

Missouri Assessment Program Alternate (MAP-A)

2011-2012
Instructor's Guide
and Implementation Manual

DEVELOPED BY

Missouri Department of Elementary and Secondary Education
Assessment Resource Center
Measured Progress



2011-2012 MAP-A Instructor's Guide and Implementation Manual Updates

The Instructor's Guide and Implementation Manual has been streamlined to contain administration procedures, student entry samples, and copy-ready assessment forms. Additional materials and resources will be available on the Missouri Department of Elementary and Secondary Education (DESE) website (<http://www.dese.mo.gov/divimprove/assess/mapa.html>). AGLEs are also found on the DESE website (<http://www.dese.mo.gov/divimprove/curriculum/GLE/index.html>).

2011-2012 MAP-A Science AGLEs

The Missouri Assessment Program-Alternate (MAP-A) is regularly monitored by the US Department of Education-NCLB Assessment System Review. The NCLB Peer Review Board requested that Missouri conduct an analysis of the Science Alternate Grade-Level Expectations (AGLEs) for grade appropriateness and accessibility. DESE brought together a committee of statewide Missouri practitioners composed of administrators of special education, general education science teachers, and special education teachers representing a wide range of grade spans and certification status. The committee spent seven days during the months of March and April 2011, reviewing the Science AGLEs for grade appropriateness and accessibility. At the conclusion of its work, the committee submitted a revised version of the Science AGLEs. After DESE review, the AGLEs were approved and will be implemented for the upcoming 2011-2012 MAP-A testing window administration beginning January 9, 2012. The Alternate Performance Indicators (APIs) and ProFile have been updated to reflect the approved 2011 Science AGLEs. Information on the revised AGLEs will be provided through the DESE website, the Assessment Resource Center (ARC), and the Regional Professional Development Centers (RPDCs).

2011-2012 MAP-A Timeline

Enrollment Window	9/12/2011 – 11/4/2011
MAP-A Materials Ship to Districts.....	12/5/2011 – 1/6/2012
Transfer Student Participation Deadline	1/6/2012
Collection Period One.....	1/9/2012 – 2/3/2012
Collection Period Two	2/6/2012 – 3/2/2012
Deadline for Return Shipping	3/9/2012
ProFile Closes	3/23/2012

Enrollment

ARC conducts MAP-A enrollment on its MAP-A Online Enrollment System during September and October 2011. Eligibility decisions should have been made by Individualized Education Plan (IEP) teams prior to student enrollment.

District Testing Coordinators are responsible for enrolling MAP-A eligible students. They, or another district-designated MAP-A Coordinator, will receive instructions, user IDs, and passwords in the fall.

MAP-A Materials

Districts will receive student-specific materials for each student enrolled in the MAP-A by mid-December. Materials for late-enrollment submissions will be shipped at the beginning of January.

Transfer Students

Students (who have been determined MAP-A eligible on their current IEP) who transfer into a new district after January 6th, 2012 are not required to participate in the MAP-A/MAP assessment for that current year. The receiving district does not begin or continue MAP-A/MAP administration.

Any MAP-A data collected for students transferring out of a district should be placed in the student's MAP-A binder and returned to ARC in March 2012 with the remainder of the district's MAP-A submissions.

However, students who move *within* a district at any point in time during the MAP-A collection period are required to participate/continue in the MAP-A administration.

District Testing Coordinators should report student transfers (incoming, outgoing, and within the district) on the MAP-A Online Enrollment System.

MAP-A Return

Completed MAP-A binders should be submitted to the District Testing Coordinator or designated MAP-A Coordinator, who is responsible for returning completed MAP-A binders to ARC. MAP-A return packages must be shipped no later than March 9th, 2012.

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Contact Information

Policy/Eligibility Questions

Missouri Department of Elementary and Secondary Education (DESE)

Missouri Assessment Program (MAP) 573-751-5739
Division of Special Education
<http://dese.mo.gov/divimprove/assess/mapa.html>

Content/Process Questions

Regional Professional Development Centers

The RPDCs in Missouri provide a wide range of services to meet the needs of teachers, administrators and school districts. Each center's goal is to meet the needs of professional educators from its region, so services may vary from RPDC to RPDC.

To locate the RPDC serving your district, go to
<http://dese.mo.gov/divteachqual/leadership/rpdc/index.html>

Enrollment/Materials/Scoring Questions

Assessment Resource Center 573-882-4694

MAP-A Services

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ProFile Questions

Measured Progress

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PSWFKKHS@measuredprogress.org

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Chapter One: Process Overview

Federal and State Assessment Expectations

The Outstanding Schools Act of 1993 (SB 380) calls upon Missouri’s educational community to strengthen expectations and opportunities for students served by Missouri public schools. Four major initiatives resulted from the legislation: the Show-Me Standards/Alternate Grade Level Expectations (AGLEs), a Curriculum Framework, enhanced professional development for teachers, and the Missouri Assessment Program (MAP).

Federal special education law, specifically the Individuals with Disabilities Education Act (IDEA) of 2004, mandates that students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary. IDEA 2004 further requires that students with disabilities are to be included in all general and district-wide assessment programs with appropriate accommodations or alternate assessments when necessary as determined by their Individualized Education Program (IEP) team. In addition, the No Child Left Behind Act (NCLB) of 2001 requires that all students participate in state tests in English language arts, mathematics, and science and that performance results be reported.

Participation in the Missouri Assessment Program (MAP) is an important means of ensuring that **each** student has the opportunity to acquire the knowledge and skills addressed in the Missouri Show-Me Standards. The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum, and participate in the subject-area assessments of the MAP. However, students with significant cognitive disabilities require an alternate method of assessment. For the small percentage of students who cannot participate in the large-scale assessments even with accommodations, the MAP-Alternate (MAP-A) is provided.

Confidentiality

MAP-A materials should be treated as confidential student records and handled in the manner prescribed by local school board policy.

Overview of the MAP-A

High-quality assessment practices provide information upon which to base ongoing development of curriculum and instruction that is responsive to individual student needs. Students with significant cognitive disabilities are valued and contributing members of their schools and communities. The MAP-A design promotes enhanced capacities and integrated life opportunities for students with severe disabilities. Capturing evidence of student learning serves as the basic building block of the MAP-A. The MAP-A design is a status model, which expands the functional

focus to combine general education academic skills in a meaningful way for students. MAP-A data is a reflection of student performance during the MAP-A administration window. The MAP-A is not intended to be viewed as a progress model. Teachers collect data and student work over a short period of time, creating a snapshot of student work and assessing the student's accuracy and independence. The collected evidence documents a connection between the Show-Me Standards and instruction.

The MAP-A is

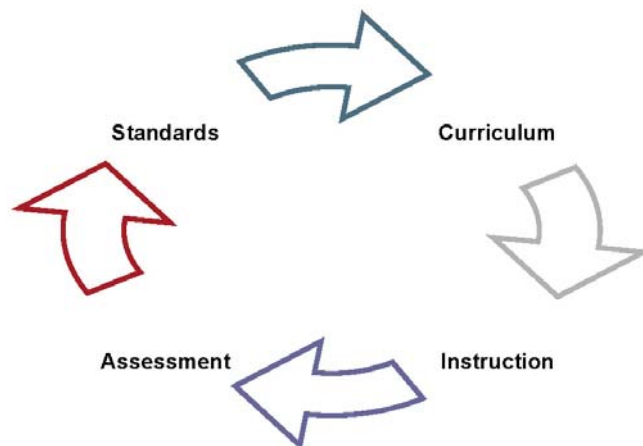
- required by federal law;
- designed only for students with significant cognitive disabilities who meet grade-level and eligibility criteria;
- scored using the MAP-A Scoring Rubric (shown on page 23) to determine reportable scores; and
- reflective of input from an instructional team, which may include teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, when appropriate.

The MAP-A documents student learning directly connected to the Show-Me Standards through the Alternate Grade-Level Expectations (AGLEs) for students who are MAP-A eligible. The assessment has three criteria:

- Level of Accuracy
- Level of Independence
- Connection to the Standards

Teachers observe and assess a student's work and collect evidence in each content area strand during two distinct collection periods. The assessment effectively links standards, curriculum, instruction, and assessment as illustrated below.

Figure 1: Linkages



Step-by-Step Process

There is a twelve-step procedure for completing the MAP-A, designed to assist educators in assessing students using the MAP-A. Make sure you understand the steps, collection of data and the manner in which the evidence must be submitted for the MAP-A *prior to beginning* the alternate assessment process. The steps outlined below are described in more detail in Chapter 7.

- 1. Verify student eligibility for participation in the MAP-A. Refer to the student's IEP.**
- 2. Determine the composition of the instructional team that will assess the student and fully inform all participants about the MAP-A.**
- 3. Identify the mandatory strands in each content area.**
- 4. Select Alternate Performance Indicators (APIs) for each required content area strand.**
- 5. Review the requirements for documentation for the MAP-A.**
- 6. Determine the data collection system for documentation of student performance.**
- 7. Collect and record data throughout the assessment period.**
- 8. Select one Student Work Record per entry to include in the MAP-A for each collection period.**
- 9. Complete the Student Work Record.**
- 10. Complete the Entry/Data Summary Sheet for each entry.**
- 11. Assemble the MAP-A documentation. Make a copy for your records.**
- 12. Submit completed MAP-A.**

MAP-A Participation Eligibility Criteria

MAP-A eligibility is determined by the student’s IEP team using DESE-established criteria. If the IEP team for a student with a disability answers “yes” to **all five** of the following eligibility questions, then that student is eligible for MAP-A participation.

		MAP-A Participation Eligibility Criteria	
Yes	No		
		1. The student has a demonstrated significant <u>cognitive</u> disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.	
		2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.	
		3. The student’s educational program centers on the application of <u>essential</u> skills to the Missouri Show-Me Standards.	
<p>MAP-A Participation Eligibility Criteria Supplement</p> <p>The statements below provide additional information for criterion number three: “The student’s educational program centers on the application of essential skills to the Missouri Show-Me Standards.” These statements may assist IEP teams in identifying students whose instructional focus is on the application of essential skills to the Missouri Show-Me Standards.</p> <ol style="list-style-type: none"> 1. The student’s reading ability is limited and, as such, the student acquires information primarily through other methods. 2. The student’s ability to demonstrate knowledge by writing or speaking is limited; thus, the student must often use other methods to express ideas and share information. 3. The student requires significant supports to access the general education curriculum while demonstrating modest progress in that curriculum. 4. The student typically has difficulty solving novel problems or using newly acquired skills in differing situations. 5. The student’s educational priorities primarily address essential skills that will be used in adult daily living. 6. The student’s post-secondary outcomes will likely require supported or assisted living. 7. The student requires instruction in small groups or on a one-to-one basis, with frequent prompts and guidance from adults. 			
		4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject-area assessments or taking the MAP with accommodations.	
		5. The student’s inability to participate in the MAP subject-area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.	

Assessment Blueprint/Design

The MAP-A consists of data and supporting evidence collected by an instructional team. It provides information on a student’s knowledge and skills in Mathematics, Communication Arts and Science. The MAP-A assesses accuracy, independence, and connection to the standards on four Alternate Performance Indicators (APIs) each in Mathematics, Communication Arts, and Science.

Tables 1-3 illustrate how APIs are selected from content strands in each subject.

Table 1: Mathematics Assessment Blueprint

Content Area	Grade Focus	Title of Strand
Mathematics	Required for Grades 3-8 and 10	<ul style="list-style-type: none"> Numbers and Operations (NO)
	Required for Elementary Grades 3, 4, & 5	<ul style="list-style-type: none"> Algebraic Relationships (AR) <i>and/or</i> Geometric and Spatial Relationships (GS)
	Required for Middle School Grades 6, 7, & 8	<ul style="list-style-type: none"> Data and Probability (DP)
	Required for High School Grade 10	<ul style="list-style-type: none"> Measurement (ME)

Table 2: Communication Arts Assessment Blueprint

Content Area	Grade Focus	Title of Strand
Communication Arts	Required for Grades 3-8 and 11	<ul style="list-style-type: none"> Reading: Develop and apply skills and strategies to the reading process (RD <i>and/or</i> RP).
	Required for Elementary Grades 3, 4, & 5	<ul style="list-style-type: none"> Writing: Compose well-developed text using standard English conventions (WC).
	Required for Middle School and High School Grades 6, 7, 8, & 11	<ul style="list-style-type: none"> Writing: Apply a writing process in composing text or write effectively in various forms and types of writing (WP).

Table 3: Science Assessment Blueprint

Content Area	Grade Focus	Title of Strand
Science	Required for Elementary School Grade 5	<ul style="list-style-type: none"> • Strand 5: Processes and Interactions of the Earth’s Systems (ES)
		<ul style="list-style-type: none"> • Strand 6: Composition and Structure of the Universe and the Motion of the Objects within it (UN)
		<ul style="list-style-type: none"> • Strand 7: Scientific Inquiry (IN) or Strand 8: Impact of Science, Technology, and Human Activity (ST)
		<ul style="list-style-type: none"> • Strand 3: Characteristics and Interactions of Living Organisms (LO) or Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environment (EC)
	Required for Middle School Grade 8	<ul style="list-style-type: none"> • Strand 1: Properties and Principles of Matter and Energy (ME)
		<ul style="list-style-type: none"> • Strand 2: Properties and Principles of Force and Motion (FM)
		<ul style="list-style-type: none"> • Strand 7: Scientific Inquiry (IN) or Strand 8: Impact of Science, Technology, and Human Activity (ST)
		<ul style="list-style-type: none"> • Strand 5: Processes and Interactions of the Earth’s Systems (ES) or Strand 6: Composition and Structure of the Universe and the Motion of the Objects within It (UN)
	Required for High School Grade 11	<ul style="list-style-type: none"> • Strand 3: Characteristics and Interactions of Living Organisms (LO)
		<ul style="list-style-type: none"> • Strand 4: Changes in Ecosystems and interactions of Organisms with Their Environment (EC)
		<ul style="list-style-type: none"> • Strand 7: Scientific Inquiry (IN) or Strand 8: Impact of Science, Technology, and Human Activity (ST)
		<ul style="list-style-type: none"> • Strand 1: Properties and Principals of Matter and Energy (ME) or Strand 2: Properties and Principals of Force and Motion (FM)

Chapter Two: Documentation

Forms and Data Collection Submission Requirements

Student performance assessed with the MAP-A must be documented in a standardized format prior to submission for scoring. This chapter describes the forms required in a completed MAP-A, outlines the number of pages teachers should expect to submit in a completed MAP-A, summarizes the data points reported in the MAP-A, and includes sample MAP-A forms. The forms are described and outlined in Table 4. Data collection and submission requirements are outlined in Tables 5-7 and illustrated in Figure 2.

Table 4: MAP-A Forms

Form*	Description
Table of Contents Checklist	Acts as a guide for organization of the completed MAP-A. Since strand coverage and submission requirements vary by content area and grade level/span, so do these forms.
Validation Form	Provides documentation of the individuals who have reviewed and/or contributed to the MAP-A. Allows for optional brief description of student's communication mode. The principal, assistant principal or special education director must sign this form prior to submission of the MAP-A.
Entry/Data Summary Sheets	Serves as a record of student performance on each API assessed. The student's score for Level of Accuracy and Level of Independence for each API will be determined based on the percentages recorded on the Entry/Data Summary Sheet.
API Duplication/Justification Form	Supplies specific content-based evidence to support the justification/rationale for duplicate use of the API.
Student Work Records	Provides documentation of student work for each API assessed in both collection periods. Student Work Records should demonstrate the application of the APIs along with differentiated instruction showing individual student results in a standards-based activity. You may show evidence of student work by <ul style="list-style-type: none">• collecting student work samples such as worksheets, drawings, writings, journal entries, or projects; or• observing the student and recording his or her performance.

*Note: sample forms are included at the end of this chapter. The full set of forms needed for all grade levels is included in Chapter 5. Use these forms to make copies as needed.

Each subject requires submission of four entries. Each entry assesses one API. APIs for MAP-A entries must be selected from particular Strands depending upon the student’s grade level. Table 5 outlines data collection requirements by subject. The Assessment Blueprint and the APIs found on the DESE website provide more information about which APIs are allowable at each grade level.

Table 5: Requirements for Proper MAP-A Data Collection

	Mathematics	Communication Arts	Science
Grades Assessed	3-8, 10	3-8, 11	5, 8, 11
# of Strands Assessed	2	2	4
# of APIs required per Strand	2	2	1
# of Entries Required	4	4	4
Minimum # of Pages per Entry	3	3	3
Minimum pages per content area	12	12	12

Once the APIs are selected, the MAP-A requires that data for each entry is collected over two collection periods. **For each entry, three data points per collection period must be recorded on the Entry/Data Summary Sheet.** Each of these data points must be recorded on a different calendar date. One of these three data points per collection period must be further described and documented on a Student Work Record. Table 6 outlines these requirements for each content area.

A complete MAP-A entry will contain, at a minimum, one Entry/Data Summary Sheet and two Student Work records—three pages. With four entries required, submissions for each subject contain 12 pages, at a minimum. Table 7 lists minimum page requirements by grade level and content area. See Figure 2 for additional information.

Table 6: MAP-A Data Collection and Submission Requirements Per Content Area

Entry	APIs per Entry	Collection Period	Data Collection Required	Forms Required	Min. Total # of Pages
1	1	1	3 data points	1 Entry/Data Summary Sheet	2 Student Work Records
		2	3 data points		
2	1	1	3 data points	1 Entry/Data Summary Sheet	2 Student Work Records
		2	3 data points		
3	1	1	3 data points	1 Entry/Data Summary Sheet	2 Student Work Records
		2	3 data points		
4	1	1	3 data points	1 Entry/Data Summary Sheet	2 Student Work Records
		2	3 data points		

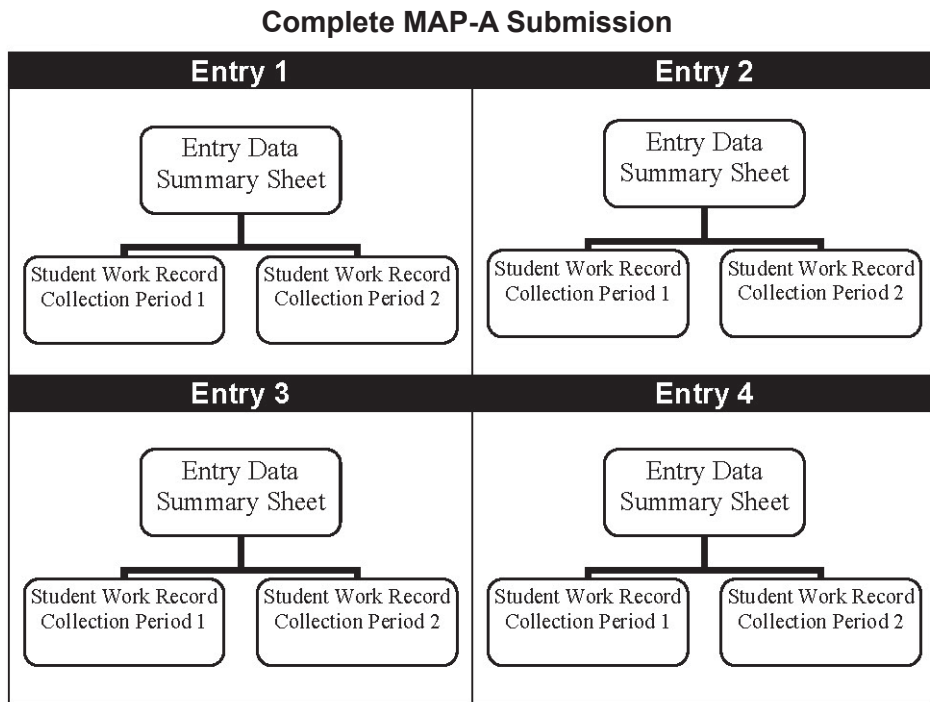
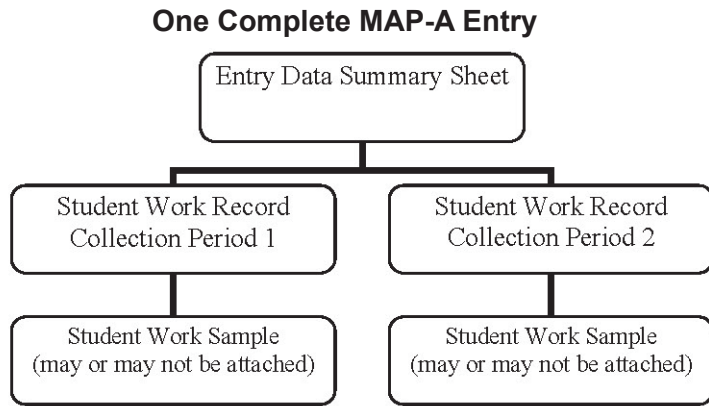
12

Table 7: Minimum Page Requirements for MAP-A Submissions at Each Grade Level

	Mathematics	Communication Arts	Science	Min. Total # of Pages*
Elementary, Grades 3 & 4	12	12	---	26
Elementary, Grade 5	12	12	12	39
Middle School, Grades 6 & 7	12	12	---	26
Middle School, Grade 8	12	12	12	39
High School, Grade 10	12	---	---	14
High School, Grade 11	---	12	12	26

* Minimum total number of pages includes one Table of Contents Checklist and one Validation Form per MAP-A submission.

Figure 2: Complete MAP-A Entry and Submission for Each Subject



Sample Forms

<u>Table of Contents Checklist</u>		Elementary
Student:	School Year:	Grade: 3 4
(Organize MAP-A in the following manner)		
<input type="checkbox"/> Table of Contents Checklist <input type="checkbox"/> Validation Form		
Communication Arts Strand 1: Reading (RD/RP) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 1: Numbers & Operations (NO) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	
Communication Arts Strand 1: Reading (RD/RP) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 1: Numbers & Operations (NO) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	
Communication Arts Strand 2: Writing (WC) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	
Communication Arts Strand 2: Writing (WC) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	

<u>Table of Contents Checklist</u>		Elementary
Student:	School Year:	Grade: 5
(Organize MAP-A in the following manner)		
<input type="checkbox"/> Table of Contents Checklist <input type="checkbox"/> Validation Form		
Communication Arts Strand 1: Reading (RD/RP) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 1: Numbers & Operations (NO) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	
Communication Arts Strand 1: Reading (RD/RP) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 1: Numbers & Operations (NO) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	
Communication Arts Strand 2: Writing (WC) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	
Communication Arts Strand 2: Writing (WC) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record	

Table of Contents Checklist (Cont.)

Elementary

Student:	School Year:	Grade: 5
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(Organize MAP-A in the following manner.)

Science Strand 5: Processes and Interactions of the Earth's Systems (ES)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 6: Composition and Structure of the Universe and the Motion of the Objects within it (UN)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

**Science Strand 7: Scientific Inquiry (IN) or
Science Strand 8: Impacts of Science, Technology, and Human Activity (ST)**

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 3: Characteristics and Interactions of Living Organisms (LO) or

Science Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environments (EC)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist

Middle School

Student:	School Year:	Grade: 6 7
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(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
 - Collection Period 1 Student Work Record
 - Collection Period 2 Student Work Record

Table of Contents Checklist

Middle School

Student:	School Year:	Grade: 8
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(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist

Middle School

Student:	School Year:	Grade: 8
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(Organize MAP-A in the following manner.)

Science Strand 1: Properties and Principals of Matter and Energy (ME)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 2: Properties and Principals of Force and Motion (FM)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 7: Scientific Inquiry (IN) or Science Strand 8: Impacts of Science, Technology, and Human Activity (ST)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 5: Processes and Interactions of the Earth's Systems (ES) or Science Strand 6: Composition and Structure of the Universe and the Motion of the Objects within It (UN)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist**High School**

Student:	School Year:	Grade: 10
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(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Mathematics Strand 1: Numbers & Operations (NO)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Measurement (ME)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Measurement (ME)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist**High School**

Student:	School Year:	Grade: 11
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(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/RP)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/RP)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 3: Characteristics and Interactions of Living Organisms (LO)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environments (EC)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 7: Scientific Inquiry (IN) or Science Strand 8: Impacts of Science, Technology, and Human Activity (ST)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 1: Properties and Principles of Matter and Energy (ME) or Science Strand 2: Properties and Principles of Force and Motion (FM)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Validation Form

Student: _____ **Grade:** _____
District & School of Attendance: _____

This form provides documentation of the individuals who administered, contributed to and/or reviewed this MAP-A.

Individual responsible for MAP-A administration
 (typically the student's classroom teacher):
 Name: _____
 Position: _____

Individuals who contributed to this MAP-A:
 Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

OPTIONAL - Use this space to provide information regarding the student's mode of communication.

Please obtain administrator's (principal, assistant principal, or special education director) signature prior to submission.

Signature _____ Date _____

Print Name _____

SAMPLE

**Entry/Data Summary Sheet
 Mathematics/Communication Arts/Science**

Student Name:			Grade:			
Strand:		Big Idea:		Concept:		
API:						
Has this student been assessed on this API in previous years? Yes <input type="checkbox"/> No <input type="checkbox"/>						
Collection Period 1 January 9 – February 3			Collection Period 2 February 6 – March 2			
Dates below do not need to be in chronological order.			Dates below do not need to be in chronological order.			
Date						
Data Type	Student Work Record	Data Point	Data Point	Student Work Record	Data Point	Data Point
Accuracy %						
Independence %						
Average % for Collection Period	Accuracy:			Accuracy:		
	Independence:			Independence:		

	API Entry Average
Level of Accuracy	
Level of Independence	

**API Duplication Justification Form
Mathematics/Communication Arts**

Student Name:		Grade:
Strand:	Big Idea:	Concept:
API:		
You indicated that this student has been assessed on this API in previous years.		
The instructional decision to duplicate an API from a prior year's MAP-A assessment must be justified on this form. The justification must be included with the MAP-A submission.		
Justification/Rationale: (Supply specific justification for duplicate use of the API.)		
Plan of Student Progress: (Supply specific plans in place to assure student growth across API's content.)		

**Student Work Record
Mathematics/Communication Arts/Science**

Attach student work sample if appropriate.

Student Name:		Grade:	Date:
Strand:	Big Idea:	Concept:	
API:			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy .		Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence .	
Level of Accuracy _____%		Level of Independence _____%	

Chapter Three: Scoring Criteria

Missouri Assessment Program-Alternate (MAP-A) Rubric

Score	4	3	2	1	No Score
Level of Accuracy	Student performance of skills “based on Alternate Performance Indicators” demonstrates a high level of understanding of concepts. 76–100% Accuracy	Student performance of skills “based on Alternate Performance Indicators” demonstrates some understanding of concepts. 51–75% Accuracy	Student performance of skills “based on Alternate Performance Indicators” demonstrates a limited understanding of concepts. 26–50% Accuracy	Student performance of skills “based on Alternate Performance Indicators” demonstrates a minimal understanding of concepts. 0–25% Accuracy	Entry contains insufficient information to determine a score.
Level of Independence	Student requires minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts. 76–100% Independence	Student requires some verbal, visual, and/or physical assistance to demonstrate skills and concepts. 51–75% Independence	Student requires frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts. 26–50% Independence	Student requires extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts. 0–25% Independence	Entry contains insufficient information to determine a score.
Connection to the Standards		There is evidence of applying the Alternate Performance Indicator in two standards-based activities, one per collection period.	There is evidence of applying the Alternate Performance Indicator in at least one standards-based activity, one out of two collection periods.	There is some evidence of a connection to the Alternate Performance Indicator.	There is insufficient evidence of a connection to the Alternate Performance Indicator.

Mathematics and Communication Arts must address **two strands** as indicated on the Assessment Blueprint in Chapter 1 (Tables 1 and 2). Within each strand, **two different** Alternate Performance Indicators (APIs) are assessed. Science assesses one API in each of four grade-specific strands as indicated on the Assessment Blueprint in Chapter 1 (Table 3). The rubric will be applied to **each** API addressed in the MAP-A.

Level of Accuracy

This rubric dimension addresses the question “How accurate is the student’s performance of the skills and concepts addressed in the MAP-A?” To do so, the rubric is applied to the evaluation of the student’s Level of Accuracy recorded, along with a description of how it was determined, in the MAP-A documentation.

In the MAP-A scoring process, Level of Accuracy documentation is reviewed for verifiability and inclusion of only accuracy information. (Whether the student performed independently or with assistance should not be considered in evaluating Level of Accuracy.) For example, scorers check whether the description of Level of Accuracy determination and the percentage score recorded on the Student Work Record match. If a description indicates that the student was able to complete 5 out of 10 parts of an activity correctly and required task-specific assistance to complete 2 of the 10 parts, scorers would expect to see 50% recorded as the Level of Accuracy on that Student Work Record. Documentation is also reviewed for completeness. Table 10 describes each score point in the rubric for Level of Accuracy.

Table 10: Description of Scoring Rubric Dimensions for Level of Accuracy

Score Point	Description
4	The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 76–100% of the time across the two data collection periods.
3	The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 51–75% of the time across the two data collection periods.
2	The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 26–50% of the time across the two data collection periods.
1	The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 0–25% of the time across the two data collection periods.
NS	Insufficient information was given. The Entry/Data Summary Sheet was incomplete. Each API must have six data points (three per collection period) as indicated on the Entry/Data Summary Sheet.

All data must be reported as a percentage score on the Entry/Data Summary Sheet. (See the sample entries in Chapter 6 for examples of converting different types of data into percentage scores.) The teacher averages the two data periods. The student’s Level of Accuracy for each entry will be determined from the average score.

Level of Independence

This rubric dimension addresses the question “How independent is the student in demonstrating knowledge and skills addressed in the MAP-A?” To do so, the rubric is applied to the evaluation of the student’s Level of Accuracy recorded, along with a description of how it was determined, in the MAP-A documentation.

In the MAP-A scoring process, Level of Independence documentation is reviewed for verifiability and inclusion of only independence information. For example, scorers check whether the description of Level of Independence determination and the percentage score recorded on the Student Work Record match. If a description indicates that the student was able to complete 5 out of 10 parts of an activity correctly and required task-specific assistance to complete 2 of the 10 parts, scorers would expect to see 80% recorded as the Level of Independence on that Student Work Record. Documentation is also reviewed for completeness. Table 11 describes each score point in the rubric for Level of Independence.

Table 11: Description of Scoring Rubric Dimensions for Level of Independence

Score Point	Description
4	The Entry/Data Summary Sheet indicates the student demonstrates skills and concepts independently an average of 76–100% of the time across the two data collection periods. The student required minimal (0–24% of the time) cueing, prompting, or assistance.
3	The Entry/Data Summary Sheet indicates the student demonstrates skills and concepts independently an average of 51–75% of the time across the two data collection periods. The student required some (25–49% of the time) cueing, prompting, or assistance.
2	The Entry/Data Summary Sheet indicates the student demonstrates skills and concepts independently an average of 26–50% of the time across the two data collection periods. The student required frequent (50–74% of the time) cueing, prompting, or assistance.
1	The Entry/Data Summary Sheet indicates the student demonstrates skills and concepts independently an average of 0–25% of the time across the two data collection periods. The student required extensive (75–100% of the time) cueing, prompting, or assistance.
NS	Insufficient information was given. The Entry/Data Summary Sheet was incomplete. Each API must have six data points (three per collection period) as indicated on the Entry/Data Summary Sheet.

All data must be reported as a percentage score on the Entry/Data Summary Sheet. (See Chapter 6 for examples of converting different types of data into percentage scores.) The teacher averages the two data periods. The student’s Level of Independence for each entry will be determined from the average score.

For the purpose of determining Level of Independence on the MAP-A, percentages are assigned to represent the portion of the work that students perform independently. Some level of assistance may be necessary for the student to demonstrate a skill or complete a task. Assistance at any level appropriate to the student and his or her instructional and/or communication needs is permitted in the MAP-A assessment.

Task-Specific Assistance

Assistance provided to a student that relates to the content of the activity is considered task-specific and lowers the Level of Independence score. Assistance, prompting, or modeling that may lead, guide, or coach the student toward the correct answer would be considered task-specific. A student who participates in an activity without task-specific assistance scores 100% Level of Independence. Examples of task-specific assistance are outlined in Table 12.

Table 12: Task-Specific Assistance

Assistance	Description
Gestural	Natural gestures of a nonverbal nature that tell a student what to do (e.g., hand movement, pointing, facial expressions). They are easy to use and do not involve direct physical contact.
Verbal	Spoken statements that help students respond correctly. These statements guide students on how to respond rather than tell them that they are to respond (e.g., how to do all or part of the skill); give them a rule to use; and/or provide hints.
Modeling	Demonstrating a desired behavior in order to prompt an imitative response.
Partial Physical	Requires that teachers physically guide the students through the target skill/task, but at a less intrusive level (e.g., hand over wrist, elbow, shoulder).
Full Physical	Requires that the teacher place his/her hand on top of student's hand and physically guide the student through the target behavior/task (hand-over-hand). The teacher, rather than the student, exerts the effort, which minimizes errors. These are the most intrusive type of prompt.

Non-Task-Specific Assistance

Cues, prompts, or assistance needed to redirect attention or focus toward task are considered non-task-specific assistance and would typically **not** affect a student’s Level of Independence. The cues or prompts in Table 13 refer to non-task-specific assistance. The use of these types of redirection or focus on the task should **not** be considered when determining Level of Independence, unless the skill assessed in the API specifically relates to “attending to” the task or activity at hand.

Table 13: Non-Task-Specific Assistance

Assistance	Description
Environmental Prompt	Naturally occurring cue used by teachers to alert all students to an appropriate behavior (e.g., the bell ringing to signal it is time to go to lunch, flipping the light switch to get everyone’s attention).
Redirection	Repeating directions, rules, etc., when needed to help a student get back on task.
Focus	Encouraging the student to stay with the task or to keep going.
Minimum Physical Prompt	Requires that teachers lightly touch the student but do not control their movements. The light touch is used to redirect or focus the student on the task.

Connection to the Standards

This rubric dimension addresses the question “Do the submitted Student Work Records provide evidence of the application of the Alternate Performance Indicator in standards-based activities?” The rubric calls for evaluation of whether the MAP-A entry includes an adequate number of activities per collection period, assesses the specified standard, and demonstrates application of the skill assessed.

In the MAP-A scoring process, documentation is reviewed in the following way. Scorers verify the appropriateness of the API/s to the grade span; determine whether the activity described assesses the skill in the specified API/s; and determine whether the activity calls for application of the skill. Documentation is also reviewed for completeness. Table 14 describes each score point in the rubric for Connection to the Standards.

Table 14: Description of Scoring Rubric Dimensions for Connection to the Standards

Score Point	Description
3	The Student Work Records provide documentation of the application of the API/s in two standards-based activities, one per collection period.
2	The Student Work Records provide documentation of the application of the API/s in one standards-based activity (one out of two collection periods).
1	The Student Work Records provide documentation of the API/s but do not include application of the API/s in standards-based activities.
NS	Insufficient information was given. There were no Student Work Records or work samples included for the API/s, or the activities submitted were not connected to the API/s.

Scorers follow the guidelines below when reviewing evidence provided regarding Connection to the Standards and application of the APIs.

1. A Student Work Record must be submitted for each collection period.
2. Student Work Records must be dated. Each date must match a corresponding date on the Entry/Data Summary Sheet.
3. If a student work sample or piece of tangible student work is submitted without a Student Work Record attached, the work will not be scored for Connection to the Standards.
4. If the Student Work Record does not have the student interaction and/or evaluation portions completed, the work will not be scored for Connection to the Standards.

Application

Standards-based activities are more likely to show evidence of instruction toward the application of state standards. Even though entries may connect to the API, if Student Work Records do not show **application** of the skill, the score on the assessment will be affected.

When deciding if an activity is an example of acquisition or application, consider the answer to the question “What is the purpose of the activity?” If the purpose of the activity is simply to practice something, it is most likely an example of acquisition. Application activities require the student to apply skills. In other words, the student must use a skill to complete an activity for a purpose other than practicing the skill. The application activity may result in some type of end product. Table 15 compares acquisition activities (skill and drill) to standards-based application activities.

Table 15: Activities Demonstrating Acquisition and Application

Acquisition	Application through Standards-based Activities
Key word drill and skill with flashcards	Key words highlighted in a weekly reader with student identifying highlighted words
Copy spelling words	Correct use of spelling words in a journal entry
Flashcard practice of math facts	Application of math facts to determine lunch count
Flashcard practice of organism parts	Identifying organism parts to participate in a class game of Organism Bingo
Sort ingredients by attribute	Sort ingredients of a mixture to identify/communicate their observation of what makes up the mixture
Sort coins into piles of like coins	Sort coins needed to make a purchase (e.g., quarters for a juice from the vending machine)
Copy science words	Correct use of science terms in a journal entry to describe an investigation.

Scoring Rules

Understanding the scoring process and the rules associated with scoring is essential to accurately administer and document the MAP-A. Table 16 describes scenarios that may be encountered during the scoring process and the rules associated with these.

Table 16: Scoring Irregularities and Rules

Scoring Irregularity	Scoring Rule
No dates given on Entry/Data Summary Sheet and on Student Work Records.	Entry will be assigned a “No Score” for each dimension of the rubric.
Student work sample or piece of tangible student work submitted without a Student Work Record attached.	Connection to the Standards score in the related collection period will be reduced.
A collection period does not have a minimum of three data points.	The collection period will be considered incomplete.
A collection period does not include at least one Student Work Record.	The collection period will be considered incomplete.
A submitted Student Work Record for a collection period does not connect to the API/s.	The collection period will be considered incomplete.
One out of two collection periods is incomplete.	Entry will be assigned a “No Score” for each dimension on the rubric.
No API/s identified.	The entry cannot be scored.
API/s is/are not grade span appropriate.	The entry cannot be scored.
The same API/s is/are used twice for a strand.	The first instance will be scored and the second instance will result in “Entry Not Submitted.”
Missing entry.	Will result in “Entry Not Submitted.”
API/s is/are not consistent across the 2 collection periods.	If the API/s is/are different in both collection periods the entry cannot be scored.
Dates on the Entry/Data Summary Sheet and Student Work Records are not within the timeframes of the collection periods.	Any data from dates outside of the timeframes will not be used for scoring.
Submitted percentages are miscalculated.	Scorer corrects percentages.
Percentage calculations for Accuracy and/or Independence cannot be verified for a Student Work Record.	Percentage for Accuracy and/or Independence for the Student Work Record are calculated in as zeros.
One or more Student Work Records shows acquisition rather than application of the API/s.	Connection to the Standards score in the related collection period will be reduced.
Missing Entry/Data Summary Sheet	Entry cannot be scored.

Chapter Four: Data Collection

API Selection Guidelines

To meet the requirements of NCLB, the Missouri Assessment Program, including the MAP-A, is evaluated through a peer review process. In order to demonstrate that students are progressing through the curriculum, coverage of the depth and breadth of the APIs should be documented over a student’s educational span. Where more than one Big Idea is available, it is preferable to choose APIs from two different Big Ideas. When there is only one Big Idea, choose APIs from two different Concepts. Also, when choosing an API and developing a task based on that API, remember to take one step forward and two steps back – look at the following API as well as the Big Idea and Concept.

To cover the depth of APIs, teachers should carefully consider and choose APIs that align to a student’s highest academic functioning level. When an API in the MAP-A assessment has been assessed in a prior year, documentation must be provided to justify the current API selection. This documentation must be attached to the MAP-A submission.

Utilizing this best practice will provide for the depth and breadth of coverage, offer teachers maximum flexibility for assessment, and effectively address opportunities for learning across a student’s educational career.

An Individual Student API History Report will be added to the set of MAP-A paper reports generated for parents and teachers. Information on utilization of APIs at the building and district level will be available through Crystal Reports.

API Use & Activity Design

Correct interpretation of the API and its content is critical to successfully designing a MAP-A activity. Misinterpretation of the language in the API can cause an entry to be unscorable because it does not connect to the API. The following clarifications of terms are designed to help prevent this occurrence.

The terms “and,” “or,” and “and/or” used in a list of choices in an API requires that one or more of the items in the list must be addressed in order for the activity to connect to the API.

The abbreviation “e.g.” (Lat.: *exempli gratia*) means “for example” and is used when a list includes one or more examples of the concept, but other examples (perhaps many) also exist. Here is a sample:

EC5.3 Explore one or more adaptations that help animals survive in their environment (e.g., thick fur, camouflage, hibernation, seasonal migration, remaining motionless).

The API above lists five examples of adaptations that help animals survive in their environment. Other adaptations not listed would be acceptable choices to use in an activity that connects to the API.

The abbreviation “i.e.” (Lat.: id est) means “that is to say” and is used when what follows is an all-inclusive list of possibilities (may be one or many) demonstrating the concept under consideration. Here are a couple of samples:

LO2.3 Identify the life cycle that plants go through (i.e., seed germination, growth, reproduction, and/or death).

The abbreviation “i.e.” is used in the above example to clearly denote that there are only four stages to the life cycle of a plant.

UN1.4 Identify one or more objects within the solar system (i.e., the Sun, planets, moons, asteroids, comets, and meteors).

In this example, the API gives the teacher an all-inclusive list of objects within the solar system. There are no other types of objects that would be acceptable choices to use in an activity that connects to this API.

AGLEs, APIs, IEPs, and the MAP-A

DESE suggests that districts plan the selection and use of the Alternate Grade-Level Expectations (AGLEs)/ Alternate Performance Indicators (APIs) for the MAP-A assessment during development of yearly Individualized Education Plans (IEPs).

DESE does allow IEP teams to use APIs as the basis for writing goals that would be appropriate for the individual student. The decision about which API to utilize should be made in conjunction with the student’s Instructional Team, which could include personnel not included in the IEP team. For example, the student’s general education science teacher may be a part of the Instructional Team, but may not be included on the IEP team.

APIs can be selected and developed into measurable and observable goals that fit with individual student learning needs. This allows teachers to collect data for progress toward the IEP goal at the same time they are collecting data for the MAP-A. Additionally, it allows teachers to plan for student acquisition, practice, and application of the skill prior to administration of the MAP-A. Ideally, teachers may wish to plan for more than one year when evaluating which APIs to use, as some students may need more than one year to acquire, practice, and then apply a new skill area.

Key Tasks

Required documentation for the MAP-A includes evidence of both Accuracy and Independence performance levels and Connection to the Standards. Data is collected during two collection periods to measure a student's Level of Accuracy and Level of Independence. The data is then summarized on the Entry/Data Summary Sheet. Student Work Records provide the evidence for Connection to the Standards.

Collecting data on student performance is an essential part of good instruction and ongoing assessment. Instructional data can help educators make valid and objective decisions about what to teach based on what the student has or has not already learned and documents vital information on the effectiveness of instruction already provided. To be most useful, data should include the current level of a student's performance on a given task or activity. Observable results should be recorded from the perspective of the original goal or intended outcome for the student.

Data collection can occur either during routine classroom instruction or during tasks and activities set up specifically for assessing the student. MAP-A data points resulting from instructional data collection may include a combination of data charts and Student Work Records.

It may take time to find a method of collecting data that is comfortable and suits each educator's style. Whatever the chosen approach, certain decisions must be made as to how data will be collected. Key tasks in the data collection process are described below.

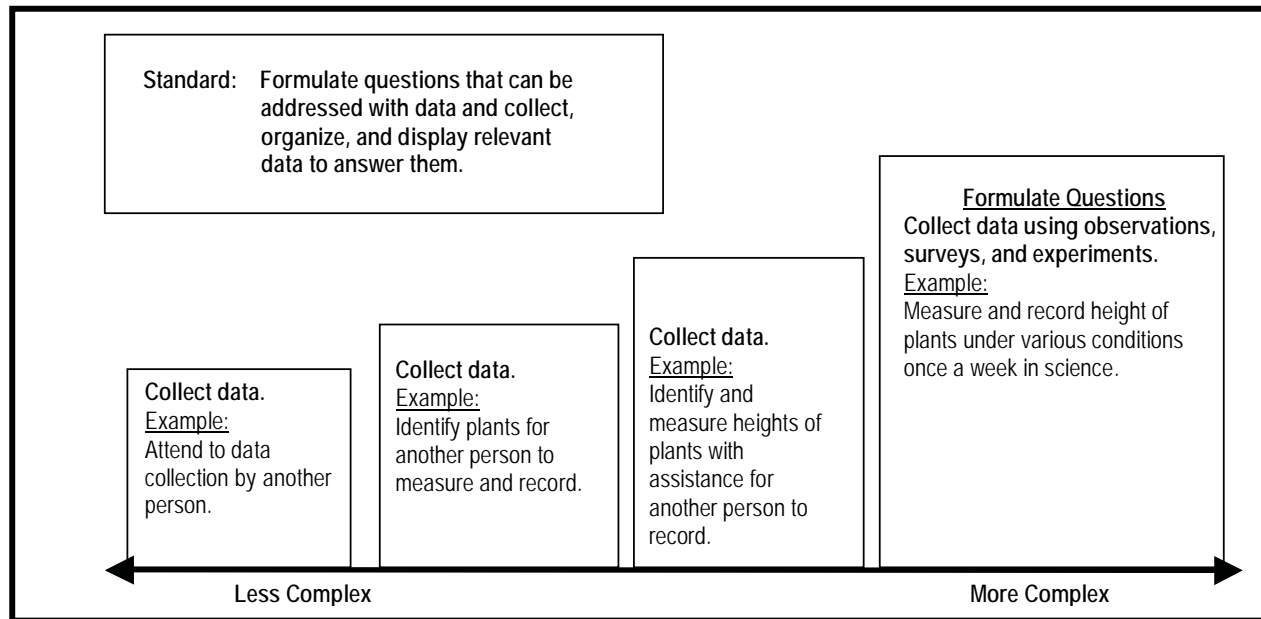
1. Identify the appropriate Alternate Performance Indicator (API) related to Alternate Grade-Level Expectations (AGLEs) in the content strand.

What will the instruction in this content strand enable the student to do? What knowledge and skills based on the general education curriculum must be taught? How will the level of complexity be adapted for each student? Figure 3 on the next page illustrates how students in grade 6 with different levels of ability might address the same AGLEs in the Mathematics learning strand for Data and Probability.

2. Write the API in measurable terms (Task/Activity Description).

For data to be useful, goals must be stated in measurable terms. What are the criteria for successful performance? Measurable goals allow teachers to document student performance precisely.

Figure 3: How students with varying ability levels can access the AGLs for Data and Probability



The following are necessary for developing measurable outcomes:

- **Identify the *skill* to be measured.**
 What skill will the student address? Skills are chosen from APIs according to the student’s grade level (e.g., Jamie will read sight words correctly).
- **Identify the *conditions* for learning the skill.**
 How will the student participate in the activity? Determine whether the student needs an adaptation, modification, or accommodation. Presentation of materials and information may need to be adapted to suit individual learning needs, or the method of response by the student may require adjustment to suit his or her communication skills (e.g., when presented with sight words paired with pictures, Jamie will sign each word correctly using ASL).

3. Determine where and with whom instruction and data collection will occur.

List the setting for collection of data and the person(s) responsible for collecting the data.

4. Determine the method of systematic instruction and/or standards-based activities in which the instruction will occur.

Systematic instruction ensures that learning is the result of deliberate planning and does not occur by chance. A student acquires skills most effectively when systematic instruction is used. Standards-based activities allow for the application of the skills the student has learned through systematic instruction.

5. Set up a system for recording data on the student’s performance.

As students perform activities related to specific skills, teachers will record data on the students’ performance. The data collection system used by the teacher is not submitted as a part of the MAP-A. It is the process for the teacher to use in order to collect the required information for the Entry/Data Summary Sheet. Teachers can design their own data collection sheet or use one of the three blank charts provided in Appendix B.

Regardless of which data collection method is selected, teachers should measure only one skill or outcome on a chart. Data should be clear and understandable. The chart should be simple to use and allow for routine collection of data. Data charts should include areas in which to collect the following information:

- Space for the student’s name and dates on which performances occurred
- Space to briefly describe each content area, strand, and API being assessed
- Space to chart information on accuracy of performance and whether prompts were used (both are necessary for data to be useful and scoreable for the MAP-A)
- A key or legend describing the system used on the chart for noting accuracy and use of prompts
- Space to summarize the data from each date or activity
- Space to record the percentage for Level of Accuracy and Level of Independence

Figure 4 on the following page shows a sample Data Collection Sheet.

6. Record the data each time the student performs the task using actual, individual results.

Record raw data on a “field data chart” (used for daily data collection) each time the student performs a task or activity related to an API. This allows tracking of important information on each performance over a series of trials.

Field data charts may also be useful in tracking the student’s performance on a series of related work samples that address a particular skill or body of knowledge. Charting the student’s score over a period of time enables the teacher to determine performance levels.

Figure 4: Sample data collection sheet showing raw data on accuracy and use of prompts

Step Description	Accuracy Key (A) (+) Correct Response with less than three prompts (-) Incorrect or No Response		Independence Key (I) (+) Independent Response (-) Prompted Response					
	Date 1/25/05		Date		Date		Date	
	A +/-	I +/-	A +/-	I +/-	A +/-	I +/-	A +/-	I +/-
Gather Materials	+	-						
Identify Ingredients	+++	+++						
Choose Picture	+++	+++						
Add to List	+++	---						
Turn in List	+	-						
Total +'s	9	3						
Total Steps	14	14						
Percent	64%	21%						

7. Summarize the data.

After field (raw) data collection is completed, convert the information to percentages (e.g., Jamie identified four of five pictures, resulting in 80% accuracy; or Jamie identified three of five pictures independently, resulting in 60% independence). Transfer the calculated percentages to the Entry/Data Summary Sheet for documentation of performance levels.

Student Work Records

Student Work Records determine the student score for Connection to the Standards. The activities must show **application of the APIs along with differentiated instruction showing individual student results** in standards-based activities. Student Work Records always contain the teacher's description, or observation and anecdotal record. The teacher records the information on the Student Work Record (provided in Chapter 5). Sections to be completed include:

- Student Name
- Date
- Content Area
- Strand(s)
- API(s)
- Student's Interaction in Task/Activity
- Evaluation of Student's Performance
- Levels of Accuracy and Independence

Student Work Samples may be attached to the Student Work Record, if appropriate.

Student Work Samples

It is desirable to include student work when possible. Tangible samples resulting from the student's participation in a standards-based activity are considered original student work (e.g., worksheet, picture of story characters, drawing of five objects). Do not submit photos.

ProFile

ProFile is a web-based program that allows teachers to collect and record MAP-A data for any number of students, then print the forms required for MAP-A submission. Most teachers responsible for administering the MAP-A use ProFile rather than typing or hand-writing on hard copy MAP-A forms. The same forms and information contained in the MAP-A paper forms packets are contained in ProFile.

ProFile is free to school districts for use by educators administering the MAP-A. It is easy to find and register as a user. Access to ProFile is available to individual users on a password-protected basis. Thus, any information you save on ProFile under your user ID and password may not be viewed by anyone else unless you share this information. ProFile does not submit MAP-A data for you. Use ProFile to record MAP-A data and then print MAP-A forms to be submitted in the bar-coded, student-specific binders you will receive in the fall.

Benefits

Educators using ProFile are able to access MAP-A student information from any computer with internet access. ProFile allows for easy access to required MAP-A documentation and secure electronic storage of in-progress and completed student materials.

ProFile guides users toward API lists, collection period date ranges, and auto-fills generic data (such as student name, grade, assessment year, and content area) across forms, reducing the potential for errors or incomplete information. ProFile reminds users to check for errors and provides MAP-A information relevant only to the grade level entered for the student.

ProFile is updated annually to include the most recent versions of MAP-A forms, data collection periods, and API lists.

Getting Started

ProFile can be found at the following web address:

www.surrogatehhs.org/030810

The first step for any ProFile user, new or returning, is a thorough review of the ProFile web User's Manual, available on the login page of the ProFile website or via a link found at the Department of Elementary and Secondary Education website. The User's Manual contains information about ProFile's most recent version and the most efficient way to use ProFile.

After reviewing the User's Manual, the next step for new users is registration. The "Go to Registration Page" button navigates to the registration page. To register, users must supply a valid email address and create a password. Once this information is provided, it will be immediately verified, and new users will have immediate access to ProFile. Valid email addresses are required for ProFile to send passwords upon request and otherwise function properly. Educators who have used ProFile prior to the 2011-2012 school year should use existing login information to access ProFile.

Specific directions for correctly printing MAP-A forms from ProFile are available in the User's Manual. Consult and thoroughly review the User's Manual to avoid common printing errors.

Technical Support For ProFile

SWFKHS@P.HXUFGSURI.UHWRU

Chapter Five: Forms

The following forms are required for the MAP-A. Feel free to make additional copies as needed.

1. Table of Contents Checklists
 - Grades 3, 4
 - Grade 5
 - Grades 6, 7
 - Grade 8
 - Grade 10
 - Grade 11
2. Validation Form
3. Entry/Data Summary Sheet
4. API Duplication/Justification Form
5. Student Work Record

Remember that the MAP-A requires content area strands specific to each grade span. Be sure to record the correct strands on the Entry/Data Summary Sheets for each student. See the following page for more information.

Table 1: Mathematics Assessment Blueprint

Content Area	Grade Focus	Title of Strand
Mathematics	Required for Grades 3-8 and 10	<ul style="list-style-type: none"> Numbers and Operations (NO)
	Required for Elementary Grades 3, 4, & 5	<ul style="list-style-type: none"> Algebraic Relationships (AR) <i>and/or</i> Geometric and Spatial Relationships (GS)
	Required for Middle School Grades 6, 7, & 8	<ul style="list-style-type: none"> Data and Probability (DP)
	Required for High School Grade 10	<ul style="list-style-type: none"> Measurement (ME)

Table 2: Communication Arts Assessment Blueprint

Content Area	Grade Focus	Title of Strand
Communication Arts	Required for Grades 3-8 and 11	<ul style="list-style-type: none"> Reading: Develop and apply skills and strategies to the reading process (RD <i>and/or</i> RP).
	Required for Elementary Grades 3, 4, & 5	<ul style="list-style-type: none"> Writing: Compose well-developed text using standard English conventions (WC).
	Required for Middle School and High School Grades 6, 7, 8, & 11	<ul style="list-style-type: none"> Writing: Apply a writing process in composing text or write effectively in various forms and types of writing (WP).

Table 3: Science Assessment Blueprint

Content Area	Grade Focus	Title of Strand
Science	Required for Elementary Grade 5	<ul style="list-style-type: none"> • Strand 5: Processes and Interactions of the Earth’s Systems (ES)
		<ul style="list-style-type: none"> • Strand 6: Composition and Structure of the Universe and the Motion of the Objects within it (UN)
		<ul style="list-style-type: none"> • Strand 7: Scientific Inquiry (IN) or Strand 8: Impact of Science, Technology, and Human Activity (ST)
		<ul style="list-style-type: none"> • Strand 3: Characteristics and Interactions of Living Organisms (LO) or Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environment (EC)
	Required for Middle School Grade 8	<ul style="list-style-type: none"> • Strand 1: Properties and Principles of Matter and Energy (ME)
		<ul style="list-style-type: none"> • Strand 2: Properties and Principles of Force and Motion (FM)
		<ul style="list-style-type: none"> • Strand 7: Scientific Inquiry (IN) or Strand 8: Impact of Science, Technology, and Human Activity (ST)
		<ul style="list-style-type: none"> • Strand 5: Processes and Interactions of the Earth’s Systems (ES) or Strand 6: Composition and Structure of the Universe and the Motion of the Objects within It (UN)
	Required for High School Grade 11	<ul style="list-style-type: none"> • Strand 3: Characteristics and Interactions of Living Organisms (LO)
		<ul style="list-style-type: none"> • Strand 4: Changes in Ecosystems and interactions of Organisms with Their Environment (EC)
		<ul style="list-style-type: none"> • Strand 7: Scientific Inquiry (IN) or Strand 8: Impact of Science, Technology, and Human Activity (ST)
		<ul style="list-style-type: none"> • Strand 1: Properties and Principals of Matter and Energy (ME) or Strand 2: Properties and Principals of Force and Motion (FM)

<u>Table of Contents Checklist</u>		Elementary
Student:	School Year:	Grade: 3 4
(Organize MAP-A in the following manner)		
<input type="checkbox"/> Table of Contents Checklist <input type="checkbox"/> Validation Form		
Communication Arts Strand 1: Reading (RD/IRP) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record		
Communication Arts Strand 1: Reading (RD/IRP) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record		
Communication Arts Strand 2: Writing (WC) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record		
Communication Arts Strand 2: Writing (WC) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record		
		Mathematics Strand 1: Numbers & Operations (NO) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record
		Mathematics Strand 1: Numbers & Operations (NO) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record
		Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS) Alternate Performance Indicator #1 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record
		Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS) Alternate Performance Indicator #2 <input type="checkbox"/> Entry/Data Summary Sheet <input type="checkbox"/> Collection Period 1 Student Work Record <input type="checkbox"/> Collection Period 2 Student Work Record

Table of Contents Checklist

Elementary

Student:	Grade: 5
School Year:	

(Organize MAP-A in the following manner)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WC)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WC)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist (Cont.)**Elementary**

Student:	School Year:	Grade: 5
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(Organize MAP-A in the following manner.)

Science Strand 5: Processes and Interactions of the Earth's Systems (ES)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 6: Composition and Structure of the Universe and the Motion of the Objects within it (UN)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 7: Scientific Inquiry (IN) or

Science Strand 8: Impacts of Science, Technology, and Human Activity (ST)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 3: Characteristics and Interactions of Living Organisms (LO) or

Science Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environments (EC)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist

Middle School

Student: _____

School Year: _____

Grade: 6 7

(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/RP)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/RP)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

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Table of Contents Checklist**Middle School**

Student:

School Year:

Grade: 8

(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/RP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Data & Probability (DP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

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Table of Contents Checklist

Middle School

Student:	School Year:	Grade: 8
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(Organize MAP-A in the following manner.)

Science Strand 1: Properties and Principals of Matter and Energy (ME)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 2: Properties and Principals of Force and Motion (FM)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 7: Scientific Inquiry (IN) or Science Strand 8: Impacts of Science, Technology, and Human Activity (ST)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 5: Processes and Interactions of the Earth's Systems (ES) or

Science Strand 6: Composition and Structure of the Universe and the Motion of the Objects within It (UN)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Table of Contents Checklist**High School**

Student: _____

School Year: _____

Grade: 10

(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Mathematics Strand 1: Numbers & Operations (NO)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Measurement (ME)

Alternate Performance Indicator #1

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 1: Numbers & Operations (NO)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Mathematics Strand 2: Measurement (ME)

Alternate Performance Indicator #2

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

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Table of Contents Checklist

High School

Student:	Grade: 11
School Year:	

(Organize MAP-A in the following manner.)

- Table of Contents Checklist
- Validation Form

Communication Arts Strand 1: Reading (RD/IRP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 1: Reading (RD/IRP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #1
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Communication Arts Strand 2: Writing (WP)

- Alternate Performance Indicator #2
- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 3: Characteristics and Interactions of Living Organisms (LO)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environments (EC)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 7: Scientific Inquiry (IN) or Science Strand 8: Impacts of Science, Technology, and Human Activity (ST)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

Science Strand 1: Properties and Principals of Matter and Energy (ME) or Science Strand 2: Properties and Principals of Force and Motion (FM)

- Entry/Data Summary Sheet
- Collection Period 1 Student Work Record
- Collection Period 2 Student Work Record

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Validation Form

Student: _____ **Grade:** _____

District & School of Attendance: _____

This form provides documentation of the individuals who administered, contributed to and/or reviewed this MAP-A.

Individual responsible for MAP-A administration (typically the student's classroom teacher):

Name: _____
 Position: _____

Individuals who contributed to this MAP-A:

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

Name: _____
 Position: _____
 Contribution: _____

OPTIONAL - Use this space to provide information regarding the student's mode of communication.

Please obtain administrator's (principal, assistant principal, or special education director) signature prior to submission.

Signature _____ Date _____

Print Name _____

**Entry/Data Summary Sheet
Mathematics/Communication Arts/Science**

Student Name:			Grade:	
Strand:	Big Idea:		Concept:	
API:				
Has this student been assessed on this API in previous years? Yes <input type="checkbox"/> No <input type="checkbox"/>				
		Collection Period 1 January 9 – February 3	Collection Period 2 February 6 – March 2	
Dates below do not need to be in chronological order.				
Date				
Data Type	Student Work Record	Data Point	Data Point	Data Point
Accuracy %				
Independence %				
Average % for Collection Period		Accuracy:		Independence:

	API Entry Average
Level of Accuracy	
Level of Independence	

**API Duplication Justification Form
Mathematics/Communication Arts**

Student Name:		Grade:
Strand:	Big Idea:	Concept:
API:		
<p>You indicated that this student has been assessed on this API in previous years.</p> <p>The instructional decision to duplicate an API from a prior year's MAP-A assessment must be justified on this form. The justification must be included with the MAP-A submission.</p> <p>Justification/Rationale: (Supply specific justification for duplicate use of the API.)</p>		
<p>Plan of Student Progress: (Supply specific plans in place to assure student growth across API's content.)</p>		

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name:		Grade:	Date:
Strand:	Big Idea:	Concept:	
API:			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy .	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence .		
Level of Accuracy _____%	Level of Independence _____%		

Include student work sample here, if appropriate.

Submit student work sample on 8 1/2 X 11 paper.

This page is a placeholder. **Do not** tape, staple, or otherwise attach student work to this page.

Do not submit photos.

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Chapter 6: Samples

This section contains three sample MAP-A entries for the fictional fifth grade student Andi. Andi was assessed in Mathematics, Communication Arts, and Science with three interconnected sets of activities.

This section also contains several flawed sample Student Work Records. Each is followed by a short discussion of its flaws and a repaired sample.

Entry/Data Summary Sheet
Mathematics/Communication Arts/Science

Student Name: Andi		Grade: 5	
Strand: Mathematics - AR	Big Idea: Analyze change in various contexts	Concept: Analyze change	
API: AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).			
Has this student been assessed on this API in previous years? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
		Collection Period 1	
		January 10 – February 4	
Dates below do not need to be in chronological order.			
Date	1/11/2012	1/20/2012	2/1/2012
Data Type	Student Work Record	Data Point	Data Point
Accuracy %	100	67	100
Independence %	83	83	83
Average % for Collection Period		Accuracy: 89	
		Independence: 83	
		Collection Period 2	
		February 7 – March 4	
Dates below do not need to be in chronological order.			
Date	2/8/2012	/22/2012	2012
Data Type	Student Work Record	Data Point	Data Point
Accuracy %	100	100	100
Independence %	100	100	100
Average % for Collection Period		Accuracy: 100	
		Independence: 100	

	API Entry Average
Level of Accuracy	95
Level of Independence	92

API Duplication Justification Form
Mathematics/Communication Arts

Student Name: Andi		Grade: 5
Strand: Mathematics - AR	Big Idea: Analyze change in various context	Concept: analyze change
API: AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).		
You indicated that this student has been assessed on this API in previous years.		
The instructional decision to duplicate an API from a prior year's MAP-A assessment must be justified on this form. The justification must be included with the MAP-A submission.		
Justification/Rationale: (Supply specific justification for duplicate use of the API.) Andi began working last year with this API concept. She acquired some of the foundational skills of measurement; however, Andi was unable to utilize her acquired data to analyze and make decisions about the concept of change over time.		
Plan of Student Progress: (Supply specific plans in place to assure student growth across API's content.) This year Andi has demonstrated she can apply the skill in the API. Next year she will move on and no plans exist to assess this API with the MAP-A next year.		

Student Work Record Mathematics/Communication Arts/Science Attach student work sample if appropriate.		
Student Name: Andi	Grade: 5	Date: 1/11/2012
Strand: Mathematics - AR	Big Idea: Analyze change in various contexts	Concept: Analyze change
<p>API: AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).</p>		
<p>Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) While completing a long-term science assignment, Andi recorded the length of the class' pet baby gerbils, indicating how much they had grown each week. Andi measured three baby gerbils each day. At the end of the week, she indicated what change in length occurred for each gerbil, if any, during the week. 18 points were possible, 15 for the measuring, (3 gerbils x 5 days) and 3 for analysis (change in 3 gerbils at the end of the week).</p>		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Andi accurately measured the gerbils each day for a total of 15 points, and indicated that all three were "bigger" at the end of the week. She scored 18 out of 18.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Andi needed assistance to accurately track the measurements of all three gerbils during the first day. Out of 18 tasks, she performed 15 independently.	
Level of Accuracy <u>100%</u>		Level of Independence <u>83%</u>

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Andi		Grade: 5	Date: 2/15/2012
Strand: Mathematics - AR	Big Idea: Analyze change in various contexts		Concept: Analyze change
API: AR7.1.b Analyze change in a variety of situations. (b) Engage in activities to keep track of change (e.g., keep track of outside temperature).			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) While completing a long-term science assignment, Andi recorded the length of the class' pet baby gerbils, indicating how much they had grown each week. Andi measured three baby gerbils each day. At the end of the week, she indicated what change in length occurred for each gerbil, if any, during the week. 18 points were possible, 15 for the measuring, (3 gerbils x 5 days) and 3 for analysis (change in 3 gerbils at the end of the week).			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy .		Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence .	
Andi accurately measured the gerbils each day for a total of 15 points, and indicated that all three were "bigger" at the end of the week. She scored 18 out of 18.		Andi performed all 18 tasks independently.	
Level of Accuracy <u>100%</u>		Level of Independence <u>100%</u>	

Entry/Data Summary Sheet
Mathematics/Communication Arts/Science

Student Name: Andi		Grade: 5	
Strand: Communication Arts - RP	Big Idea: Develop and apply skills and strategies to the reading process		
API: RP4.3 Identify similarities and differences between fiction and nonfiction (real vs. make-believe).			
Has this student been assessed on this API in previous years? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
		Collection Period 1	
		January 9 – February 3	
Dates below do not need to be in chronological order.			
Date	2/3/2012	1/15/2012	1/25/2012
Data Type	Student Work Record	Data Point	Data Point
Accuracy %	75	100	75
Independence %	100	100	100
Average % for Collection Period		Accuracy: 83	
		Independence: 100	
		Collection Period 2	
		February 6 – March 2	
Dates below do not need to be in chronological order.			
Date	3/2/2012	2/16/2012	2/19/2012
Data Type	Student Work Record	Data Point	Data Point
Accuracy %	100	75	75
Independence %	100	100	100
Average % for Collection Period		Accuracy: 83	
		Independence: 100	

	API Entry Average
Level of Accuracy	83
Level of Independence	100

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Andi		Grade: 5	Date: 2/03/2012
Strand: Communication Arts - RP	Big Idea: Develop and apply skills and strategies to the reading process		Concept: Post-Reading
API: RP4.3 Identify similarities and differences between fiction and nonfiction (real vs. make-believe).			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) The students read a story about a gerbil named Henry, a pet cat, and a red scooter that he rode to school. They also read a non-fiction article about the growth and maturation of gerbils. Students were asked to describe two similarities and two differences between the story and the article. Andi used picture and symbol cards to illustrate the similarities and differences on a bulletin board display.			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Andi accurately described two similarities and one difference. She incorrectly described one difference. 3/4	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Andi independently completed all four sections of her display piece.		
Level of Accuracy <u>75%</u>		Level of Independence <u>100%</u>	

Student Work Record
Mathematics/Communication Arts/Science
 Attach student work sample if appropriate.

Student Name: Andi	Grade: 5	Date: 3/02/2012
Strand: Communication Arts - RP	Big Idea: Develop and apply skills and strategies to the reading process	
Concept: Post-Reading		
<p>API: RP4.3 Identify similarities and differences between fiction and nonfiction (real vs. make-believe).</p> <p>Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)</p> <p>The students read a story about hamsters and gerbils who need reading glasses for school. They also read a non-fiction article about the age at which the eyes of dogs, cats, gerbils, rabbits, and guinea pigs remain open. Students were asked to describe two similarities and two differences between the story and the article. Andi used picture and symbol cards to illustrate the similarities and differences on a bulletin board display.</p>		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Andi accurately described two similarities and two differences.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Andi independently completed all four sections of her display piece.	
Level of Accuracy <u>100%</u>	Level of Independence <u>100%</u>	

Entry/Data Summary Sheet
Mathematics/Communication Arts/Science

Student Name: Andi		Grade: 5	
Strand: Science - IN	Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.	Concept: The nature of science relies upon communication of results and justification of explanations.	
API: Communicate observations and/or events.			
Has this student been assessed on this API in previous years? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Collection Period 1 January 9 – February 3		Collection Period 2 February 6 – March 2	
Dates below do not need to be in chronological order.			
Date	2/01/2012	1/25/2012	2/22/2012
Data Type	Student Work Record	Data Point	Data Point
Accuracy %	60	80	80
Independence %	100	100	100
Average % for Collection Period	Accuracy:67		Accuracy:80
	Independence:100		Independence:100

	API Entry Average
Level of Accuracy	74
Level of Independence	100

Student Work Record Mathematics/Communication Arts/Science Attach student work sample if appropriate.		Date: 2/01/2012
Student Name: Andi	Grade: 5	Concept: The nature of science relies upon communication of results and justification of explanations.
Strand: Science - IN	Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.	
API: IN.5.1 Communicate observations and/or events.		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) The class pet gerbils had babies. The students observed the baby gerbils shortly after birth. Each student selected one baby to observe, and using a data chart and picture or symbol cards recorded color, length, presence/absence of fur, whether the gerbils' eyes were opened or closed, and whether the gerbils were able to walk. The class then discussed their observations and their data charts were combined and posted on the bulletin board as part of the living organisms unit.		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Andi observed the baby gerbil and discussed how it looked. She identified that the gerbil was able to walk and correctly recorded color and length. 3/5	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Andi independently completed each portion of the data chart.	
Level of Accuracy <u>60%</u>		Level of Independence <u>100%</u>

Student Work Record Mathematics/Communication Arts/Science Attach student work sample if appropriate.		Date: 2/22/2012
Student Name: Andi	Grade: 5	
Strand: Science - IN	Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.	Concept: The nature of science relies upon communication of results and justification of explanations.
API: IN 5.1 Communicate observations and/or events.		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) The class pet gerbils had babies. The students observed the baby gerbils shortly after birth. Each student selected one baby to observe, and using a data chart and picture or symbol cards recorded color, length, presence/absence of fur, whether the gerbils' eyes were opened or closed, and whether the gerbils were able to walk. The class then discussed their observations and their data charts were combined and posted on the bulletin board as part of the living organisms unit.		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Andi observed the baby gerbil and discussed how it looked. She identified that the gerbil was able to walk, correctly recorded color, length, and whether the gerbils' eyes were opened or closed. 4/5	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Andi independently completed each portion of the data chart.	
Level of Accuracy <u>80%</u>	Level of Independence <u>100%</u>	

<h2 style="margin: 0;">Student Work Record</h2> <h3 style="margin: 0;">Mathematics/Communication Arts/Science</h3> <p style="margin: 0;">Attach student work sample if appropriate.</p>	
Student Name: Roy	Grade: 4
Strand: Mathematics – NO	Big Idea: Understanding numbers, ways of representing numbers, relationships among numbers and number systems.
API: NO1.18 Recognize or request more and less of something (e.g., identify which glass has more or less milk).	
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Today for lunch, Roy chose chicken, mashed potatoes, and strawberry ice cream. As he went through the line, a scoop of mashed potatoes was placed on his tray and he was asked whether he wanted “more” or “less.” He indicated “more” twice and was given two additional scoops of potatoes.	
Evaluation of Student’s Performance:	
Describe and evaluate the student’s actual accuracy performance. Accuracy: Roy successfully requested “more” two out of two times for 100% accuracy.	Describe and evaluate the student’s actual independence performance. Independence: Roy needed help going through the line today.
Level of Accuracy <u>100%</u>	Level of Independence <u>50%</u>

Flawed

NOTES FOR SAMPLE 1 API NO1.18

Task/Activity:

The activity does not connect to the API. The student is asked what he wants for lunch, not to request one quantity in comparison to another.

Evaluation of Student's Performance:

The evaluation of accuracy is tied to the student's ability to make a request, not to performance of a skill tied to the API. No specific information is given about the type of assistance given to the student or how that information was used to calculate independence. Also, data from a small number of trials or a single trial form the basis for evaluation. More trials could provide the student more opportunity to demonstrate knowledge and may provide a more reliable assessment.

The repaired version uses an activity requiring the student to recognize that one quantity is more or less than another. The activity becomes an application activity when the skill is used to provide the correct number of snacks for the class. Data is recorded over several days, allowing more trials for observing student performance.

Sample 1

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Roy	Grade: 4	Date:
Strand: Mathematics – NO	Big Idea: Understanding numbers, ways of representing numbers, relationships among numbers and number systems.	Concept: Read, write, and compare whole numbers
API: NO1.18 Recognize or request more and less of something (e.g., identify which glass has more or less milk).		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) This week, Roy is the “snack helper.” There are five students in the class; each student gets exactly one snack. Every day, when the teacher places out 4 or 6 snacks, Roy must tell the teacher “more” or “less.”		
Evaluation of Student’s Performance:		
Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Roy accurately told the teacher “more” or “less” each day. Accuracy: 5/5 = 100%	Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence . Two days Roy needed task-specific assistance to determine whether to request more or less. Independence: 3/5=60%	
Level of Accuracy <u>100</u> %	Level of Independence <u>60</u> %	

Repaired

Sample 2

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Wayne	Grade: 8	Date:
Strand: Mathematics – DP	Big Idea: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
API: DP2.1b Engage in sorting activities that focus on identified attributes of objects.		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) On a class outing, the student shelves items once a week at Wal-Mart. As a team, we decide which row the product will be in and then Wayne must look at the product and determine where it belongs on the shelf.		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Wayne was asked to shelve 5 items. Each item was worth 20 points. Wayne correctly shelved 4 out of 5 items for 80% accuracy.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Wayne shelved 3 out of 5 items without task-specific assistance for a 60% independence level.	
Level of Accuracy <u>80%</u>	Level of Independence <u>60%</u>	

Flawed

NOTES FOR SAMPLE 2

API # DP2.1b

Task/Activity Description:

The task/activity description does not connect the activity to the API. The student is matching an object to a group of like objects. He is not sorting objects by a given attribute.

In this case the activity described would not be considered application. The student is performing his task at Wal-Mart, but he is just practicing the skill rather than applying it.

Evaluation of Student's Performance:

The level of accuracy and independence are formulated correctly in this instance.

The repaired Student Work Record describes an activity that clearly connects to the API. It involves sorting objects by attribute. The activity is an application activity because it is a function performed as part of the student's job requirements, not because it takes place in a setting outside the classroom.

Sample 2

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Wayne	Grade: 8	Date:
Strand: Mathematics – DP	Big Idea: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
API: DP2.1b Engage in sorting activities that focus on identified attributes of objects.		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) As part of his vocational program, Wayne sorts items at Wal-Mart. Wayne was given a pile of returned t-shirts and asked to sort them into three groups according to color: red, blue, and white. After sorting the t-shirts he then returned them to their appropriate areas in the store.		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Wayne was asked to sort 10 shirts. Each shirt was worth 10 points. Wayne correctly sorted 9 out of 10 shirts for 90% accuracy.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Wayne sorted 7 out of 10 shirts without task-specific assistance for a 70% independence level.	
Level of Accuracy <u>90%</u>	Level of Independence <u>70%</u>	

Repaired

Sample 3

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Frank	Grade: 10	Date:
Strand: Mathematics – ME	Big Idea: Understand measurable attributes of objects and the units, systems, and processes of measurement	Concept: Determine unit of measurement
<p>API: ME1.1 Recognize, compare, and order attributes such as length and weight.</p>		
<p>Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) During a game Frank will hold on to a plastic golf club with his right hand. Frank will use his left hand to reach for a golf ball which will be placed ten inches away from his sitting position. With verbal cues only, Frank will reach for the golf ball. If Frank reaches at all during this activity and it is ten or more inches he will get a plus. If he does not reach, or reaches less than ten inches in the duration of this activity, then he will get a minus. This activity will help Frank to reach for his water bottle at another table to show that he is thirsty.</p>		
Evaluation of Student's Performance:		
<p>Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.</p> <p>Frank was given a plastic golf club in his right hand and he starts swinging it. He explores for a golf ball that is placed 10 inches in front of him. He uses his left hand to reach for the ball. Frank immediately reached for the golf ball and even a little farther past the 10 inches giving him 100%.</p>	<p>Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence.</p> <p>Frank played around swinging his golf club while exploring for the ball placed in front of him. He immediately reached for the ball with only one verbal cue giving him a level of independence.</p>	
Level of Accuracy <u>100%</u>		Level of Independence <u>100%</u>

Flawed

NOTES FOR SAMPLE 3 API # ME1.1

Task/Activity Description:

The activity here does not connect to the API. It does not require the student to recognize, compare, or order attributes. Nor would it demonstrate application, unless the ultimate purpose was to collect all the items necessary to play a game. A stronger connection to the API could be created if the student were presented with more than one ball at differing distances away from a starting point and asked to recognize the differences, compare them, and order them.

Evaluation of Student's Performance:

Like the activity itself, the evaluation section does not relate to measuring performance of the skill in the API.

In the repaired version, the activity connects to the API by requiring recognition, comparison, and ordering of attributes of game equipment. Application is demonstrated because the purpose of the activity is selection of game equipment in to be used in actual play.

<h2 style="margin: 0;">Sample 3</h2> <h3 style="margin: 0;">Student Work Record</h3> <h4 style="margin: 0;">Mathematics/Communication Arts/Science</h4> <p style="margin: 0;">Attach student work sample if appropriate.</p>	
Student Name: Frank	Grade: 10
Strand: Mathematics – ME	Date:
Big Idea: Understand measurable attributes of objects and the units, systems, and processes of measurement	Concept: Determine unit of measurement
API: ME1.1 Recognize, compare, and order attributes such as length and weight.	
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Frank was in charge of setting up the class golf game. Frank selects three golf clubs. He knows he is the tallest in the class and should have the longest golf club. Prior to making his selection, he must place the clubs in order from shortest to longest. Then he must select the longest club.	
Evaluation of Student's Performance:	
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Frank is given one point per club for placing it in the correct order and one point for selecting the longest club. Total points possible: 4. Frank correctly places the clubs in order and selects the longest club. 4/4	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Frank required prompting from the teacher to pay attention to the task at hand, but no assistance related to ordering or choosing.
Level of Accuracy <u>100%</u>	Level of Independence <u>100%</u>

Repaired

Sample 4

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Carla	Grade: 5	Date:	
Strand: Communication Arts – WC	Big Idea: Compose well-developed text using standard English conventions		
API: WC1.1 Explore and/or use writing tools (pencils, keyboards, stamps, etc).			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) The purpose of this story is to teach the lifetime skill of being able to sign her name or use a stamp to sign a check or other documents. During art class, Carla will be requested to pick up a crayon or stamp. She will also be encouraged to make marks on a paper, but this will not be used to determine success in the task. She will only have to hold the writing tool to be successful. She must hold the writing tool for at least five seconds. She will be given four opportunities to do this. Data will be collected on the number of times that she holds the tool for at least five seconds.			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Carla refused to cooperate. When she was given a crayon to hold, she immediately threw it on the floor.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Carla did not attempt this activity.		
Level of Accuracy <u>0</u> %	Level of Independence <u>0</u> %		

Flawed

Notes for Sample 4

API # WC1.1

Task/activity description:

The description mentions a story that does not appear in the activity. The activity is not application—it has no purpose other than the general acquisition of the skill.

Evaluation:

The behavior is evaluated here, not the student's performance. If a behavior issue hinders MAP-A data collection, try another collection date and/or change the activity.

The repaired version is application because the activity involves creating an art project. The activity is geared to introduce/explain the use of the writing tool.

Evaluation of accuracy and independence are based upon Carla's participation in the activity and use of the tool.

Sample 4

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Carla		Grade: 5	Date: 09
Strand: Communication Arts – WC	Big Idea: Compose well-developed text using standard English conventions		Concept: Handwriting
API: WC1.1 Explore and/or use writing tools (pencils, keyboards, stamps, etc).			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) During art class, Carla will be requested to pick up a crayon or stamp. She will also be encouraged to make marks on a paper, but this will not be used to determine success in the task. She will only have to hold the writing tool to be successful. She must hold the writing tool for at least five seconds. She will be given four opportunities to do this. Data will be collected on the number of times that she holds the tool for at least five seconds. She will take her art projects home and give them to her family members as gifts.			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy .	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence .		
Carla explored a crayon by making marks on her art project. She held the crayon five seconds in all four opportunities. 4/4	Carla independently explored the crayon in two of four opportunities. 2/4		
Level of Accuracy <u>100%</u>	Level of Independence <u>50%</u>		

REPAIRED
Repaired

<p>Student Work Record Mathematics/Communication Arts/Science Attach student work sample if appropriate.</p>		
<p>Student Name: Alaina</p>	<p>Grade: 8</p>	<p>Date:</p>
<p>Strand: Communication Arts - WP</p>	<p>Big Idea: Write effectively in various forms and types of writing</p>	<p>Concept: Expository and Persuasive Writing</p>
<p>API: WP3.2 Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions.</p>		
<p>Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Alaina was to express whether she liked or disliked the picture food being shown her with an appropriate response. Words like gross or yuck were considered inappropriate. The purpose of this activity was to have Alaina express herself in an appropriate way when showing pleasure or displeasure.</p>		
<p>Evaluation of Student's Performance:</p>		
<p>Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy. Alaina expressed herself in an appropriate manner 4 out of 5 days.</p>	<p>Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence. Alaina needed assistance 2 out of 5 days.</p>	
<p>Level of Accuracy <u>80%</u></p>	<p>Level of Independence <u>60%</u></p>	

Flawed

NOTES FOR SAMPLE 5 API # WP3.2

Task/Activity Description:

The activity in this case connects to the API but does not show application. The student is simply stating whether or not she likes a certain food, for no purpose other than to complete the assignment.

Evaluation of Student's Performance:

While the level of accuracy and independence appear to be formulated correctly, they do not evaluate the skill expressed in the API. Instead, they evaluate the student's behavior by judging of the appropriateness of her response, not her performance. Furthermore, the terms "gross" and "yuck" are clear expressions of displeasure, and as such their use would fulfill the API. In this case, it is impossible to tell what expressions the student made. Additionally, the assistance given to Alaina was unspecified. It is impossible to tell whether the assistance was task-specific or non-task-specific.

In the repaired version, the student is expected to make expressions of pleasure or displeasure in order to select her lunch menu for the day. This creates an application for the activity. The evaluation of the activity relates to performance of the skill, not the student's behavior.

Sample 5

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Alaina	Grade: 8	Date: 2/01/2009
Strand: Communication Arts – WP	Big Idea: Write effectively in various forms and types of writing	Concept: Expository and Persuasive Writing
API: WP3.2 Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions.		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Alaina was shown pictures of food to choose for her lunch. Alaina's menu is made up of the following five categories: entrée, fruit, vegetable, bread, and a beverage. Alaina was shown pictures of two options in each category and asked to verbally express whether she liked or disliked the pictured food. The para used Alaina's choices to build her lunch menu for the day.		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy .	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence .	
Alaina indicated her level of pleasure or displeasure with all of the choices in 4 categories. She confused her terms when viewing the first set of choices. She correctly completed 8 out of 10 indications.	Alaina needed assistance to understand terms of pleasure and displeasure when viewing choices in the first 2 categories. She independently made expressions in all the remaining cases.	
Level of Accuracy <u>80</u> %	Level of Independence <u>60</u> %	

Repaired

Sample 6

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Albert	Grade: 11	Date: 2/11/	
Strand: Communication Arts - RD, RP	Big Idea: Develop and apply skills and strategies to the reading process	Concept: Print Concepts	
API: RD1.10 Match pictures to printed words to show printed words represent objects or pictures of objects.			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) The purpose of this activity is to have Albert match the words with their picture.			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Albert was able to match the pictures with their names 3 out of 5 times.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Albert was able to work independently matching pictures with their names 3 out of 5 times.		
Level of Accuracy <u>60%</u>	Level of Independence <u>60%</u>		

Flawed

NOTES FOR SAMPLE 6

API # RD1.10

Task/Activity Description:

No description of the actual activity is provided. There is no way to know whether the activity connects to the API, whether it is application, or whether an activity was truly conducted.

Evaluation of Student's Performance:

The evaluation is difficult to verify, since no activity is described. The independence evaluation suggests that the student met expectations 3 out of 5 times, but it is unclear whether only independence is considered here or if overall accuracy is considered in the calculation.

Sample 6

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Albert		Grade: 11	Date:
Strand: Communication Arts - RD, RP	Big Idea: Develop and apply skills and strategies to the reading process		Concept: Print Concepts
API: RD1.10 Match pictures to printed words to show printed words represent objects or pictures of objects.			
<p>Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) While playing a card-matching game with other students, Albert was presented with two sets of 10 cards, one set with words and another with corresponding pictures that he could identify. Albert was asked to match each word card with its corresponding picture card.</p>			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Albert was able to match 5 of the 10 pictures with their corresponding words.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Albert independently matched 8 of 10 card pairs.		
Level of Accuracy <u>50%</u>		Level of Independence <u>80%</u>	

REPAIRED
Repaired

Student Work Record Mathematics/Communication Arts/Science Attach student work sample if appropriate.	
Student Name: Juan	Grade: 5
Strand: Science - EC	Big Idea: Organisms are interdependent with one another and with their environment.
Date:	
Concept: All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem.	
API: EC1.5 Identify one or more ways in which the weather affects the everyday life of humans (e.g., transportation, outdoor activities, and clothing).	
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Juan used an outside thermometer with picture cues to record the temperature each day for a week. Juan made a weather chart that detailed the high temperature for each day that week. Juan posted his weather chart on the class bulletin board so his classmates could see how cold it had been that week.	
Evaluation of Student's Performance:	
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Juan accurately recorded the temperature each day. 5/5=100%	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Juan needed minimal assistance to complete this activity.
Level of Accuracy <u>100%</u>	Level of Independence <u>80%</u>

Flawed

Notes For Sample 7 API# EC1.5

Task/Activity:

The activity does not connect to the API. It does not require the student to identify a way in which the weather affects the everyday life of humans. The student is simply recording the high temperature for the day and creating a weather chart for his classmates.

Evaluation of Student's Performance:

The assistance given to Juan is unspecified. It is not possible to tell whether the assistance was task-specific or non-task-specific.

The repaired Student Work Record describes an activity that clearly connects to the API. It involves the student specifically telling his classmates how the weather will be affecting their recess activities. The Level of Independence description clearly states that Juan needed task-specific assistance on 7 out of 10 opportunities.

Sample 7

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Juan		Grade: 5	Date:
Strand: : Science - EC	Big Idea: Organisms are interdependent with one another and with their environment.		
API: EC1.5 Identify one or more ways in which the weather affects the everyday life of humans (e.g., transportation, outdoor activities, and clothing).			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Juan was tasked with being the class weather monitor this week. Twice each day (before morning and afternoon recess) he was asked to observe the outside thermometer. The temperature on the thermometer could fall within three picture cues: outside recess with no jackets/winter clothes, outside recess with jackets/winter clothes, and indoor recess. After looking at the thermometer, Juan was asked to tell the class what type of recess they would be having based on the weather.			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Juan accurately told the class what type of recess they would be having on eight out of ten opportunities. 8/10=80%	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Juan needed task-specific assistance to tell the class what type of recess they would be having on seven out of ten opportunities. 3/10=30%		
Level of Accuracy <u>80%</u>		Level of Independence <u>30%</u>	

Repaired

Sample 8

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Kendra	Grade: 8	Date:
Strand: Science - IN	Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.	Concept: Scientific inquiry relies upon gathering evidence from qualitative and quantitative observation.
API: IN 2.1 Explore objects in order to make qualitative observation (e.g., the ball is big, the ice is cold, the bus is yellow).		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Kendra was given a collection of spices to rate the smell of each spice on a scale of 1-10, 1 being worst, 10 being the best smell. For each spice smelled, Kendra wrote down one number. The purpose of this activity is to create a graphic representation of subjective opinions for comparison with classmates.		
Evaluation of Student's Performance:		
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . The level of accuracy was determined by whether or not Kendra wrote down a number for each of the 28 spices to smell. Kendra accurately wrote numbers for all 28 spices for an accuracy level of 100%	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . The level of independence was based on the number of verbal prompts necessary to have Kendra participate in the smelling activities. Of the 28 spices, Kendra needed verbal encouragement for three of the spices for an independence level of 89%.	
Level of Accuracy <u>100%</u>	Level of Independence <u>89%</u>	

Flawed

NOTES FOR SAMPLE 8

API # IN2.1

Task/Activity:

The scale, worst to best, is subjective. It does not connect to the scientific qualitative observation required by the API. A better task design would ask Kendra to describe the characteristics of samples of herbs, spices, or other kitchen staples. The student could be given a list of characteristics corresponding to one or more physical properties—aroma, texture, color—and asked to identify properties of each sample. For example, the activity could require the student to match the aroma of the samples to one or more of the following descriptions—mild, strong, sweet, spicy, flowery.

Evaluation of Student’s Performance:

Twenty-eight samples seems like a very large number for one activity. The appropriateness of the size of the activity is dependent upon the individual student.

In this description, accuracy isn’t really measured. If Kendra wrote any number from 1-10, she would be considered accurate. The scale does not allow for evaluation.

Level of independence was based upon the number of verbal prompts necessary for Kendra to participate in the activity. That description could mean that Kendra needed the teacher to redirect her attention to the task at hand, which may not have been task-specific assistance and therefore should not decrease her level of independence score.

In the repaired version, the activity requires the student to observe the textures of certain samples, using qualitative descriptive terms (rough, smooth, sticky). Matching the objects to those with like textures to complete the science display creates application. The evaluation of accuracy is based upon the correct recording of texture and the correct matching, both easily observable. The independence evaluation clearly states that the assistance given to the student was non-task-specific.

Sample 8

Student Work Record Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Kendra	Grade: 8	Date:
Strand: Science - IN	Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.	Concept: Scientific inquiry relies upon gathering evidence from qualitative and quantitative observation.
API: IN 2.1 Explore objects in order to make qualitative observation (e.g., the ball is big, the ice is cold, the bus is yellow).		
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Kendra was given 10 objects to feel without visual knowledge. Kendra’s task was to describe the texture of each object, using the words rough, smooth, sticky, or spongy, and match it to a picture of one of 10 objects on the bulletin board with corresponding texture. The objects will be numbered to correspond with the bulletin board and placed in a display case nearby, to complete the classroom texture display.		
Evaluation of Student’s Performance:		
Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . The activity is worth 20 points, one for the texture description of each object and one for each pair correctly matched. Kendra described the texture of all 10 objects accurately. On this trial, Kendra correctly matched 8/10 pairs by textures. This gave her a total of 18/20.	Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence . Kendra’s independence was based on how many prompts were necessary for her to participate in describing and matching the textures. Kendra needed one verbal prompt to encourage her into initial participation—this was not related to the texture of the object, but to capture her attention, so her independence score was 100%.	Level of Accuracy <u>90%</u>
Level of Independence <u>100%</u>		

Repaired

Sample 9

Student Work Record
Mathematics/Communication Arts/Science

Attach student work sample if appropriate.

Student Name: Dimitri		Grade: 11	Date:
Strand: Science IN	Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.		Concept: The nature of science relies upon communication of results and justification of explanations.
API: IN5.3 Communicate results of an investigation using words, symbols, pictures, objects, and/or actions (e.g., using data tables or graphs).			
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Dimitri participated in an investigation regarding the physical properties of various minerals. As part of the investigation, Dimitri was asked to select five specific mineral samples from the sample tray, and make a mark with each sample on a strip of white paper.			
Evaluation of Student's Performance:			
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . Ten points were possible. One point for each mineral selected correctly, and one point for making a streak with the mineral sample. Dimitri selected the correct mineral 5 out of five times. For two of the mineral samples he failed to make a streak on the strip of paper. Dimitri earned a total of 8 out of 10 for 80%	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Dimitri completed the activity without assistance for 100% independence.		
Level of Accuracy <u>80%</u>		Level of Independence <u>100%</u>	

Flawed

Notes For Sample 9 API# IN5.3

Task/Activity:

The activity here does not connect to the API. It does not require the student to communicate the results of an investigation. This entry then, is unscorable and the application/acquisition question would not be considered in live scoring. Nevertheless, it is important to note here that the activity does not demonstrate application of the skill.

Evaluation of Student's Performance:

The level of accuracy and independence appear to be formatted correctly, but they do not evaluate the skill expressed in the API. Performance here is evaluated based on the student's ability to complete the investigation, not on his ability to communicate results.

In the repaired version, the student is expected to communicate the results of the investigation to his classmates so they can see the outcome of the investigation. This connects to the API and demonstrates application. The Task/Activity description clearly points out the focus of the investigation, the streak. The evaluation of the activity correctly measures Dimitri's ability to communicate the results of an investigation, which is the skill called for in the API. Level of Independence evaluation is not tied to Level of Accuracy. In this situation, no task-specific assistance was provided, even though the student missed one of ten possible points in the Level of Accuracy evaluation.

<h2 style="margin: 0;">Sample 9</h2> <h3 style="margin: 0;">Student Work Record</h3> <h4 style="margin: 0;">Mathematics/Communication Arts/Science</h4> <p style="margin: 0;">Attach student work sample if appropriate.</p>	
Student Name: Kendra	Grade: 8
Strand: Science - IN	Date:
Big Idea: Scientific understanding is developed through the use of scientific process skills, scientific knowledge, scientific investigating, reasoning, and critical thinking.	Concept: Scientific inquiry relies upon gathering evidence from qualitative and quantitative observation.
API: IN 2.1 Explore objects in order to make qualitative observation (e.g., the ball is big, the ice is cold, the bus is yellow).	
Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.) Kendra was given 10 objects to feel without visual knowledge. Kendra's task was to describe the texture of each object, using the words rough, smooth, sticky, or spongy, and match it to a picture of one of 10 objects on the bulletin board with corresponding texture. The objects will be numbered to correspond with the bulletin board and placed in a display case nearby, to complete the classroom texture display.	
Evaluation of Student's Performance:	
Describe and evaluate the student's actual accuracy performance. Describe how the percentages were determined for Level of Accuracy . The activity is worth 20 points, one for the texture description of each object and one for each pair correctly matched. Kendra described the texture of all 10 objects accurately. On this trial, Kendra correctly matched 8/10 pairs by textures. This gave her a total of 18/20.	Describe and evaluate the student's actual independence performance. Describe how the percentages were determined for Level of Independence . Kendra's independence was based on how many prompts were necessary for her to participate in describing and matching the textures. Kendra needed one verbal prompt to encourage her into initial participation—this was not related to the texture of the object, but to capture her attention, so her independence score was 100%.
Level of Accuracy <u>90%</u>	Level of Independence <u>100%</u>
Repaired	

Repaired

Chapter 7: A Twelve-Step Process for Completing the MAP-A

1. Verify student eligibility for participation in the MAP-A. Refer to the student’s IEP.

For information about eligibility see the Participation Eligibility Criteria established by DESE (see Chapter 1).

2. Determine the composition of the instructional team that will assess the student and fully inform all participants about the MAP-A.

The instructional team may include teachers, administrators, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, when appropriate. **The student’s case manager/teacher is responsible for the coordination of the assessment.** The case manager/teacher should fully inform all participants on the instructional team about the alternate assessment. Other professionals responsible for assisting the case manager/teacher in collecting information about the student should be aware of the MAP-A requirements and their roles in administering the MAP-A. Members of the instructional team are listed on the MAP-A validation form. The instructional team may have members in common with the IEP team, but they are NOT the same group.

3. Identify the mandatory strands in each content area.

The instructional team should refer to the Assessment Blueprint, as shown in Chapter 1, prior to beginning collection of evidence for the MAP-A.

4. Select Alternate Performance Indicators (APIs) for each required content area strand.

The instructional team should refer to the Alternate Performance Indicators on the DESE website for a list of appropriate grade-level APIs for each strand.

- For Mathematics and Communication Arts, **two APIs per strand** are required for the MAP-A.
- For Science, **one API per strand** is required by the MAP-A

5. Review the requirements for documentation for the MAP-A.

The following forms are required to complete documentation for each API:

- **Form 1: Entry/Data Summary Sheet**

This form is used to determine student scores for the rubric dimensions Level of Accuracy and Level of Independence. The following are included on the Entry/Data Summary Sheet:

- o Student identification
- o Content area and strand identification
- o API identification and description
- o API duplication status
- o Summary data chart

- **Form 2:** API Duplication/Justification Form
This form is required only when an API has been assessed in a prior MAP-A assessment. Provides justification and rationale for the instructional decision to duplicate an API. Asks for content-based evidence and plans to ensure student growth across the API's content.
- **Form 3:** Student Work Record
This form is used to determine the student's score for the rubric dimension Connection to the Standards. The Student Work Record must show *application of the API along with differentiated instruction showing individual student results* in standards-based activities. The following are included on the Student Work Record:
 - o Student identification
 - o Content area and strand identification
 - o API identification and description
 - o Activity description
 - o Description and evaluation of student performance

6. Determine the data collection system for documentation of student performance.

The instructional team selects the APIs and determines how student performance will be documented. (See Chapter 4 for information on data collection and documentation.) The team should ask the following questions when planning for data collection:

- How was the activity designed?
- What type of data will be collected?
 - a. Discrete trials
 - b. Task analyses
 - c. Time intervals
 - d. Accuracy rates
- How will the data be collected and organized?
- Who will collect the data?
- When will the data be collected?
- How will data be converted into percentage scores?

7. Collect and record data throughout the assessment period.

There are two required collection periods for the recording of data on the Entry/Data Summary Sheet. Only data collected during the identified collection periods should be included on the data sheets. There must be three data points per collection period, each recorded on a different calendar date, one of which is linked to a Student Work Record.

8. Select a Student Work Record to include in the MAP-A for each collection period.

The data from the Student Work Records submitted must be documented on the Entry/Data Summary Sheet. Make sure the activity shows evidence of application of the API.

9. Complete the Student Work Record.

10. Complete the Entry/Data Summary Sheet for each assessed API.

There are two steps to completing the Entry/Data Summary Sheet prior to submission of the MAP-A:

- Determine API percentage averages.
 - a. Average the two scores for Level of Accuracy.
 - b. Average the two scores for Level of Independence.
- Indicate the Student Work Record included for each collection period of the API.

11. Assemble the MAP-A documentation.

Once all of the required documentation has been completed, the teacher should assemble the MAP-A as directed in the Table of Contents Checklist. Should the teacher choose to make a copy of the MAP-A documentation, the local school board's policy for student confidentiality must be observed.

12. Submit completed MAP-A.

Submit completed MAP-As to your district test coordinator on or before the MAP-A return deadline.

Glossary

- **Acquisition:** Learning activities used to practice or develop a particular skill set or knowledge base.
- **API Duplication/Justification Form:** Required only when an API has been assessed in a prior MAP-A assessment. Provides justification and rationale for the instructional decision to duplicate an API. Asks for content-based evidence and plans to ensure student growth across the API's content.
- **Application:** Learning activities used to connect a particular skill set or knowledge base to real-world activities (e.g., using writing skills to properly fill out a check; using number theory to find an address)
- **Adaptive Behavioral Skills:** Type of behavior used in adapting to another behavior or situation.
- **Alternate Grade-Level Expectations (AGLEs):** The knowledge and skills that students with significant cognitive disabilities should be able to perform at each grade level.
- **Alternate Performance Indicators:** Strand-specific indicators that are used in demonstrating that a student has knowledge of a specific subject or can perform a specific task.
- **Data Point:** Corresponds to a date where data was collected. Each entry unit requires 3 data points per collection period. For only **one** data point per collection period is a Student Work Record required.
- **Entry/Data Summary Sheet:** Serves as a record of student performance on each API assessed. The student's score for Level of Accuracy and Level of Independence for each API will be determined based on the percentages recorded on the Entry/Data Summary Sheet. Two APIs are assessed for each Strand.
- **Essential Skills:** Skills and behaviors that a student must have to function in adult daily living.
- **Individuals with Disabilities Education Act (IDEA):** 2004 federal act that directs how states and school districts provide special education to eligible children with disabilities.
- **Individualized Education Program (IEP):** A set of long-term goals and assessment strategies that is unique to an individual student's education. Developed for eligible students with disabilities.
- **Instructional Team:** The group of professionals (e.g., teachers, therapists, parents or guardians) responsible for the assessment of the MAP-A student.
- **Level of Accuracy:** An assessment of a student's accuracy when performing a standards-based activity.
- **Level of Independence:** An assessment of the amount of assistance a student needs in performing a standards-based activity.
- **Missouri Show-Me Standards:** The academic standards and requirements established under the 1993 Outstanding Schools Act.
- **Standards-Based Activities:** Activities that are developed and performed in relation to the AGLEs. Must demonstrate application of an API.

- **Strand:** A standardized set of goals and skill levels to be obtained in a content area. For each Strand, there is a specific set of APIs that can be used in the assessment of a student.
- **Student Work Record:** Provides documentation of student work for each API assessed in both collection periods. It should demonstrate the **application** of the API in a standards-based activity. Evidence of student work may be shown by:
 - o Collecting student work samples such as worksheets, drawings, writings, journal entries, or projects; or
 - o Observing the student and recording his or her performance.
- **Student Work Sample:** The tangible results of any particular MAP-A assessment. Acceptable student work samples include worksheets, two-dimensional examples of students work during the assessment, etc. Do not submit photographs, or any three-dimensional examples (e.g., objects glued to paper, dioramas)
- **Table of Contents Checklist:** Assembly guide for MAP-A documentation. Complete documentation includes the Validation Form as well as the applicable Entry/Data Sheets and Student Work Records.
- **Validation Form:** Provides documentation of the individuals who have reviewed and/or contributed to the MAP-A. Allows for optional brief reporting of extended absences and/or student’s communication mode. The principal, assistant principal, or special education director must sign this form prior to submission of the MAP-A.