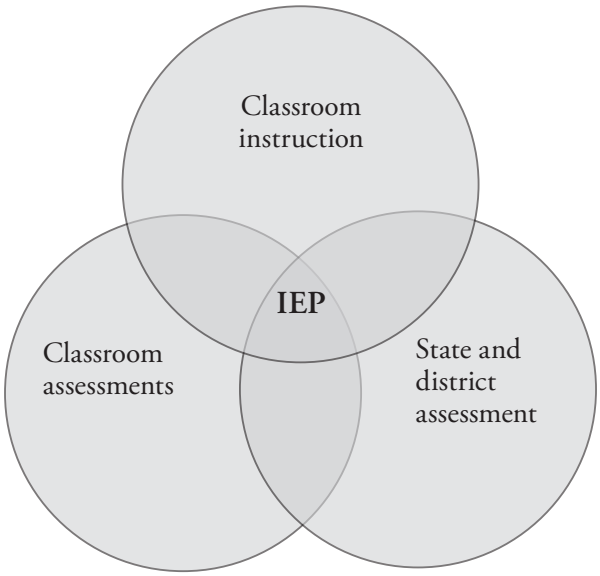
Figure 4-11

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

Students with significant cognitive disabilities need instruction that will support them in achieving the Maryland's Alternate Achievement Standards for reading, mathematics and science. While not all students with severe disabilities will learn to read or do mathematics and science as well as or like their non-disabled peers, all will benefit from learning chosen content within each grade level.

> *"I can't guarantee that every child with a disability will learn to read and write just because you provide accessible print materials in the environment, but I can guarantee that if you never provide children with disabilities the opportunity to learn, they won't" --David Koppenhaver*

The diagram below demonstrates the link between Content Standards, Classroom Instruction, Classroom Assessments and State & District Assessments.



When developing an IEP for a student with severe cognitive disabilities, it is important for the IEP team to prioritize the individual student's needs. In order to make good IEP decisions that are meaningful to the student, the IEP team needs to review the following:

- Present Levels of Academic and Functional Performance
- Goals & Objectives
- IEP Progress Reports/Report Cards
- Previous Assessment Results
- Classroom observations
- Parent information/concerns

The IEP identifies a subset of objectives that will help the student with a disability access the general curriculum. 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. These skills are functional skills when applied to real experiences and everyday activities.

Access means more than being exposed to content in reading, mathematics, and science. "**Access" means making academic progress**. When teachers create opportunities for students to receive instruction in academic content, that is, finding new ways to include academics in real-life activities, which are purposeful to a student's educational growth, they are providing access for that student. Although it does not necessarily mean mastering all of the grade-level content, it does mean mastering some alternate achievement standards for each grade level. An ***alternate achievement standard*** is an expectation that differs from a grade level achievement standard, usually based on a limited sample of content that is linked to but does not fully represent grade level content. Therefore, it is important to keep in mind that not all educational goals link to academic content standards. It does mean that some goals are academic and have sufficient alignment to state standards to prepare students for the assessments required by federal mandates. ***Promoting access to the general education curriculum does not mean eliminating functional skills instruction, but it may mean incorporating new academic goals into daily instruction.***

The IEP team should also include objectives on the IEP that will assist the student in accessing other academic content (such as science) as well as the functional skills important for an individual student to learn. A list of those IEP skills that can be taught in the context of other content areas are found on page 4-44 of the Alt-MSA Handbook. 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 IEP team will need to decide how many academic goals should be on the IEP that are potentially the most meaningful. Some of these goals may be linked to the Alt-MSA mastery objectives selected for a student, specifically in reading and mathematics. IEP teams will need to remember, however, that there is no mandate that all tested academic skills (Alt-MSA Mastery Objectives) should appear in the IEP. The IEP is not designed to be an academic curriculum.

The Alt-MSA is designed to sample objectives from reading, mathematics and science content. Those objectives must be taught to students in meaningful contexts. These contexts include academic content areas as well as functional skills. Therefore, IEPs should not only include the academic skills for a student, but also those functional skills that are pertinent to the student, which may include personal management, community, recreation/social, career/vocational and communication/decision making and interpersonal skills. Some of these IEP Skills, such as personal management, feeding and behavior management are still very important and need to be addressed during a student's instructional program, but not in the context of curricular content. While other skills can be taught across many instructional activities that allow a student to access general education content such as matching, sequencing, choice making and increasing communication. Figure 4-11 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.

Alt-MSA
Alternate Maryland School Assessment

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.

Instructional Teams for students with the most significant cognitive disabilities should:

- Ensure that the skills taught will enhance the student's independence in the next critical environment
- Ensure that the skills taught are embedded in natural routines and in socially acceptable contexts that are appropriate to the student
- Remember that not all skills taught will be assessed
- Ensure academic content is taught because it is "functional" and socially acceptable
- Presume that their student's are competent and not deprived of instruction taught to students of the same age that are non-disabled (grade level content standards and curriculum)

The following are a list of IEP skills that may be embedded into extended grade-level curriculum content that is taught using age-appropriate instructional activities:

Matching	Identifying calendar concepts
Sequencing	Using the computer
Activate switch(s)	Label objects/pictures/symbols
Following directions	Measure/pour/stir
Increase vocabulary	Time concepts
Following a task analysis	Word processing skills
Initiating communication	Ask relevant questions
Making a choice	Identifying works in print
Number recognition	Responding appropriately
Grasp and Release	Increasing leisure skills
Answer Yes/No questions	Using a calculator
Counting	Count/sort/package
Making consistent response	Taking turns
Eye gaze	Identifying what comes next

Identifying pictures/symbols	Following a pattern
Identifying Same and Different	Writing sentences
Cause and effect	Counting using a jig
Identify coins/money concepts	Recognizing shapes
Answering "wh" questions	Problem solve
Making predictions	Read/follow a recipe
Using 1-1 correspondence	Fractions/percents
Following a schedule	Fill out a time card
Sorting/identifying color, shape, size	Classify/categorize
Recognizing name in print	Give descriptions
Printing name	*This list is not all inclusive - there are many other IEP skills that can be embedded into extended curricular activities.*
Improving writing legibility	
Addition/Subtraction	
Increasing time on task	

Creating an MO artifact that will meet the requirements of the alternate assessment and then developing an activity just for that artifact makes the assessment a separate event from the IEP and daily instruction, which becomes less meaningful for the student. However, having the student work within an established instructional program that accesses the general curriculum through the VSC, IEP and county curriculum guides/frameworks throughout the year on a variety of content areas and skills, provides the student with a wide range of opportunities to learn and generalize the skills taught and mastered, therefore, presenting the TE with many pieces of work to choose from for the assessment.

Alt-MSA
Alternate Maryland School Assessment

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.

Figure 4-12

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								

Figure 4-13

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

Alt-MSA Handbook Part 5: Portfolio Scoring and Reporting

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.

Involvement of Maryland teachers in Alt-MSA Scoring

- 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 is stated in the MO.

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

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

- MOs are aligned with the Maryland VSC/CLG.
- 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 and reflect accurate science.
- 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.**

Alt-MSA
Alternate Maryland School Assessment

- The time between baseline and mastery for **all types of artifacts** must be at least 3 different **school** days indicating instruction prior to mastery. Therefore, baseline and mastery can not be shown on the same date. **There must be at least 3 school days between baseline and mastery for any type of artifact (work sample, data chart, audio, and video).** That is, the earliest mastery can be dated from a baseline date is 4 **school** days. For example, the baseline artifact date is November 1st and the earliest the mastery artifact date can be is November 5th. TEs will continue to submit only the baseline and mastery artifact when using a work sample, audio, and video.
- 80% or greater is attained, and the single prompt type selected does not exceed the 5 maximum allowable prompts on an artifact. [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 assistive technologies that reduce the need for full physical prompts, have been fully explored and implemented consistently during the test window (see part 4 for more information).
- Student's (1) name, (2) date including month, day, and year, (3) MO being assessed, (4) accuracy score, (5) selected type of prompt, (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 VSC 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 all subjects 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 reading and mathematics proficiency levels of Alt-MSA contribute to Adequate Yearly Progress (AYP).

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

The Alt-MSA scoring rubric appears in Figure 5-1 on pages 5-3 and 5-4.

Rangefinding

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, G 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 5-1: 2009 Condition Codes

BASELINE		MASTERY	
G Science Only	**Baseline artifact does not** 1. demonstrate "accurate science" as found in the Science VSC/CLG for Biology 2. align to (measure) the MO 3. align to the grade range assessed in the VSC/CIG for Biology 4. demonstrate content as specified in the test document	**G** Science Only	**Mastery artifact does not** 1. demonstrate "accurate science" as found in the Science VSC/CLG for Biology 2. align to (measure) the MO 3. align to the grade range assessed in the VSC/CIG for Biology 4. demonstrate content as specified in the test document
B	**Baseline Artifct is missing, unacceptable** (see list under Mastery B) **or does not provide evidence of** 1. student name, date of baseline, accuracy score 2. alignment with the Mastery Objective (i.e. measure)(Reading and Math ONLY) 3. baseline accuracy score of 50% or below 4. baseline specific target behavior 5. visual or auditory component on videotape of baseline 6. an acceptable dictated response 7. giving the student a choice with a correct and incorrect response (a blank distractor is not acceptable) 8. Independence on baseline (no prompting permitted)	**B**	**Mastery Artifact is missing or unacceptable** 1. Mastery objective does not have an artifact 2. Mastery objective has an unacceptable artifact, such as a. checklist b. photograph of a student performing an objective c. narrative description of a student demonstrating the MO
C	**NOT USED FOR BASELINE**	**C**	**Mastery Artifact is incomplete** if one or more of the following is evident 1. no student name on artifact 2. artifact not dated with day, month and year 3. dates on artifact are out of acceptable range 4. no reasonable way to determine the mastery objective for the artifact 5. no reasonable way to interpret key or notations on artifact 6. accuracy scores not reported or stated

BASELINE		MASTERY	
D	NOT USED FOR BASELINE	D	**Mastery Artifact does not align or components or Mastery Objective are not evident** 1. Artifact does not align to, (measure) the MO (Reading and Math ONLY) 2. Components of the mastery objective are not evident a. target number of student b. the specific target behavior is not stated 3. Artifact does not provide evidence of: a. observable, measurable student response b. an acceptable dictated response c. either the visual or auditory components of the videotape d. giving the student a "true" choice (including assistive technology) e. at least 3 school days of instruction between baseline and mastery.
E	NOT USED FOR BASELINE	E	**Mastery Artifact utilizes unacceptable data chart** 1. Data Chart does not show a minimum of three observations on different days prior to demonstration of mastery 2. Data Chart with Full Physical prompting does not show a minimum of ten days of progressively intrusive prompting between baseline and demonstration of mastery.

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: Parents and the school receive copies.

- **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 5-2. 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.

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

Figure 5-2

Alternate Maryland School Assessment

(Alt-MSA) Home Report – Parent Copy

2009 Reading and Mathematics: Grade 7

Maryland State Department of Education
Achievement Matters Most

Alt-MSA
Alternate Maryland School Assessment

Student: FIRSTNAME M. LASTNAME
Grade: <grade>
Statewide ID: <statewide_id>
LEA: <lea_no> <lea_name>
Home LEA: <home_lea_no> <home_lea_name>
School: <school_no> <school_name>

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

In the 2008-2009 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. A student with significant cognitive disabilities participates in Alt-MSA if the Individualized Education Program (IEP) team determines that he or she is participating in extended Maryland content standards in reading and mathematics and cannot participate in the Maryland School Assessment (MSA), even with accommodations. Alt-MSA assesses and reports student attainment of Individualized Mastery Objectives based on the Maryland reading and mathematics content standards. These content standards are available online at http://mdk12.org. A portfolio is constructed for each student consisting of artifacts (such as student work samples) that document the student's mastery of the assessed reading and mathematics objectives.

This report reflects your child's degree of attainment of the reading and mathematics 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. IEP goals are considered in development of the Mastery Objectives which are aligned with the Maryland voluntary state curriculum and core learning goals. 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 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 may be 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 – Parent Copy

READING	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They apply multiple reading skills to comprehend informational and literacy text. Their responses indicate significant mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They apply various reading skills to comprehend informational and literacy text. Their responses indicate some mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal reading skills. Their responses indicate little or no mastery of informational and literacy text, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for READING		Mastery**			Aligned to Science
1.0 General Reading Processes: Phonemic Awareness/Phonics/Fluency		M	NM	NS	
+Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
+Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			YES
1.0 General Reading Processes: Vocabulary					
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM		
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
1.0 General Reading Processes: General Reading Comprehension					
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS	
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
2.0 Comprehension of Informational Text					
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM		YES
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS	
3.0 Comprehension of Literary Text					
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
READING SUMMARY		**5**	**3**	**2**	

**** 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.
\+ = A Mastery Objective from another Reading content standard has been identified to replace the Phonemic Awareness, Phonics or Fluency content standard.

2009 Reading and Mathematics

MATHEMATICS	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions	
Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They use multiple mathematics skills. Their responses indicate significant mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They use various mathematics skills. Their responses indicate some mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal mathematics skills. Their responses indicate little or no mastery of skills and knowledge, in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for MATHEMATICS		Mastery**			Aligned to Science
1.0 Algebra, Patterns, and Functions		M	NM	NS	
Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS	
Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS	
2.0 Knowledge of Geometry					
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM		
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
3.0 Knowledge of Measurement					
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			YES
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.			NS	
4.0 Knowledge of Statistics: Data Analysis					
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM		YES
6.0 Knowledge of Number Relationships or Computation					
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.	M			
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text.		NM		
MATHEMATICS SUMMARY		**4**	**3**	**3**	

**** 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 – Parent Copy
2009 Reading, Mathematics, and Science: Grade 8

Maryland State Department of Education
Achievement Matters Most

Alt-MSA
Alternate Maryland School Assessment

Student: FIRSTNAME M. LASTNAME
Grade: <grade>
Statewide ID: <statewide_id>
LEA: <lea_no> <lea_name>
Home LEA: <home_lea_no> <home_lea_name>
School: <school_no> <school_name>

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

In the 2008-2009 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. A student with significant cognitive disabilities participates 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, mathematics, and science content standards. These content standards are available online at http://mdk12.org. A portfolio is constructed for each student consisting of artifacts (such as student work samples) that document the student's mastery of the assessed reading, mathematics, and science objectives.

This report reflects your child's degree of attainment of the reading, mathematics, and science 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. IEP goals are considered in development of the Mastery Objectives which are aligned with the Maryland voluntary state curriculum and core learning goals. The Mastery Objectives in reading, mathematics, and science 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, mathematics, and science, (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 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, mathematics, and science, both overall and in detail, as well as how he or she did compared to other students in Maryland. The Mastery Objectives in reading, mathematics, and science on which your child was assessed were individualized for him or her, and may be 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 – Parent Copy

READING	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They apply multiple reading skills to comprehend informational and literacy text. Their responses indicate significant mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They apply various reading skills to comprehend informational and literacy text. Their responses indicate some mastery of skills and knowledge in reading when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal reading skills. Their responses indicate little or no mastery of informational and literacy text, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for READING		Mastery**		
1.0 General Reading Processes: Phonemic Awareness/Phonics/Fluency		M	NM	NS
+Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
+Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
1.0 General Reading Processes: Vocabulary				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
1.0 General Reading Processes: General Reading Comprehension				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
2.0 Comprehension of Informational Text				
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
3.0 Comprehension of Literary Text				
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
READING SUMMARY		**4**	**3**	**3**

**** 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.
\+ = A Mastery Objective from another Reading content standard has been identified to replace the Phonemic Awareness, Phonics or Fluency content standard.

Page 2

2009 Reading, Mathematics, and Science

MATHEMATICS	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions	
Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They use multiple mathematics skills. Their responses indicate significant mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They use various mathematics skills. Their responses indicate some mastery of skills and knowledge in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal mathematics skills. Their responses indicate little or no mastery of skills and knowledge, in the content areas of algebra, geometry, measurement, statistics, and number relationships, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for MATHEMATICS		Mastery**		
1.0 Algebra, Patterns, and Functions		M	NM	NS
Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
2.0 Knowledge of Geometry				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
3.0 Knowledge of Measurement				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
4.0 Knowledge of Statistics: Data Analysis				
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
6.0 Knowledge of Number Relationships or Computation				
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
MATHEMATICS SUMMARY		**4**	**2**	**4**

**** 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 – Parent Copy

SCIENCE	Your Child's Alt-MSA Mastery Percentage and Performance Level				Percentage of Students in the School/ System/State at each Performance Level		
	Mastery Percentage	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)	Basic (0%-59%)	Proficient (60% - 89%)	Advanced (90%-100%)
<Firstname>	00%						
<SchoolName>	00%				00%	00%	00%
<LEA Name>	00%				00%	00%	00%
<State>	00%				00%	00%	00%

* Data not reported if number tested fewer than 5.

Alt-MSA Performance Level Descriptions

Advanced	Students at this level demonstrate outstanding accomplishment based on their individual learning expectations. They use multiple science skills. Their responses indicate significant mastery of skills and knowledge in the content areas of earth science, life science, chemistry, physics, and environmental interactions, when provided with the appropriate prompting and/or supports according to their IEP.
Proficient	Students at this level demonstrate achievement based on their individual learning expectations. They use various science skills. Their responses indicate some mastery of skills and knowledge in the content areas of earth science, life science, chemistry, physics, and environmental interactions, when provided with the appropriate prompting and/or supports according to their IEP.
Basic	Students at this level demonstrate a need for more work to attain proficiency based on their individual learning expectations. They use minimal science skills. Their responses indicate little or no mastery of skills and knowledge in the content areas of earth science, life science, chemistry, physics, and environmental interactions, when provided with the appropriate prompting and/or supports according to their IEP.

Mastery Objectives for SCIENCE		Mastery**		
2.0 Earth/Space Science		M	NM	NS
Mastery Objective 1	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
3.0 Life Science				
Mastery Objective 2	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
4.0 Chemistry				
Mastery Objective 3	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
5.0 Physics				
Mastery Objective 4	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
6.0 Environmental Science				
Mastery Objective 5	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
READING Mastery Objectives Aligned with Science Content				
Mastery Objective 6	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 7	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.		NM	
MATHEMATICS Mastery Objectives Aligned with Science Content				
Mastery Objective 8	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.			NS
Mastery Objective 9	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
Mastery Objective 10	Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified text, XXXX will identify appropriate conclusions independently, 1 time with 80% accuracy. Given a series of facts from a modified grade-level text, XXXX will identify appropriate conclusions.	M		
SCIENCE SUMMARY		**5**	**3**	**2**

**** 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 non scorable (NS).

Page 4

Alt-MSA Handbook Part 6: Resources to Support Implementation of Alt-MSA

Alt-MSA Handbook Part 6:

Resources to Support Implementation of Alt-MSA

This section includes additional resources, examples, and templates for Alt-MSA. Please note that these documents are not required but may assist you with capturing student information.

Alt-MSA
Alternate Maryland School Assessment

Figure 6-1

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**
Technical Support: Users with technical questions about ***Alt-MSA Online*** should call Pearson Technical Support:
1. Call (888) 639-0690 **2. Select Project** • Press 1 for Alt-MSA
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 *Alt-MSA Handbook* online, select **"Testing"**, then **"Alt-MSA."** • **PEMSolutions:** www.pearsonaccess.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)
A Parent Brochure translated to Chinese, Spanish, French, Korean, and Vietnamese can be found at Docushare.

Alt-MSA
Alternate Maryland School Assessment

Instruction	
Using Prompts for Alt-MSA	Page 4-19
Designing and Implementing a System of Least Prompts	Page 6-3
Artifact Examples: Student Work and Data Charts	**http://www.altmsa.com** and choose the "Resource Center" tab.
Planning instruction in Reading, Mathematics and Science	School Improvement web site: http://www.mdk12.org http://www.altmsa.com and choose the "Resource Center" tab.
Writing the IEP to Support Attainment of Reading and Mathematics Content Standards	Page 4-31
Examples of Science Artifacts	**http://www.altmsa.com** and choose the "Resource Center" tab.
Planning Instruction in Reading, Mathematics, and Science	School Improvement web site: http://www.mdk12.org http://www.altmsa.com and choose the "Resource Center" tab.
Scoring	
Condition Code Examples	**http://www.altmsa.com** and choose the "Resource Center" tab.
Scoring Rubric	Page 5-3

Alt-MSA
Alternate Maryland School Assessment

General Procedures for Designing and Implementing Least Prompt Hierarchy

Figure 6-2

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/CLG 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
(0) = 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 on page 6-5) 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.

Alt-MSA
Alternate Maryland School Assessment

Table 1.

Definitions and Notations of Instructional Prompts

(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.").

(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).

(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.

Figure 6-3

Example of a Data Chart with Baseline and 3 Data Entries

Student Name: Jane Doe		Content Connection/Alignment (e.g., title of book, content unit, etc.): Reading-Informational Text/Grade 3-Social Studies: Map skills- Examining your school and local community.		
Mastery Objective: Given an atlas / map and a location, Jane will identify the location 1 time, with 100% accuracy.				
Assistive Technology Used				
Observable, measurable target student behavior and distractor(s) used	Baseline Data Date: 10/27/08	Date: 10/31/08	Date: 11/03/08	Date: 11/05/08
Touch School	Prompt/Response I ––	Prompt/ Response I –– V –– G –– M –– PP ––	Prompt/ Response I –– V + G M PP	Prompt/ Response I –– V –– G –– M + PP
Touch Home	Prompt/Response I ––	Prompt/ Response I –– V –– G –– M –– PP ––	Prompt/ Response I –– V –– G –– M –– PP +	Prompt/ Response I + V G M PP
Touch Park	Prompt/Response I ––	Prompt/ Response I –– V –– G –– M + PP	Prompt/ Response I + V G M PP	Prompt/ Response I –– V –– G + M PP
Total Accurate:	0/3	0/3	1/3	1/3
% Accurate: (at the prompt level indicated in MO)	0%	0%	33%	33%
Mastered/Not Mastered	NM	NM	NM	NM

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

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

Note: During Baseline procedures, no prompts or reinforcement are given.

Alt-MSA
Alternate Maryland School Assessment

Figure 6-3 Continued

A description of the Least Prompt Hierarchy instructional procedures is highlighted in Figure 6-2.

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 verbal prompt, "Touch the school"?
   - After the verbal prompt was given, the student touched the location of the school accurately within 5 seconds.
   - Teacher indicated that the student responded after a verbal prompt was given by recording a (+) next to **V**.

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 verbal prompt, "Touch your home"?
   - Student did not respond to the verbal prompt within 5 seconds, so teacher recorded (-) next to **V**. Then the teacher gave a gesture prompt, by tapping the map, and waited 5 seconds.
   - Student did not respond to the gesture prompt within 5 seconds, so teacher recorded (-) next to **G** and then gave a model prompt by touching 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 touched 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

Alt-MSA
Alternate Maryland School Assessment

Figure 6-4

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 student results from the previous test administration, including the condition codes assigned at scoring and sent to Principals in the Summer, 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)

_____Identify instructional materials and resources that will support the TET in instruction and administration of Alt-MSA.

Alt-MSA
Alternate Maryland School Assessment

Figure 6-5

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

_____(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 for present levels of Academic Achievement and functional Performance and 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 16, 2009 (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.

Figure 6-6

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_____

TET or other staff member	September (1) Meet with Principal and TET to plan Alt-MSA (2) Review prior Alt-MSA test 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	October (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	November (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 (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 (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 (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 (1) Parent reviews Portfolio (2) Complete assessment (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)							

Figure 6-7

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 or #4 aligned with science)									
General Reading Comprehension MO 5-6									
Informational Text MO 7-8 (#7 or #8 aligned with science)									
Literary Text MO 9-10									

Figure 6-7 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 or #6 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 6-8

Full Physical Template

Name:______________________________
Alignment: Grade _______ Reading / Math / Science Title / Topic/ Unit: ______________________________
Age and grade appropriate materials used for instruction and assessment.

Mastery Objective # _______:

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

	Baseline											
	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
AT Device												
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% correct												
Mastered?												

Data sheet designed at James E. Duckworth/KMS

Figure 6-9

Full Physical Template

Name:_____
Alignment: Grade _____ Reading / Math / Science Title / Topic / Unit: _____
Grade and age appropriate materials used for instruction and assessment.

Mastery Objective # _____:

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

Baseline

	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% correct						
Mastered?						

Page 1 of 2

Data sheet designed at James E. Duckworth/KMS

Figure 6-9 (continued)

Full Physical Template

Name: _____
Reading / Math / Science MO # _____

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% correct						
Mastered?						

Page 2 of 2

Figure 6-10

Full Physical Template (5 items)

Name:_______________________

Alignment: Grade _____ Reading / Math / Science   Title / Topic / Unit: ______________________________

Grade and age appropriate materials used for instruction and assessment.

Mastery Objective # _____:

Key: ✓ or + = correct   X or – = incorrect or no response   I = Independent
V or VP =Verbal Prompt   G or GP = Gestural Prompt   M or MP = Model Prompt
PP=Partial Physical Prompt   FP = Full Physical Prompt   AT = Assistive Technology

	Baseline Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% correct						
Mastered?						

Page 1 of 2

Data sheet designed at James E. Duckworth/KMS

Figure 6-10 (continued)

Full Physical Template (5 items)

Name: ______________________________

Reading / Math / Science MO # _______

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% correct						
Mastered?						

Page 2 of 2

Figure 6-11

Data Chart Template

Name:______________________________

Alignment: Grade _______ Reading / Math / Science Title / Topic/ Unit: ______________________________

Age and grade appropriate materials used for instruction and assessment.

Mastery Objective # _______:

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

	Baseline Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
AT Device												
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% correct												
Mastered?												

Data sheet designed at James E. Duckworth/KMS

Figure 6-12

Data Chart Template

Name:_____
Alignment: Grade _____ Reading / Math / Science Title / Topic/ Unit: _____
Age and grade appropriate materials used for instruction and assessment.

Mastery Objective # _____:

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

Student will	Baseline	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Prompts	None													
Accuracy score														
Mastered?														

☐ Mastery demonstrated on work sample / video tape / audio tape

Data sheet designed at James E. Duckworth/KMS

Figure 6-13

Video Artifact Coversheet

Video Artifact

Name:

Mastery Objective #

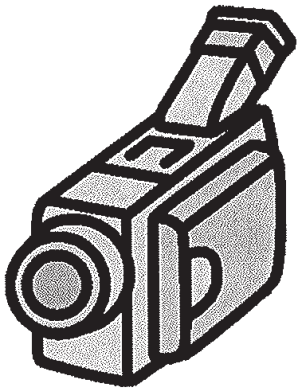
Alignment: Grade _____ Reading / Math Aligned with Science Yes / No

VSC Grade Level Alignment _____

Title / Topic / Unit_____

Age and grade appropriate materials used for instruction and assessment.

All information is stated on video.



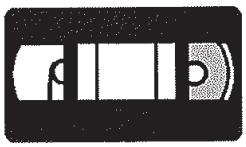


Figure 6-14

Artifact Coversheet (Sample 1)

Student: Grade:

Mathematics Objective #_____

Grade Level Connection: (Unit of Instruction) _____

VSC Grade Level Alignment: _____

Grade/age appropriate math materials used for instruction and assessment.

Mastery Objective:

Date of Baseline Artifact: _____

Total Accurate: _____

Percent Accurate: _____

Date of Mastery Artifact: _____

Total Accurate: _____

Percent Accurate: _____

Prompt Level & Number Used (1 per test item with a maximum of 5 prompts for entire artifact)

Independent: (I) _____

Verbal Prompt (V) _____

Gesture Prompt (G) _____

Model Prompt (M) _____

Partial Physical (PP) _____

Full Physical (FP) _____

Key:
(C) = Correct Response
(X) = Incorrect Response

Assistive Technology:

Figure 6-15

Artifact Coversheet (Sample 2)

STUDENT WORK COVER SHEET

Student Name:	☐ **Mastered** ☐ **Not Mastered**
Mastery Objective (Copy from Alt-MSA Final Test Document)**:**	
Science VSC/Biology CLG (for Science alignment – grade, content standard, indicator, objective)**:**	
Prompt Type: ☐ Independent ☐ Verbal ☐ Gesture ☐ Model ☐ Partial Physical ☐ Full Physical *(One Prompt Type must be determined AFTER instruction and PRIOR to final artifact)* *Reminder: 1 Prompt per test item – 5 Prompts maximum for total artifact*	
Content and Grade Connection: Grade:____ Subject: ☐ Reading ☐ Mathematics ☐ Science Unit:_____ Chapter:_____ Grade:____ Book Title:_____	
Assistive Technology Used (if applicable)**:**	
Baseline – Must be 50% or less **DATE:**_____ **SCORE:**_____**%** **PROMPTS :** **I**	**Artifact** – 80% to 100% = Mastery **DATE:**_____ **SCORE:**_____**%** **Type of PROMPT:** ☐ I ☐ V ☐ G ☐ M ☐ PP ☐ FP **Number of PROMPTS:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 **3 School Days between Baseline and Mastery*
Comments:	

KEY:		
I	Independent	*After task directions*, TE gives NO prompts
V	Verbal	TE uses phrase to prompt (Repeats directions, Check your schedule, What's next?)
G	Gesture	TE uses action to prompt (point or tap object, facial expression)
M	Model	TE demonstrates response (Pushes switch, Moves object, Demonstrates action NOT answer)
PP	Partial Physical	TE touches student to elicit response (hand, elbow, shoulder)
FP	Full Physical	TE uses hand-over-hand for student response and completes step with student
NR	No Response	After prompt, student fails to engage
√ or +	Correct	Correct response
X	Incorrect	Student responds with wrong answer even after one prompt

Page # _____

Figure 6-16

Artifact Template

Name: _____ Date: _____ BASELINE / MASTERY Score: _____ Prompts Used: _____
Alignment: Grade _____ Reading / Math / Science Title / Topic / Unit _____
Age and grade appropriate materials used for instruction and assessment.

Mastery Objective # _____

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

Figure 6-17

Artifact Template

Name: _____ Date: _____ BASELINE / MASTERY Score: _____ Prompts Used: _____
Alignment: Grade _____ Reading / Math / Science Title / Topic / Unit _____
Age and grade appropriate materials used for instruction and assessment.

Mastery Objective # _____

Key: ✓ or + = correct X or – = incorrect or no response I = Independent
V or VP =Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt PP=Partial Physical Prompt FP = Full Physical Prompt AT = Assistive Technology

Figure 6-18

Artifact Requirements Checklist (single artifact)

Artifact Requirements

	Student name (Student written and if necessary then have an adult re-write the name both first and last)
	Baseline data (must indicate that student performs 50% or less accuracy)
	Date student was assessed using this artifact (include month, day and year. Data charts must include dates and data for each observation.)
	Mastery objective being assessed.
	Accuracy Score (% or # correct)
	Type and number of prompt (s) used- independent for all baseline artifacts.
	Key to interpret TE notations
	Page numbers (must correspond to table of contents)
	Observable and measurable student response (data charts must include specific words, behavior or skill that is being assessed, all artifacts should include task direction given to student)
	Data Charts must show 3-5 recorded observations of instruction prior to attainment of the criterion level. Recorded observations of instruction DO NOT include baseline or attainment of mastery.
	State alignment and connection to grade-level curriculum should be documented on all student artifacts.
	Materials used should be documented and should show evidence of being respectful to the student's grade and age.
Videotape artifacts: 1 reading and 1 math objective must be videotaped and included in student portfolios.	
	Student introduces self.
	Student or staff state date/month/year.
	Staff reads entire Mastery objective.
	Staff states grade level alignment and connection to curriculum and materials.
	Student completes task.
	Staff states the number of prompts used and the student's accuracy score.

Figure 6-19

Artifact Requirement Checklist

Name:
Grade:

Baseline / Mastery

Math MOs	1	2	3	4	5 (Aligned with Science Yes No)	6 (Aligned with Science Yes No)	7	8	9	10
Artifact aligns with MO If not: STOP										
Full Name										
Mastery Objective										
Alignment Statement										
Baseline/Mastery Date										
Clear Student Response										
Teacher Notations: Answers marked correct or incorrect										
Key to Teacher Notations										
Accuracy Score										
Prompt Level: Marked by each response and totaled on artifact										
Reviewer's initials and date of review										

Checklist developed at James E. Duckworth by Kate Schick

Figure 6-19 (continued)

Artifact Requirement Checklist

Name:
Grade:

Baseline / Mastery

Reading MOs	1	2	3 (Aligned with Science: Yes / No)	4 (Aligned with Science: Yes / No)	5	6	7 (Aligned with Science: Yes / No)	8 (Aligned with Science: Yes / No)	9	10
Artifact aligns with MO If not: STOP										
Full Name										
Mastery Objective										
Alignment Statement										
Baseline/Mastery Date										
Clear Student Response										
Teacher Notations: Answers marked correct or incorrect										
Key to Teacher Notations										
Accuracy Score										
Prompt Level: Marked by each response and totaled on artifact										
Reviewer's initials and date of review										

Checklist developed at James E. Duckworth by Kate Schick

Figure 6-19 (continued)

Artifact Requirement Checklist

Name:
Grade:

Baseline / Mastery

Science MOs	Earth Biology 1	Life Biology 2	Chem Biology 3	Physics Biology 4	Environ Biology 5
Artifact aligns with MO If not: STOP					
Full Name					
Mastery Objective					
Alignment Statement					
Baseline/Mastery Date					
Clear Student Response					
Teacher Notations: Answers marked correct or incorrect					
Key to Teacher Notations					
Accuracy Score					
Prompt Level: Marked by each response and totaled on artifact					
Reviewer's initials and date of review					

Notes:

Checklist developed at James E. Duckworth by Kate Schick

Figure 6-19 (continued)

Artifact Requirement Checklist

Name: ARTIFACT CHECKLIST baseline ☐ final

READING	1	2	3 (Aligned with science: Yes)	4 (Aligned with science: No)	5 (Aligned with science: Yes)	6 (Aligned with science: No)	7 (Aligned with science: Yes)	8 (Aligned with science: No)	9	10
Artifact aligns with MO If not: STOP										
Full Name	/	/	/	/	/	/	/	/	/	/
Mastery Objective	/	/	/	/	/	/	/	/	/	/
Alignment Statement	/	/	/	/	/	/	/	/	/	/
Baseline/Mastery Date	/	/	/	/	/	/	/	/	/	/
Clear student response	/	/	/	/	/	/	/	/	/	/
Teacher notations Answers marked correct or incorrect	/	/	/	/	/	/	/	/	/	/
Key to T.E. Notations	/	/	/	/	/	/	/	/	/	/
Accuracy Score	/	/	/	/	/	/	/	/	/	/
Prompt Level	/	/	/	/	/	/	/	/	/	/
Reviewer's initials and date of review										

MATH	1	2	3	4	5 (Aligned with science: Yes)	6 (Aligned with science: No)	7 (Aligned with science: Yes)	8 (Aligned with science: No)	9	10
Artifact aligns with MO If not: STOP										
Full Name	/	/	/	/	/	/	/	/	/	/
Mastery Objective	/	/	/	/	/	/	/	/	/	/
Alignment Statement	/	/	/	/	/	/	/	/	/	/
Baseline/Mastery Date	/	/	/	/	/	/	/	/	/	/
Clear student response	/	/	/	/	/	/	/	/	/	/
Teacher notations Answers marked correct or incorrect	/	/	/	/	/	/	/	/	/	/
Key to T.E. Notations	/	/	/	/	/	/	/	/	/	/
Accuracy Score	/	/	/	/	/	/	/	/	/	/
Prompt Level	/	/	/	/	/	/	/	/	/	/
Reviewer's initials and date of review										

Figure 6-19 (continued)

Artifact Requirement Checklist

Name:
Grade:

Science	Earth Biology 1	Life Biology 2	Chem Biology 3	Physics Biology 4	Environ Biology 5
Artifact aligns with MO If not: STOP					
Full Name					
Mastery Objective					
Alignment Statement					
Baseline/Mastery Date					
Clear Student Response					
Teacher Notations Answers marked correct/incorrect					
Key to Teacher Notations					
Accuracy Score					
Prompt Level Marked by each response AND totaled					
Reviewer's Initials and date of review					

Notes:

Figure 6-20

ABC's of Assessment

[Type text]

ABCs of Merging Assessment and Instruction

Assess, instruct, assess, instruct, assess, instruct, and so forth.

Begin with a clear expectation of what the student is to learn.

Collaborate with others to develop meaningful instruction and assessment.

Design adaptations/modifications to use across the curriculum.

Embed skills into all activities to facilitate meaningful contexts and generalizations.

Functional skills include academics and literacy.

Generalizations occur after a skill has been learned.

Have instructional materials mirror things that are available during assessment.

Integrate skill instruction/application/generalization across the curriculum.

Judge your performance by that of your students.

Keep assessment tasks clear and concise.

Look for other learning opportunities within an activity or lesson.

Make adaptations that lots of students can use.

Never say, "She/he won't get anything out of it."

Opportunities for instruction/assessment may occur outside of school for all students.

Prepare the student and yourself well in advance of assessment activities.

Question why a student's performance isn't as good as it should be.

Review with the student how he did at the end of instruction and refocus on the expectations at the beginning of each lesson.

Systematic instruction toward skill acquisition is essential.

Take a look at the general education curriculum, content, and assessment first.

Utilize technology.

Vary instructional techniques and assessment modes ot meet students' learning styles/preferences.

Wait for the student to respond.

Xpect that your student will learn.

Your instruction is reflected in your students' performance.

Zoom in on the most important parts of an activity/lesson/unit.

Harold L. Kleinert & Jacqui Farmer Kearns. (2004, July) *Alternate Assessment. Brooks Pulishing*. Chapter by Jean Clayton, Mike Burdge, and Harold Kleinert.


Alt-MSA
Alternate Maryland School Assessment

Alt-MSA
Alternate Maryland School Assessment

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

Required Alt-MSA Forms

The forms described in the *Alt-MSA Handbook* Part 7 must be included in each student's Alt-MSA Portfolio. These forms are available as electronic templates at: **www.altmsa.com** by clicking on Resource Center tab *or* **http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158**

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

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

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

Alt-MSA
Alternate Maryland School Assessment

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

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

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

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

Alt-MSA TABLE OF CONTENTS

Download an electronic template at of this form at: **www.altmsa.com** by clicking on Resource Center tab ***or*** **http://docushare.msde.state.md.us/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
____	Assistive Technology Verification Form (If applicable for those students using Full Physical Only)	B
____	Final Reading and Mathematics Test Documents and prior years' Test Documents (Note: These final test documents must be printed from the ***Alt-MSA Online*** web application. The printout from the web site will include the original documents submitted for contractor verification or technical review, as well as any contractor feedback received.)	C
____	Copy of Student's IEP Goals and Objectives	D
____	Non-Public Out of State Alt-MSA Portfolio Approval Form if applicable	E

PORTFOLIO SECTION 2

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


Alt-MSA
Alternate Maryland School Assessment

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158

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

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 baseline_____mastery_____

Mastery Objective 4 baseline_____mastery_____

Mastery Objective ____ aligned with science

>>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 baseline_____mastery_____

Mastery Objective 8 baseline_____mastery_____

Mastery Objective ____ aligned with science

>>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_____

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

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

Download an electronic template of this form at: **www.altmsa.com** by clicking on Resource Center tab ***or***
http://docushare.msde.state.md.us/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	baseline_____mastery_____
Mastery Objective 6	baseline_____mastery_____
Mastery Objective ____ aligned with science	
Statistics: Data Analysis	
Mastery Objective 7	baseline_____mastery_____
Mastery Objective 8	baseline_____mastery_____
Mastery Objective ____ aligned with science	
Number Relationships and Computation	
Mastery Objective 9	baseline_____mastery_____
Mastery Objective 10	baseline_____mastery_____

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

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

Alt-MSA
Alternate Maryland School Assessment

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

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** http://docushare.msde.state.md.us/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	baseline_____mastery_____
Mastery Objective 6	baseline_____mastery____
Mastery Objective ____ aligned with science	
Statistics: Data Analysis	
Mastery Objective 7 (aligned with science)	baseline_____mastery_____
Mastery Objective 8 (aligned with science)	baseline_____mastery_____
Number Relationships and Computation	
Mastery Objective 9	baseline_____mastery_____
Mastery Objective 10	baseline_____mastery_____

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

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

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

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** **http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158**

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

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_____

Alt-MSA
Alternate Maryland School Assessment

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** **http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158**

The staff listed below comprises the Test Examiner Team for

_____

Student Name Grade

Test Examiner Team (TET) Signatures

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

1. _____ _____ _____ _____
Name Signature Position Date

2. _____ _____ _____ _____
Name Signature Position Date

3. _____ _____ _____ _____
Name Signature Position Date

4. _____ _____ _____ _____
Name Signature Position Date

5. _____ _____ _____ _____
Name Signature Position Date

6. _____ _____ _____ _____
Name Signature Position Date

7. _____ _____ _____ _____
Name Signature Position Date

School Test Coordinator:

_____
Name Signature Date

Principal/Education Director:

_____
Name Signature Date

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

Alternative Maryland School Assessment (Alt-MSA)

Assistive Technology Verification Form (B)*

Download an electronic template of this form at: **www.altmsa.com** by clicking on Resource Center tab
or http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158

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

Local School System:_____ LSS#_____

School Name:_____ Grade:_____

Student Name:_____ ID#:_____

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

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

_____

_____ _____
Assistive Technology Specialist Signature or Speech and Language Pathologist Signature — Date

_____ _____
Special Education Teacher Signature — Date

_____ _____
Principal/Education Director Signature — Date

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

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

Student Name_____ Grade_____

READING: Alt-MSA TEST DOCUMENT

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

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

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

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

ALT-MSA
Alternate Maryland School Assessment

Alt-MSA 2009-2010 Final Test Document
Reviewed by Contractor

This document was created: month day, year

Student Name
Grade 8
Reading Alt-MSA 2009-2010 Final Test Document
Maryland Content Standards, Topic, Indicators and Objectives to be assessed

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

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

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

Alt-MSA
Alternate Maryland School Assessment

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

Student Name_____ Grade_____

MATHEMATICS: Alt-MSA TEST DOCUMENT

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

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

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

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

ALT-MSA
Alternate Maryland School Assessment

Alt-MSA 2009-2010 Final Test Document
Reviewed by Contractor

This document was created: month day, year

Student Name
Grade 8
Mathematics Alt-MSA 2009-2010 Final Test Document
Maryland Content Standards, Topic, Indicators and Objectives to be assessed

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

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

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

Alt-MSA
Alternate Maryland School Assessment

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

Student Name_____ Grade_____

SCIENCE: Alt-MSA TEST DOCUMENT

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

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

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

Science Mastery Objectives

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

ALT-MSA
Alternate Maryland School Assessment

Alt-MSA 2009-2010 Final Test Document
Reviewed by Contractor

This document was created: month day, year

Student Name
Grade 8
Science Alt-MSA 2009-2010 Final Test Document
Maryland Content Standards, Topic, Indicators and Objectives to be assessed

Earth/Space Science

Mastery Objective Number 1 - Meets Alt-MSA Technical Requirements

Topic - Indicator

E. Interactions of Hydroshere and Atmosphere - 1. Cite evidence to explain the relationship between the hydrosphere and atmosphere.

VSC Objective

b (Grade 8). Recognize and describe the water cycle as the distribution and circulation of Earth's water through the glaciers, surface water, groundwater, oceans, and atmosphere.

Mastery Objective

Given illustrations of the processes which change the states of water, and an assistive technology, student will identify the process (condensation, precipitation, or evaporation) with 8 partial physical prompts, 1 time with 80% accuracy.

Life Science

Mastery Objective Number 2 - Meets Alt-MSA Technical Requirements

Topic - Indicator

A. Diversity of Life - 1. Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them - these include external and internal structures (features) and processes.

VSC Objective

b (Grade 7). Identify general distinctions among organisms that support classifying some things as plants, some as animals, and some that do not fit neatly into either group. **Animals consume food **Plants make food

Mastery Objective

Given pictures/illustrations/descriptions of familiar plants/animals, and an assistive technology, student will group them according to their observable features with 8 partial physical prompts, 1 time with 80% accuracy.

Reading Mastery Objective Number 4 (Aligned with Life Science)

Topic - Indicator

D. Vocabulary - 3. Understand, acquire, and use new vocabulary

VSC Objective

a. Use context to determine the meanings of words

Mastery Objective

Given sentences with vocabulary words from a modified grade-level unit, and an assistive technology, student will identify the definition of the words with 8 partial physical prompts, 1 time with 80% accuracy.

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

Nancy S. Grasmick

State Superintendent of Schools

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

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

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

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

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

_____ _____
Non-Public School Principal/Education Director Signature ***Date***

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

_____ _____
Local Accountability Coordinator/Designee Signature ***Date***

_____ _____
Special Education Director/Designee ***Date***

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

Alt-MSA

Alternate Maryland School Assessment

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158

Parent/Guardian Review

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

Parent/guardian review of MOs

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

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

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

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

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

_____I have reviewed the Test Documents selected for Alt-MSA.

_____Questions I have about the selected objectives:

_____

_____

_____

_____

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

_____

_____

_____

_____

_____ _____

Parent/Guardian Signature Date

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

Alt-MSA

Alternate Maryland School Assessment

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** **http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158**

Parent/Guardian Review of Alt-MSA Portfolio

Your child's Alt-MSA Portfolio was developed between September 1, 2009 and March 2, 2010. 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 G refers to the designation of this item in Section 2 of the Portfolio.


Alt-MSA
Alternate Maryland School Assessment

Alt-MSA
Alternate Maryland School Assessment

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

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** **http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158**

PARENT/GUARDIAN CONTACTS: Alt-MSA PORTFOLIO

		Date
____	Sent home the Alt-MSA Reading and Mathematics Test Documents, Science Test Documents (grades 5, 8, 10) brochure, and cover form (p. 7-20) for review and signature.	_____
____	Responded to questions received.	_____
____	Contacted to request return of signed cover form.	_____
____	Sent invitation to review a copy of the Alt-MSA Portfolio.	_____

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

Alt-MSA

Alternate Maryland School Assessment

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: www.altmsa.com by clicking on Resource Center tab ***or*** http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158

Template for Full Physical Data Chart

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

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

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

Alt-MSA

Alternate Maryland School Assessment

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13158

Data Chart For BASELINE ONLY

Student Name:		
Mastery Objective:		
Content and Grade Connection/Alignment to VSC/CLG (for science embedded MOs):		
Assistive Technology Used (if applicable)		
Observable, measurable student behavior	Baseline Data Date:	
	Prompt I	Response
	Prompt I	Response
	Prompt I	Response
	Prompt I	Response
	Prompt I	Response
Total Accurate:		
% Accurate:		
Mastered/Not Mastered		

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


Alt-MSA
Alternate Maryland School Assessment

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

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

Chapter 04 Test Administration and Data-Reporting Policies and Procedures

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

.01 Scope.
This chapter applies to:
A. Tests administered by or through the State Board of Education including but not limited to:
(1) The norm-referenced test or tests in use by the State,
(2) The Maryland Functional Testing Program,
(3) The Maryland School 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.

.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.

.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.

.04 Local School System Test Procurement Designate.
A. A local superintendent of schools shall designate annually one individual in each school system who shall be the sole individual in the school system authorized to procure test instruments that are used in testing programs administered by or through the State Board of Education.
B. The name of the individual designated in §A of this regulation shall be provided in writing to the Department.
C. Changes in responsibility shall be communicated in writing to the Department within 10 days of the official change.

.05 Testing Behavior Violations.
A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.
B. It is a violation of test security for an individual to:
(1) Give examinees access to secure test items or materials before testing;
(2) Give unauthorized individuals access to secure test items or materials;
(3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
(4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;
(5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;
(6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
(7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
(8) Administer State-mandated tests on dates other than those specified by the Department;
(9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or
(10) Refuse to disclose information regarding test security violations.
C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

.06 Data Collection and Reporting Violations.
A. It is a violation of data collection and reporting for an individual, school, or school system to:
(1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;
(2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or
(3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.
B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

.07 Sanctions for Violations.
A. Invalidation of Test Scores or Other Data.
(1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.
(2) The Department:
(a) Shall establish procedures to identify:
(i) Improbable test score gains or improbable changes in data in consecutive years,
(ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and
(iii) Any other situation which may result in the invalidation of test results or other data; and
(b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.
(3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.
(4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.
(5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.
(6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.
B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:
(1) Personnel sanctions may be imposed by the local school system;
(2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;
(3) The school or school system may be censured; and
(4) Costs incurred as the result of the violation may be recovered by the Department.
C. Mitigating Circumstances.
(1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.
(2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.
D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.

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 (11:7 Md. R. 628); May 6, 1985 (12:9 Md. R. 813); August 25, 1986 (13:17 Md. R. 1923); March 7, 1988 (15:5 Md. R. 622)
Regulation .07B amended effective July 19, 1982 (9:14 Md. R. 1431); May 6, 1985 (12:9 Md. R. 813)

———————

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

———————

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

———————

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

———————

Regulations .01— 07, Test Administration and Data-Reporting Policies and Procedures, adopted effective April 20, 1998 (25:8 Md. R. 598)
Regulation .03 amended effective March 20, 2000 (27:5 Md. R. 585)

Alt-MSA 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. attention Alt-MSA at (319) 339-6903. Transferring student records in the online system will ensure that the receiving school has access to the student's MOs. After receiving notification from the receiving school or school system of the request for the online transfer, be certain to send any student portfolio materials in progress to the new school within 10 school days.

Download an electronic template of this form at: www.altmsa.com by clicking on Resource Center tab ***or*** http://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
Alternate Maryland School Assessment

Alt-MSA 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: www.altmsa.com by clicking on Resource Center tab ***or*** http://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)

Alt-MSA

Alternate Maryland School Assessment

Alt-MSA
Alternate Maryland School Assessment

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: **www.altmsa.com** by clicking on Resource Center tab ***or*** **http://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.	

Alt-MSA

Alternate Maryland School Assessment

Alt-MSA
Alternate Maryland School Assessment

Alt-MSA Handbook Part 8: STC Administrative Tasks (Portfolio Materials Ordering, Pre-ID Label Generation and Placement, and Packing and Shipment)

This section of the *Alt-MSA Handbook* contains information to be used by the School Test Coordinator in facilitating the movement of materials for Alt-MSA and contains information on the following topics:

Portfolio Materials Ordering

PearsonAccess will be used to order materials. www.pearsonaccess.com

Materials will be ordered by the STC or LAC online (See Material Ordering Instructions on following pages) and sent directly to School Test Coordinators by the Test Contractor, Pearson). STCs must check with their LAC to determine if they or the central office staff will be responsible for online materials ordering. After the STC's initial supply of Alt-MSA Handbooks is received from your LAC, additional copies of the handbook may be ordered.

The STC must order all material for Alt-MSA via PearsonAccess at www.pearsonaccess.com. The option to fax order requests to Pearson is no longer available. The STC will order and distribute the appropriate quantity of materials to the test examiners. The materials include:

- Alt-MSA Handbooks
- Alt-MSA Portfolio binders
- Tabbed Dividers
- Clear Zippered Pouch
- VHS Videotape, Compact Disc (CD-R), VHS-C tape, 8mm Video Cassette (with black stripe), 8mm Digital Hi8 Cassette (with red stripe), Mini DV (Cassette), VHS-C, Audio Cassette Tape, Micro Audio Cassette Tape, Mini DVD (CD), DVD-RW, as appropriate.

Alt-MSA
Alternate Maryland School Assessment

Media and Equipment Types

Although a wide variety 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. Examples of each type of media available for order is provided in this handbook. If your school requires something other than the media shown, please contact Pearson at 888-639-0690 to request a different type of media.

Media & Equipment Types

Compact Disc

Audio Cassette Tape

Mini/Micro Cassette Player and Cassette

Comparison of Cassette Media

Audio Cassette

Digital 8 Cassette w/Red Strip

Video 8 Cassette w/Black Stripe

Mini DV Cassette

Alt-MSA
Alternate Maryland School Assessment

Digital 8 Camera

Digital 8 Cassette Red Stripe

The Digital 8 and Video 8 cameras look very similar. To ensure you are using the proper media, the color striped label on the sides of the cassette and camera should match.

Video 8 Camera

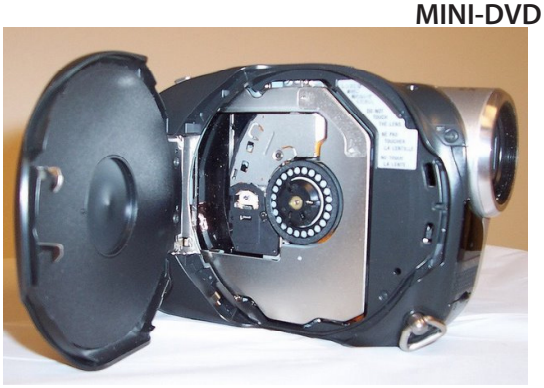
Video 8 Cassette Black Stripe

MINI-DV

Note size of cassette in comparison to a penny.

Alt-MSA
Alternate Maryland School Assessment

MINI-DVD



Note size of DVD in comparison to hand

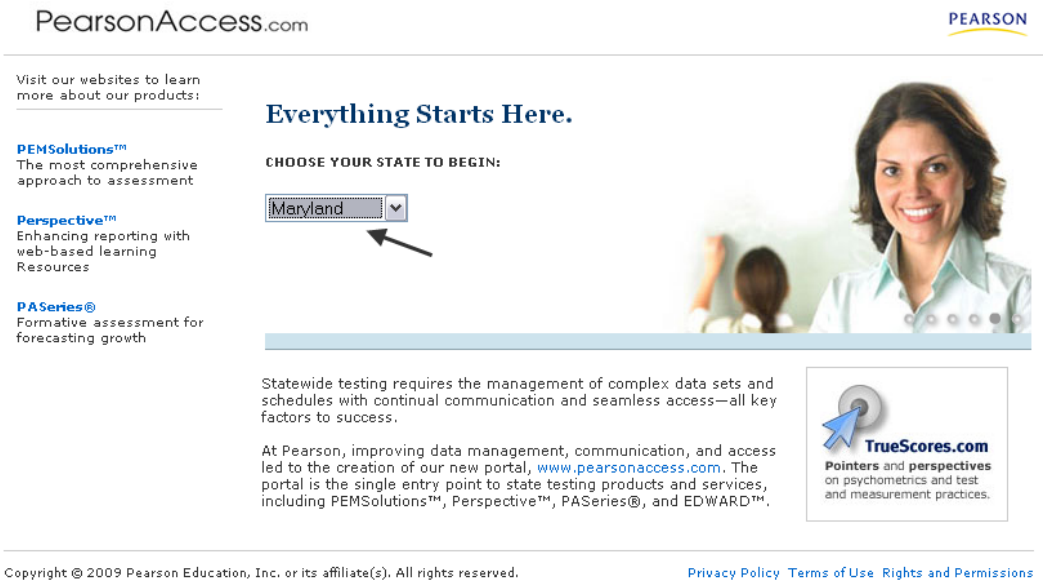
The VHS-C cassette is inserted into the adapter. The VHS-C Adapter is played in a VCR like a regular VHS Cassette.

Alt-MSA
Alternate Maryland School Assessment

Instructions for Ordering and Tracking Material via PEMSolutions

Getting Started:

1. Log into PearsonAccess using the URL www.pearsonaccess.com and choose "**Maryland**" from the drop-down.



2. Click "**Log into PearsonAccess**"

Alt-MSA
Alternate Maryland School Assessment

3. Enter your User Name and Password and click "**Login**"

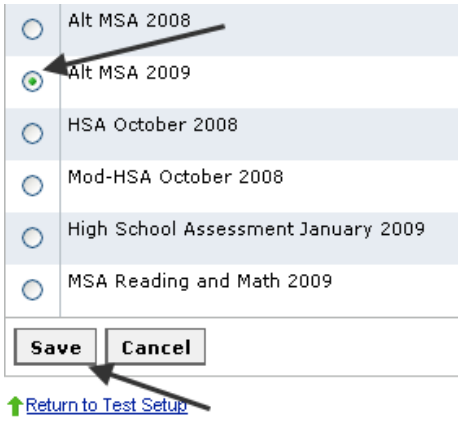
Requesting Alt-MSA Test Material from Pearson

Requests for Alt-MSA test material must be placed using the PeasonAccess web site.

1. Log into PearsonAccess at www.pearsonaccess.com
2. Select **"Order Additional Materials and Tracking"** under the Test Setup tab..

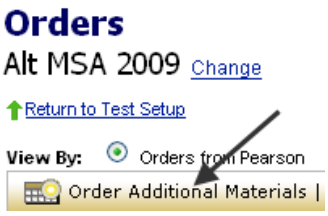
3. Change the Administration to Alt-MSA by clicking "**Change.**"

4. Click the "**Alt-MSA**" radio button for the appropriate administration and then click "**Save**."

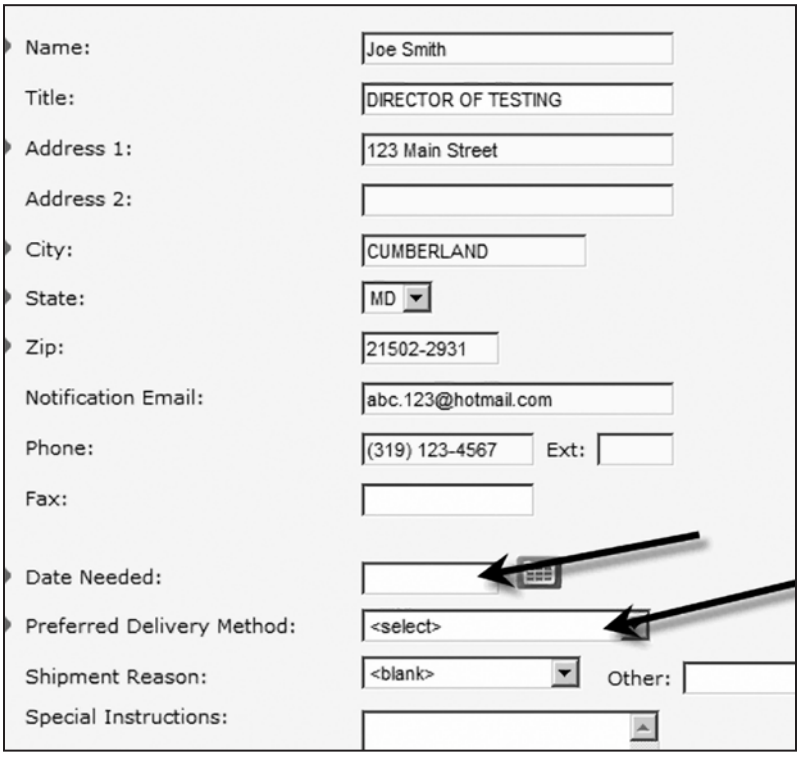


Alt-MSA
Alternate Maryland School Assessment

5. Select **Order Additional Materials** from the yellow task bar.



6. Verify shipping information is correct and update if necessary. Indicate the date the materials are needed and the preferred shipping method then select next.



Alt-MSA
Alternate Maryland School Assessment

7. Enter the quantities of materials needed and select **Next**.

Select Test Materials

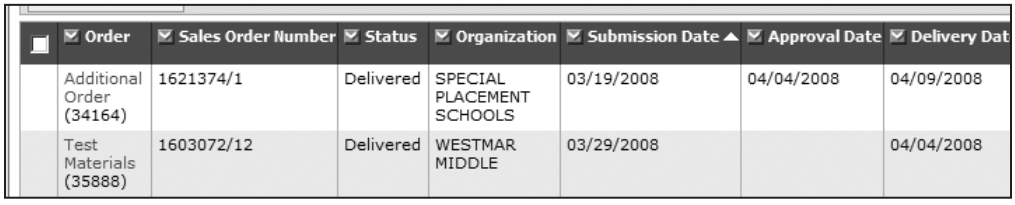
Show Search | 0 Test Materials Selected show selected

Quantity	Test Material	Type
	PORTFOLIO KIT (includes tabbed dividers and zippered pouch)	
	8 MM HG DIGITAL HI8	Media
	8 MM VIDEO, STANDARD	Media
	CD, RECORDABLE	Media
	MINI DV	Media
	DVD, R	Media
	VHS, C	Media
	AUDIO TAPE	Media
	MICRO AUDIO TAPE	Media
	TAPE, VHS, BLANK	Media
	MINI DV RW	Media
	DVD, RW	Media
	TABBED DIVIDERS, SET OF 5	
	CLEAR ZIPPERED POUCH	

8. Verify your shipping information and Test Materials to be ordered and select "**Submit Order**."

Steps for Tracking an Order Request in PearsonAccess

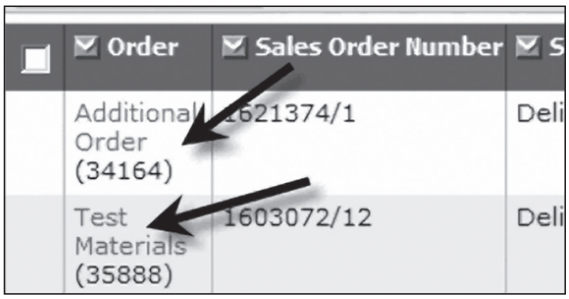
1. Log into PearsonAccess at www.pearsonaccess.com
2. Select "Order Additional Materials and Tracking" under the Test Setup tab.
3. Change the Administration to "**Alt-MSA 2010**"
4. Orders placed will be indicated on the main screen. You can view the submission date, approval date and delivery date.



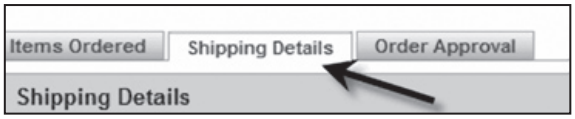
Order	Sales Order Number	Status	Organization	Submission Date	Approval Date	Delivery Dat
Additional Order (34164)	1621374/1	Delivered	SPECIAL PLACEMENT SCHOOLS	03/19/2008	04/04/2008	04/09/2008
Test Materials (35888)	1603072/12	Delivered	WESTMAR MIDDLE	03/29/2008		04/04/2008

Alt-MSA
Alternate Maryland School Assessment

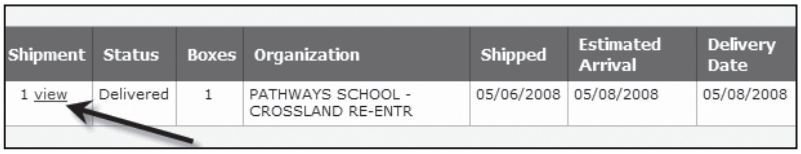
5. For more detailed order information click into the order to view tracking information for the order.



6. Click on the Shipping Details tab to see the status of the shipment.



7. To view anticipated delivery date and to gain access to Fed Ex information click the "view" link.



Shipment	Status	Boxes	Organization	Shipped	Estimated Arrival	Delivery Date
1 view	Delivered	1	PATHWAYS SCHOOL - CROSSLAND RE-ENTR	05/06/2008	05/08/2008	05/08/2008

8. Click on the Fed Ex tracking number to view Fed Ex tracking information.

Box Number	Status	Expected Arrival	Delivery Date	Tracking Number
1	Delivered	05/08/2008	05/08/2008	FedEx - 708824883420794

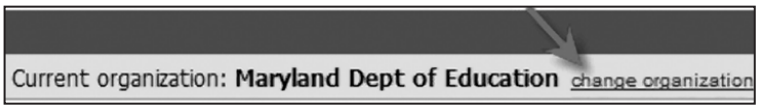
Alt-MSA
Alternate Maryland School Assessment

For LACs Only:

When ordering materials at the LAC level for a school, you will need to change your organization to the school you are ordering from in order to have secure materials tracked correctly.

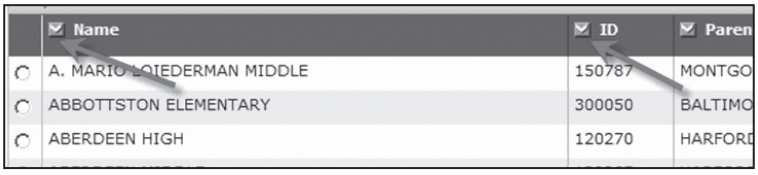
Steps for Changing the Organization in PearsonAccess

1. Log into PearsonAccess at www.pearsonaccess.com
2. Click "**Change Organization**" at the upper left of the screen.

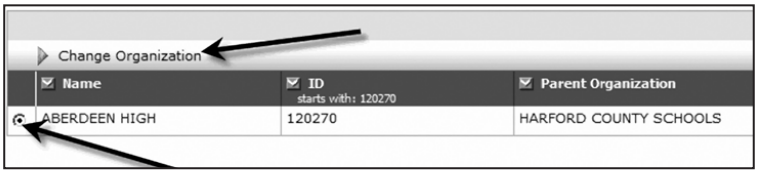


3. Click the "**School**" radio button.

4. Search for the school using the LEA/School code or school name. Use the blue boxes to bring up the search function.



5. Click the radio button to the left of the school and then click "**Change Organization**."
   - *You will notice that the school name now appears in the upper left-hand corner.*



Alt-MSA
Alternate Maryland School Assessment

Pre-Printed Identification Labels

Figure 7-2

Step 4: Prepare Portfolios for Shipping and Scoring (STC) March	
Activities	Handbook References
• STC verifies a preprinted label is available for each student participating in Alt-MSA. • STC collects all portfolios on March 2, 2009. STC then applies labels, and prepares for pick up.	Part 7

STC Applies Pre-Printed Labels to All Portfolio Materials (March)

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 school year. Instructions and timelines for the submission of pretest files and process to request additional pre-printed student identification labels will be provided in January.

Using the pretest file, the Test Contractor produces pre-printed 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 does **not** provide for the use of generic student identification labels. Therefore, all students **MUST** have a pre-printed student identification label.

Receipt and Verification of Pre-Printed Student Identification Labels

It is the responsibility of the STC to immediately review the pre-id labels shipment for accuracy.

If the STC determines there are missing student labels, they must access PearsonAccess no later than **2/23/10** and either:

- Submit a pre-test file with the missing student information, or
- Manually register the missing students within PearsonAccess. Instructions for manual registration follow and are also outlined in the PearsonAccess User Guide.

  As an overview, the following four steps must be completed:

  1. Manually add a student
  2. Manually register a student
  3. Assign a group
  4. Assign a test

Manual Registration of Student in PearsonAccess

Determine if a student is already entered into PearsonAccess or must be added.

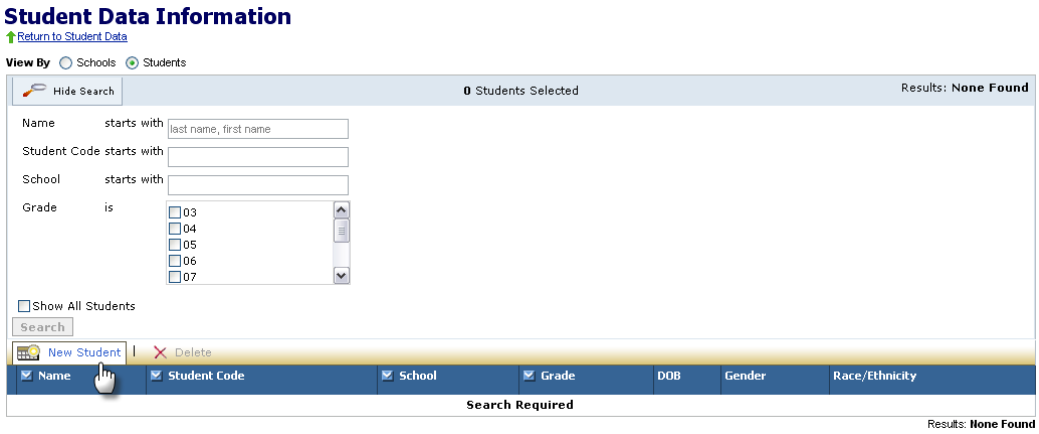
- **To view students**
  1. Select **Test Management** > **Student Registration.**
  2. Select the View By mode (registered and unregistered students) and search for the student both modes.
  3. If the student name is found, click on a student name to view registration details.
  4. If the student is not found in either the Registered or Unregistered mode, follow the steps under **Manually Adding a New Student** and then proceed to **Manually Registering a Student.**

- If the student is in PearsonAccess but unregistered, skip to **Manually Registering a Student.**
- If the student is registered in PearsonAccess, skip to **Assigning a Registered Student to a Group and Test.**

Alt-MSA
Alternate Maryland School Assessment

Manually Adding a New Student to PearsonAccess

- **To add a new student**
  1. Select **Student Data** > **Student Data Information.**
  2. Click the **New Student** button to go to the Student Master Record screen.



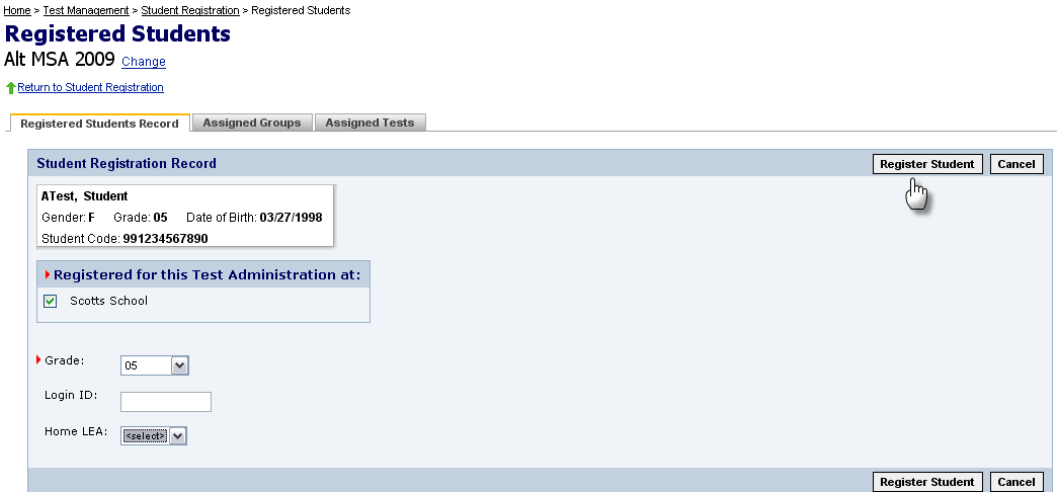
  3. Enter the required information, and then click **Save**.
     - The student record has been created.

Manually Registering a Student

- **To register a student**
  1. Select "**View By Unregistered Students**" on the Student Registration screen.

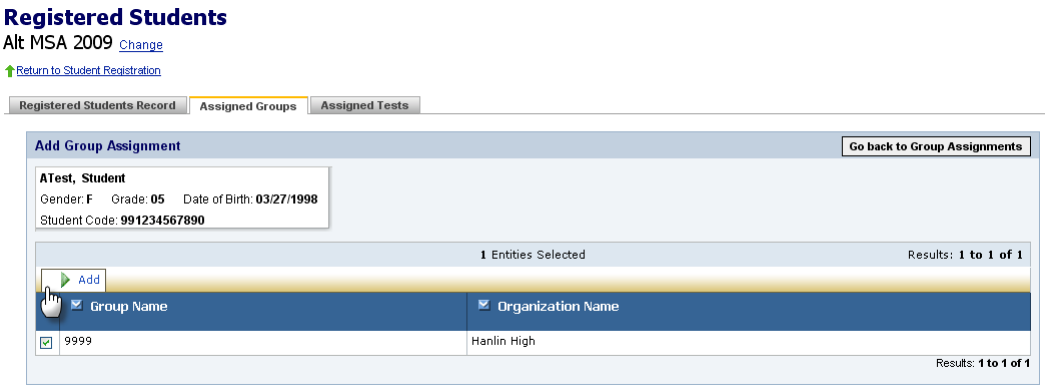
  Note: Be sure that you have selected the correct test administration.

  2. Search for the student.
  3. Click the name of the student to go to the Registered Students screen.
  4. Select the Grade in the drop-down list.
     - Note: The Home LEA drop-down list is for LEA 24 use only.
     - LEA 24s: Indicate the student's Home LEA here.
  5. Click Register Student.



The student is now registered (for a test administration). The next step is to assign the newly registered student to a group.

- **Assigning a Registered Student to a Group and a Test**
  1. Select "View By Registered Students" on the Student Registration screen.
     - To view all students, select the "Show All Students" check box and then click **Search.**
     - To search for an individual student, enter search criteria and then click **Search**. (You must enter or select at least one search field; the more specific the criteria, the more focused the search will be.)
  2. Click the name of the student to go to the Registered Students screen.
  3. Click the **Assigned Group**s tab.
  4. Click **Add Group Assignment.**



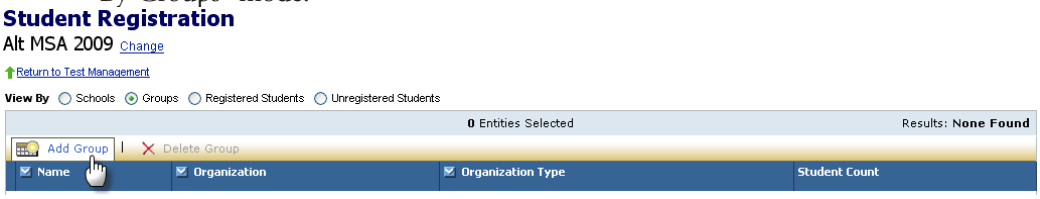
5. Select the group name of 9999, and then click **Add.**

Note: If no groups are present, please follow the **Adding a New Group** instructions below.

Adding a New Group

If a group already exists for the students that you are registering, skip this section.

- **To add a group**
  1. Click **Add Group** on the Student Registration screen. You must be in "View By Groups" mode.

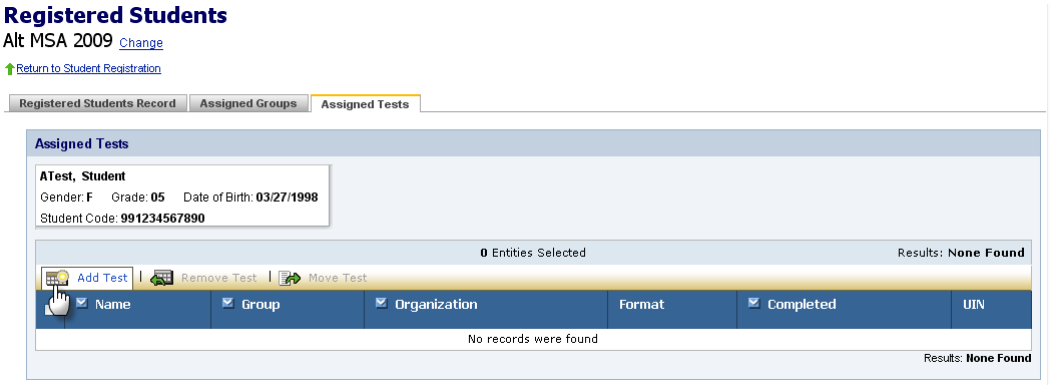


  2. Enter the group name of 9999.
  3. Select the organization in which the group is located (LAC only).
  4. Click **Save** to add the group.
     - After the new group is added, you can add students to the group using the instructions above (**Assigning a Registered Student to a Group and a Test**) and then assign the students to a test.

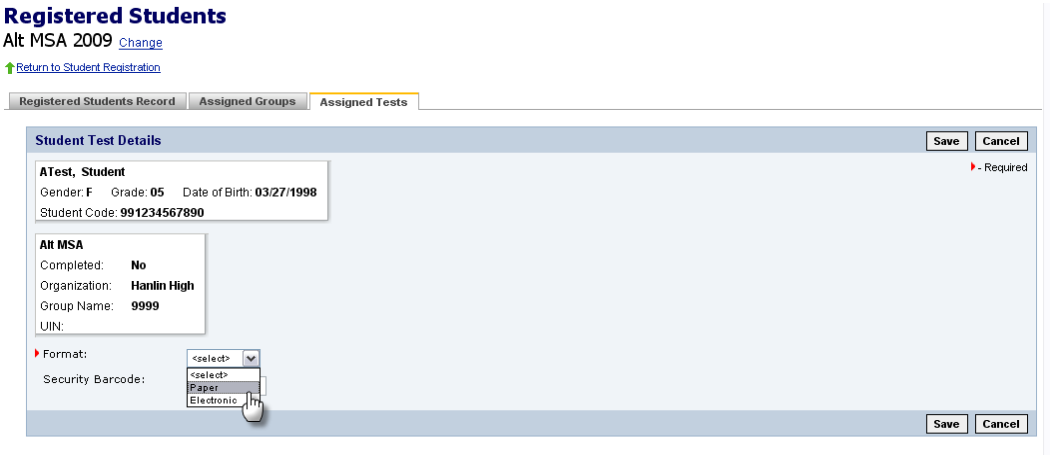
Alt-MSA
Alternate Maryland School Assessment

Assigning a Test

6. Click the **Assigned Tests** tab.
7. Click **Add Test**.



8. Click the name of the test that you want to assign, Alt-MSA.
9. Select the Testing Format and select Paper.



10. Click **Save** after completing your selections. The student is now registered and assigned to a group and a test.

Alt-MSA
Alternate Maryland School Assessment

Applying Pre-Printed Labels

Proper Application of Pre-Printed Student Identification Labels

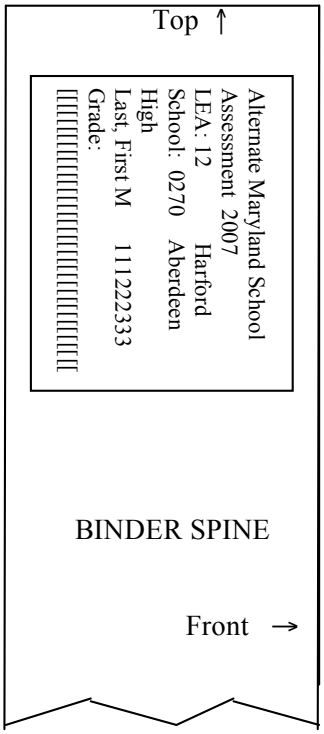
- You will receive **six** pre-printed student identification labels for each student identified in the pre-test file (four large and two small). Be sure that these Alt-MSA labels are applied only to the Alt-MSA materials, and not to the materials from another Maryland testing program.
- Use labels provided for the current Alt-MSA test administration **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, 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, mini-DV Cassette and mini-DVD. Place the label directly on the piece of media, NOT on the container if at all possible.

Alt-MSA
Alternate Maryland School Assessment

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 Handbook* for additional information regarding unused portfolios.**

Figure 8-3



Alt-MSA
Alternate Maryland School Assessment

Instructions for Packing of Used Alt-MSA Portfolios (for STC)

Packing and Shipping Portfolio Materials

STCs Prepare Return Shipping Materials

- Locate the boxes in which you received your Alt-MSA test materials from Pearson. **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, colored return shipping labels and the K2 Bill of Lading.** 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, the shipping vendor will have extra Bill of Ladings and colored return shipping labels.
- 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 of the material pickup dates.
- MSDE will post a pre-determined pick-up schedule on the MSDE DocuShare site at **http://docushare.msde.state.md.us** within the STC and LAC folders. 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 early for Rangefinding will be notified well in advance in order to facilitate timely packing of the portfolios.

Alt-MSA
Alternate Maryland School Assessment

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. 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.

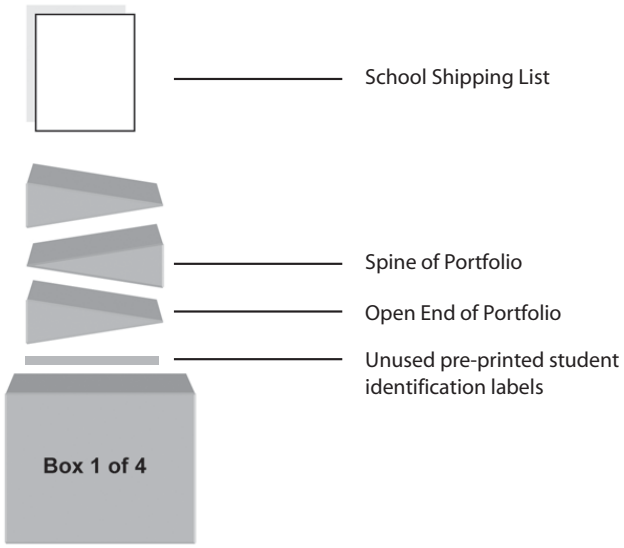
Alt-MSA
Alternate Maryland School Assessment

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 8-4: Packing Diagram for Portfolios



Alt-MSA
Alternate Maryland School Assessment

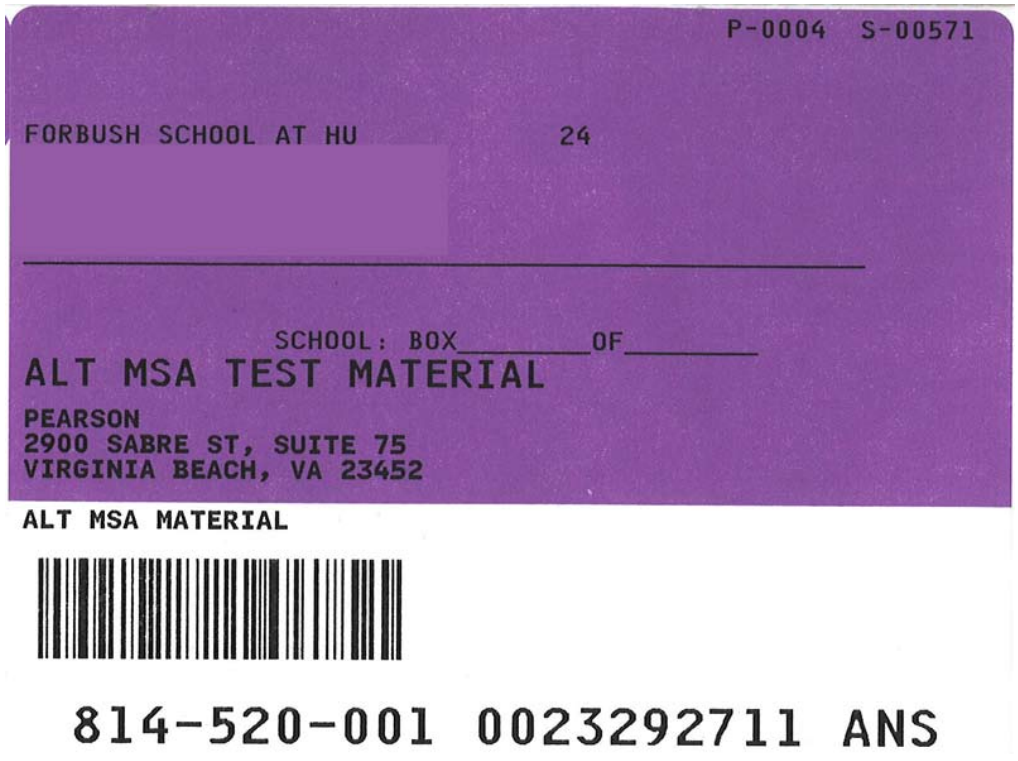
Instructions for Completing and Applying Return Shipping Labels (for STC)

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 colored 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 8-5



NOTE: You may contact Pearson at **(888) 639-0690** if you have questions concerning the return shipping procedures.

Alt-MSA
Alternate Maryland School Assessment

Alt-MSA School Shipping List

Figure 8-6

A SCHOOL SHIPPING LIST is required for EACH shipment of completed portfolios to be returned to Pearson Educational Measurement for scoring. Complete the School Shipping List and make a copy. Enclose the copy in box ONE of your materials for return. Retain the original School Shipping List at the school for your records.

1. School Name: _____
2. LEA Code: _____ School Number: _____
3. School System Name (LEA): _____
4. School Test Coordinator's Signature: _____ Date: _____
5. Total number of USED (scorable) portfolios returned: _____

(Used portfolios will be processed for scoring.)

6. Fill in the following information for each student whose portfolio documents are enclosed.

Grade	Student Name	No. of Separate Media Items Included for Each Student (e.g. "3 Videotapes")

Alt-MSA
Alternate Maryland School Assessment

Grade	Student Name	No. of Separate Media Items Included for Each Student (e.g. "3 Videotapes")

Pick-up of Alt-MSA Portfolios

K2 Logistics will pick up Alt-MSA materials on behalf of Pearson. Test materials will be picked up weekdays between 8:00 a.m. and 3:30 p.m. If test materials are not picked up by noon on the day following the scheduled pickup, please contact K2 Logistics at 888-886-0780 for further instruction.

K2 Logistics will email the school approximately two days in advance of each pickup to confirm pickup specifics. Please confirm the information K2 has on file for your school is accurate.

STC completes K2 Bill of Lading form

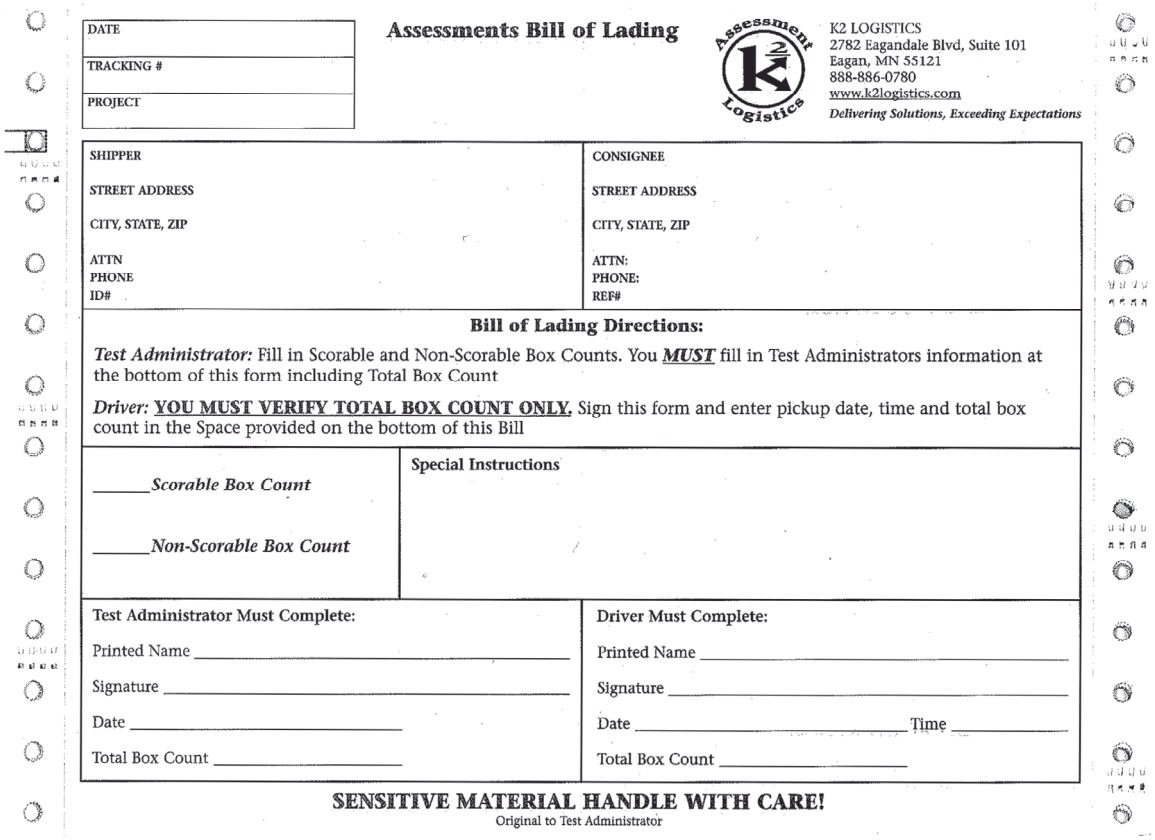
The K2 Bill of Lading is used to track Alt-MSA test materials (portfolios) picked up at each school for scoring. One Bill of Lading was shipped to each school in the pre-id label distribution.

Read the directions for the Bill of Lading and complete all required fields. The standard K2 form includes a Non-Scorable Box Count. Do not enter any information in this box as all Alt-MSA materials returned are scorable. If you require assistance with completing the form or need additional forms, please contact K2 Logistics' Assessment Line at 888-886-0780.

The K2 Logistics driver will have extra colored inbound labels available in case additional labels are needed.

Retain Material Tracking Information

Sample K2 Bill of Lading:



DATE	
TRACKING #	
PROJECT	

Assessments Bill of Lading

K2 LOGISTICS
2782 Eagandale Blvd, Suite 101
Eagan, MN 55121
888-886-0780
www.k2logistics.com
Delivering Solutions, Exceeding Expectations

SHIPPER	CONSIGNEE
STREET ADDRESS	STREET ADDRESS
CITY, STATE, ZIP	CITY, STATE, ZIP
ATTN PHONE ID#	ATTN: PHONE: REF#

Bill of Lading Directions:

Test Administrator: Fill in Scorable and Non-Scorable Box Counts. You ***MUST*** fill in Test Administrators information at the bottom of this form including Total Box Count

Driver: **YOU MUST VERIFY TOTAL BOX COUNT ONLY.** Sign this form and enter pickup date, time and total box count in the Space provided on the bottom of this Bill

_____*Scorable Box Count* _____*Non-Scorable Box Count*	**Special Instructions**

Test Administrator Must Complete:	Driver Must Complete:
Printed Name _____	Printed Name _____
Signature _____	Signature _____
Date _____	Date _____ Time _____
Total Box Count _____	Total Box Count _____

SENSITIVE MATERIAL HANDLE WITH CARE!
Original to Test Administrator

The K2 Logistics driver will complete a portion of the Bill of Lading at pickup and provide a copy of the completed form to the school for tracking purposes.


Alt-MSA
Alternate Maryland School Assessment

Alt-MSA 2010 Handbook Index

This index provides the Test Examiner Team with references for a variety of topics in the Alt-MSA 2009 Handbook. This is a quick reference guide that does not list every page reference for every topic. Test Examiners are still required to read the entire handbook and to follow all guideline as outlined in each section of the Alt-MSA 2009 Handbook.

Alt-MSA 2010 Handbook Index