

**Appendix I**  
**Sample Reports**

# Alternate Maryland School Assessment Technical Report



## Alternate Maryland School Assessment (ALT-MSA) 2004 Reading and Mathematics: Grade 3 Home Report

01 Allegany County Schools  
0401 South Penn Elementary

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

In the 2003-2004 school year, your child took the Alternate Maryland School Assessment (ALT-MSA). ALT-MSA is the Maryland assessment in which students with significant cognitive disabilities participate if the Individualized Education Program (IEP) team determines that a student is participating in extended Maryland content standards in reading and mathematics (or access skills in the context of these standards) and cannot participate in the Maryland School Assessment (MSA) even with accommodations. ALT-MSA assesses and reports student attainment of individually written objectives based on the Maryland reading and mathematics content standards. These content standards are available online at <http://mdk12.org>. A portfolio is constructed for each student consisting of artifacts (such as student work samples) that document the student's mastery of the assessed reading and mathematics objectives.

This report reflects your child's degree of attainment of the reading and mathematics skills that your child's teachers selected to assess, using the supports your student typically needs during instruction. The charts below present (1) the percentage of objectives your child mastered in reading and mathematics, (2) your child's performance in one of three performance levels-Basic, Proficient, or Advanced, and (3) comparative performance of other students on the ALT-MSA at your child's school, in the school system, and in the state. Understanding your child's performance is best done in consultation with your child's teachers and the members of the IEP team. Additional information on school and school system performance is available online at <http://mdreportcard.org>.

### ALT-MSA Performance Level Descriptions

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

**Proficient:** Students at this level demonstrate 51% to 89% mastery of the tested skills in reading and mathematics. The goal for all students is to reach the proficient or advanced level.

**Basic:** Students at this level demonstrate 0% to 50% mastery of the tested skills in reading and mathematics.

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

Reading					Mathematics				
	Mastery Percentage	Basic	Proficient	Advanced		Mastery Percentage	Basic	Proficient	Advanced
	80%	■	■	■		80%	■	■	■
South Penn Elementary	*	■	■	■	South Penn Elementary	*	■	■	■
Allegany County Schools	90%	■	■	■	Allegany County Schools	86%	■	■	■
Maryland	70%	■	■	■	Maryland	67%	■	■	■

### School/System/State ALT-MSA Performance

Reading				Mathematics			
Percentage of Students at	Basic	Proficient	Advanced	Percentage of Students at	Basic	Proficient	Advanced
South Penn Elementary	*	*	*	South Penn Elementary	*	*	*
Allegany County Schools	0%	40%	60%	Allegany County Schools	0%	40%	60%
Maryland	28%	24%	46%	Maryland	31%	26%	43%

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

Publication Date: May 9, 200000002

**Alternate Maryland School Assessment (ALT-MSA)  
2003-2004 Reading and Mathematics  
Report to Principals**

**BACKGROUND**

Students with significant cognitive disabilities participate in the Alternate Maryland School Assessment (ALT-MSA) if their IEP team determines they cannot participate in the Maryland School Assessment (MSA), even with accommodations. The ALT-MSA assesses student mastery of selected reading and mathematics objectives from the Maryland content standards or access skills in context of reading and mathematics. Each student's test examiner team selected the assessed objectives by using the results of a pre-assessment that determined the student's skills in the Maryland content standards or access skills within the context of reading and mathematics. The test examiner team constructed a portfolio containing artifacts that were evidence of mastery of the assessed objectives.

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

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

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

**SCORING THE ALT-MSA PORTFOLIO**

Prior to scoring, Maryland teachers who were involved in administering ALT-MSA participated in range finding. During range finding, they identified and scored the portfolios representing the range of performance across grades and contents. These scored portfolios became the basis of scoring guides, training materials, and practice scoring sets which were used to ensure consistency and reliability in portfolio scoring. During scoring, two readers independently scored every ALT-MSA portfolio. The readers first reviewed Sections 1 and 2 to learn about the student. Next, they scored the artifacts in Sections 3 and 4 using the scoring rubric. An objective was scored "mastered" if the artifact reflected that the student has attained at least 80% mastery of the objective. Mastered objectives count towards Proficiency. An objective was scored "not mastered" if the artifact did not reflect that the student had attained 80% mastery of the objective. "Not mastered" objectives do not count towards Proficiency.

An objective was "non-scorable" if it did not align with an ALT-MSA tested area as designated in the Test Administration and Coordination Manual (TACM), it did not align with the Maryland content standard objective selected by the test examiner team, the artifact for the objective was not dated with month, day, year; the artifact did not have the student's name on it, the artifact for the objective was not included in the portfolio, the artifact for the objective did not measure the selected objective, or the artifact for the objective was not primary evidence (e.g., if the artifact was a photograph or a narrative description of the student demonstrating the objective). Objectives that were non-scorable are by definition "not mastered" and do not count towards Proficiency.

**SETTING PROFICIENCY LEVELS FOR ALT-MSA**

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

Alternate Maryland School Assessment (ALT-MSA)  
2003-2004 Reading and Mathematics  
ALT-MSA Report to Principals

### EVIDENCE OF BEST INSTRUCTIONAL PRACTICES

After the scorers examined the submitted artifacts for mastery, they reviewed the portfolio for indicators of best instructional practices for students with significant cognitive disabilities. The information provided based on this review was not part of the accountability system and did not impact a student's reading or mathematics score. This information is provided only to districts and principals for their use in guiding decisions about instructional practices, and it is intended to support the link between assessment and instruction. The ALT-MSA portfolio is only one source of evidence for these important instructional components. Scorers reviewed the portfolios for the following practices:

- **Student Involvement.** Student was involved in the development of the ALT-MSA Portfolio
  - Student conveyed information in the student letter
- **Parental Involvement.** Parent was involved in the development of the ALT-MSA Portfolio
  - Parent documentation is included in Section 2 of the portfolio
  - Parent submitted artifacts completed at home
- **Skill Application.** The mastery objectives indicate that the student had the opportunity to apply reading, math, or access skills to authentic, real life problems or situations, or other content areas
  - In the mastery objective, the conditions or the desired student response indicate that the student will demonstrate their reading and math or access skill knowledge and skill in a setting outside the classroom to perform a real life task (cafeteria/restaurant to read menu, buy lunch; in library to select book, at the job site to perform work duties using written/picture symbol directions) using real life objects such as money to make purchase
- **Age-appropriateness.** The student's reading and mathematics or access skill objectives reflect age appropriate materials and tasks. The materials and tasks would be used and done by same-age peers

### USING ALT-MSA SCORES FOR INSTRUCTIONAL PLANNING

Use the three data sources (1) individual student reports, (2) aggregated reports, and (3) evidence of best instructional practices to discuss and plan instructional interventions with your staff. Although the student's reported ALT-MSA proficiency levels reflect achievement in Maryland's reading and mathematics content standards, these data should be used in 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 content standards.

#### Step 1: Examine ALT-MSA Student and School Data

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



**Alternate Maryland School Assessment (ALT-MSA)  
2003-2004 Reading and Mathematics  
ALT-MSA Report to Principals**

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

- Plan the selection of reading and mathematics objectives for future instruction and assessment based on 2004 ALT-MSA results.
- Examine current instructional practice for alignment with reading and mathematics objectives. How can instruction in literacy and mathematics be connected with other areas of instruction such as art, music, physical education, therapies, and community settings, both in-school and outside-school communities? Making these connections fosters authentic, real-life applications in reading and mathematics instruction.
- Identify the supports and assistive technologies provided to students and consider adjustments that may foster student learning.
- Examine whether students' current IEP goals and objectives support access to the grade level Maryland content standards.
- Record current levels of ALT-MSA performance on the next developed IEP to guide the selection of IEP goals and objectives that support access to grade level content standards.
- Identify practices to link daily instruction with assessment in reading and mathematics.
- Identify the content standards that need focused instruction.

**Step 3: Evaluate School-based Implementation of Alternate Assessment**

- Evaluate implementation of each component of the alternate assessment in your school
  - Did a test examiner team develop the portfolios or did only the classroom teacher develop the portfolios?
  - Did the school test coordinator perform their assigned roles and responsibilities?
  - Did staff request and receive technical support when needed?

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

- Identify instructional resources that will support instruction in reading and mathematics content standards, i.e. books, print materials, non-print materials, math manipulatives, and assistive technologies
- Identify strategies to structure time for test examiner team collaboration

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

Potential areas for staff development include the following:

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

*Alternate Maryland School Assessment  
Technical Report*

**Alternate Maryland School Assessment (ALT-MSA)  
State Summary Report  
2003-2004 Reading**

<b>Reading</b>							
Grade	Number of Students Assessed	Percent Proficient or Advanced	Percent of Objectives Mastered	Percent of Objectives NOT Mastered	Percent of Objectives Non-scorable	Artifacts Not Scorable	
						Reason	Percentage Not Scorable by Reason
<b>3</b>	<b>503</b>	<b>72%</b>	<b>70%</b>	<b>30%</b>	<b>15%</b>	A-1	0%
						A-2	1%
						D	6%
						N	7%
						M	0%
						P	0%
<b>4</b>	<b>622</b>	<b>73%</b>	<b>70%</b>	<b>30%</b>	<b>15%</b>	A-1	0%
						A-2	1%
						D	7%
						N	6%
						M	0%
						P	0%
<b>5</b>	<b>706</b>	<b>76%</b>	<b>73%</b>	<b>27%</b>	<b>14%</b>	A-1	1%
						A-2	1%
						D	5%
						N	7%
						M	0%
						P	0%
<b>6</b>	<b>774</b>	<b>72%</b>	<b>69%</b>	<b>31%</b>	<b>19%</b>	A-1	1%
						A-2	1%
						D	6%
						N	12%
						M	0%
						P	0%
<b>7</b>	<b>767</b>	<b>71%</b>	<b>69%</b>	<b>31%</b>	<b>19%</b>	A-1	0%
						A-2	0%
						D	5%
						N	12%
						M	1%
						P	0%
<b>8</b>	<b>793</b>	<b>76%</b>	<b>73%</b>	<b>27%</b>	<b>16%</b>	A-1	1%
						A-2	1%
						D	4%
						N	10%
						M	0%
						P	0%
<b>10</b>	<b>765</b>	<b>69%</b>	<b>66%</b>	<b>34%</b>	<b>22%</b>	A-1	1%
						A-2	1%
						D	4%
						N	15%
						M	1%
						P	0%
<b>11</b>	<b>718</b>	<b>72%</b>	<b>69%</b>	<b>31%</b>	<b>17%</b>	A-1	1%
						A-2	1%
						D	4%
						N	11%
						M	1%
						P	0%

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

**Alternate Maryland School Assessment (ALT-MSA)  
Report of Positive Practices  
2003-2004 Administration**

Note: The Positive Practices listed below were not part of the accountability scores generated from the ALT-MSA.

Positive Practices:	Number of Students' Portfolios	Percentage of Students' Portfolios
<b>Evidence and Indicators of Important Components of the Instructional Program</b>		
<ul style="list-style-type: none"> <li>▪ <b>Student Involvement.</b> Student was involved in the development of the ALT-MSA Portfolio                             <ul style="list-style-type: none"> <li>- Student conveyed information in the student letter</li> </ul> </li> </ul>	5,120	91%
<ul style="list-style-type: none"> <li>▪ <b>Parental Involvement.</b> Parent was involved in the development of the ALT-MSA Portfolio                             <ul style="list-style-type: none"> <li>- Parent documentation is included in Section 2 of the portfolio</li> </ul> </li> </ul>	5,045	89%
<ul style="list-style-type: none"> <li>▪ <b>Skill Application.</b> The mastery objectives indicate that the student had the opportunity to apply reading, math, or access skills to authentic, real life problems or situations, or other content areas                             <ul style="list-style-type: none"> <li>- In the mastery objective, the conditions or the desired student response indicates that the student will demonstrate their reading and math or access skill knowledge and skill in a setting outside the classroom to perform a real-life task (cafeteria/restaurant to read menu, buy lunch; in library to select book, at the job site to perform work duties using written/picture symbol directions) using real life objects such as money to make purchase</li> </ul> </li> </ul>	5,100	90%
<ul style="list-style-type: none"> <li>▪ <b>Age-appropriateness.</b> The student's reading and mathematics or access skill objectives reflect age-appropriate materials and tasks. The materials and tasks would be used and done by same-age peers</li> </ul>	4,959	88%

**Alternate Maryland School Assessment (ALT-MSA)  
Report of Positive Practices  
2003-2004 Administration**

Note: The Positive Practices listed below were not part of the accountability scores generated from the ALT-MSA.

<b>Positive Practices:</b>	<b>Number of Students' Portfolios</b>	<b>Percentage of Students' Portfolios</b>
<b>Evidence and Indicators of Important Components of the Instructional Program</b>		
<ul style="list-style-type: none"> <li>▪ <b>Student Involvement.</b> Student was involved in the development of the ALT-MSA Portfolio                             <ul style="list-style-type: none"> <li>- Student conveyed information in the student letter</li> </ul> </li> </ul>	5,120	91%
<ul style="list-style-type: none"> <li>▪ <b>Parental Involvement.</b> Parent was involved in the development of the ALT-MSA Portfolio                             <ul style="list-style-type: none"> <li>- Parent documentation is included in Section 2 of the portfolio</li> </ul> </li> </ul>	5,045	89%
<ul style="list-style-type: none"> <li>▪ <b>Skill Application.</b> The mastery objectives indicate that the student had the opportunity to apply reading, math, or access skills to authentic, real life problems or situations, or other content areas                             <ul style="list-style-type: none"> <li>- In the mastery objective, the conditions or the desired student response indicates that the student will demonstrate their reading and math or access skill knowledge and skill in a setting outside the classroom to perform a real-life task (cafeteria/restaurant to read menu, buy lunch; in library to select book, at the job site to perform work duties using written/picture symbol directions) using real life objects such as money to make purchase</li> </ul> </li> </ul>	5,100	90%
<ul style="list-style-type: none"> <li>▪ <b>Age-appropriateness.</b> The student's reading and mathematics or access skill objectives reflect age-appropriate materials and tasks. The materials and tasks would be used and done by same-age peers</li> </ul>	4,959	88%



*Alternate Maryland School Assessment  
Technical Report*

**Alternate Maryland School Assessment (ALT-MSA)  
State Summary Report  
2003-2004 Mathematics**

<b>Mathematics</b>							
Grade	Number of Students Assessed	Percent Proficient or Advanced	Percent of Objectives Mastered	Percent of Objectives NOT Mastered	Percent of Objectives Non-scorable	Artifacts Not Scorable	
						Reason	Percentage Not Scorable by Reason
<b>3</b>	<b>503</b>	<b>69%</b>	<b>67%</b>	<b>33%</b>	<b>18%</b>	A-1	4%
						A-2	0%
						D	5%
						N	7%
						M	0%
						P	0%
<b>4</b>	<b>622</b>	<b>71%</b>	<b>68%</b>	<b>32%</b>	<b>17%</b>	A-1	4%
						A-2	1%
						D	6%
						N	6%
						M	0%
						P	0%
<b>5</b>	<b>706</b>	<b>75%</b>	<b>70%</b>	<b>30%</b>	<b>16%</b>	A-1	4%
						A-2	1%
						D	4%
						N	7%
						M	0%
						P	0%
<b>6</b>	<b>774</b>	<b>67%</b>	<b>64%</b>	<b>36%</b>	<b>23%</b>	A-1	4%
						A-2	1%
						D	5%
						N	12%
						M	0%
						P	0%
<b>7</b>	<b>767</b>	<b>72%</b>	<b>68%</b>	<b>32%</b>	<b>21%</b>	A-1	4%
						A-2	1%
						D	5%
						N	12%
						M	0%
						P	0%
<b>8</b>	<b>793</b>	<b>72%</b>	<b>69%</b>	<b>31%</b>	<b>19%</b>	A-1	4%
						A-2	1%
						D	3%
						N	11%
						M	0%
						P	0%
<b>10</b>	<b>765</b>	<b>66%</b>	<b>63%</b>	<b>37%</b>	<b>25%</b>	A-1	5%
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<b>11</b>	<b>718</b>	<b>69%</b>	<b>66%</b>	<b>34%</b>	<b>21%</b>	A-1	5%
						A-2	1%
						D	4%
						N	10%
						M	1%
						P	0%

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

*Alternate Maryland School Assessment  
Technical Report*

**Alternate Maryland School Assessment (ALT-MSA)  
Student Portfolio Summary Report  
2003-2004 Reading and Mathematics**

Student:  
School: **Forbush School**  
LEA: **Special Placement School**  
Code: **24-0311**  
Grade: **05**

Reading			
Proficiency Level: Basic			
Objective	Mastered	Not Mastered	Not Scorable
1		X	
2			A-1
3		X	
4	X		
5		X	
6		X	
7		X	
8		X	
9		X	
10		X	
<b>Summary</b>	1	8	1

Mathematics			
Proficiency Level: Basic			
Objective	Mastered	Not Mastered	Not Scorable
1	X		
2		X	
3		X	
4		X	
5		X	
6		X	
7			A-1
8		X	
9		X	
10		X	
<b>Summary</b>	1	8	1

**Notes:**

An objective is scored as **Mastered** if all of these components are evident:

- 1) It aligns with the selected reading or mathematics or access skill objective AND
- 2) The artifact is evidence of an observable and measurable student response directly related to the assessed objective AND
- 3) The artifact reflects that the student has attained at least 80% mastery of the objective

An objective is scored as **Not Mastered** if:

- 1) The artifact did not reflect an observable, measurable student response AND/OR
- 2) The artifact did not reflect that the student had attained 80% mastery of the assessed objective

A mastery objective is **Non-Scorable and therefore Not Mastered** if one or more of the following conditions occur:

- A-1 The objective does not align with an ALT-MSA tested area as designated in the Test Administration Manual
- A-2 The objective does not align with the Maryland content standard objective selected by the test examiner team
- D The artifact for the objective was not dated with month, day, and year or the student's name was not on artifact
- N The artifact for the objective was not included in the portfolio
- M The artifact for the objective did not measure the selected objective
- P The artifact submitted was not primary evidence; rather, a photograph or a narrative description

**Alternate Maryland School Assessment (ALT-MSA)  
Report of Positive Practices  
2003-2004 Administration**

Note: The Positive Practices listed below were not part of the accountability scores generated from the ALT-MSA.

Positive Practices:	Number of Students' Portfolios	Percentage of Students' Portfolios
<b>Evidence and Indicators of Important Components of the Instructional Program</b> <ul style="list-style-type: none"> <li>• <b>Student Involvement.</b> Student was involved in the development of the ALT-MSA Portfolio                             <ul style="list-style-type: none"> <li>- Student conveyed information in the student letter</li> </ul> </li> </ul>	1	100%
<ul style="list-style-type: none"> <li>• <b>Parental Involvement.</b> Parent was involved in the development of the ALT-MSA Portfolio                             <ul style="list-style-type: none"> <li>- Parent documentation is included in Section 2 of the portfolio</li> </ul> </li> </ul>	1	100%
<ul style="list-style-type: none"> <li>• <b>Skill Application.</b> The mastery objectives indicate that the student student had the opportunity to apply reading, math, or access skills to authentic, real life problems or situations, or other content areas                             <ul style="list-style-type: none"> <li>- In the mastery objective, the conditions or the desired student response indicates that the student will demonstrate their reading and math or access skill knowledge and skill in a setting outside the classroom to perform a real-life task (cafeteria/restaurant to read menu, buy lunch; in library to select book, at the job site to perform work duties using written/picture symbol directions) using real life objects such as money to make purchase</li> </ul> </li> </ul>	1	100%
<ul style="list-style-type: none"> <li>• <b>Age-appropriateness.</b> The student's reading and mathematics or access skill objectives reflect age appropriate materials and tasks. The materials and tasks would be used and done by same-age peers</li> </ul>	1	100%