

**CONSIDERATION TO APPROVE MISSOURI ASSESSMENT PROGRAM  
ENGLISH LANGUAGE ARTS AND MATHEMATICS MAP-A ACHIEVEMENT LEVEL**

**STATUTORY AUTHORITY:**

Section 161.092.RSMo.

Consent  
Item

Action  
Item

Report  
Item

**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

**SUMMARY:**

June 16-18, 2015, panels of educators were convened by the member states of Dynamic Learning Maps to establish achievement levels and cut scores for the English language arts and mathematics MAP-A administered during the 2014-2015.

The results of the achievement level setting conference will be covered during the presentation of this agenda item.

**PRESENTER(S):**

Sharon Helwig, Assistant Commissioner; Michael J. Muenks, Coordinator of Curriculum and Assessment; and Stephen Barr, Assistant Commissioner, Special Education, will assist in the presentation and discussion of this agenda item.

**RECOMMENDATION:**

The Department recommends that the State Board of Education approve achievement levels and achievement level descriptors as presented.

## **General Information about Missouri's MAP-A Assessments and the Performance Level-Setting Process**

### **A Brief Overview of MAP-A Assessments**

The Dynamic Learning Maps™ (DLM®) project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating computer adaptive assessment with instruction during the year and providing a year-end computer adaptive assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics. This system of instruction and testing is for students in grades 3-12 with the 2014-2015 school year being the first operational year for the assessment.

The DLM system is accessible by students with significant cognitive disabilities, including those who also have hearing or visual disabilities, and/or neuromuscular, orthopedic, or other motor disabilities. DLM assessments are flexible. They allow for the use of common assistive technologies in addition to keyboard and mouse and touch-screen technology.

### **Performance Level Descriptors**

DLM state partners developed performance level descriptors (PLDs) through a series of conversations and draft PLD reviews between July and December 2014. The following are the final version of the English language arts and mathematics performance level descriptors.

**Advanced:** The student demonstrates *advanced* understanding of targeted content knowledge and skills represented by the Essential Elements and the ability to apply the knowledge and skills.

**Target (Proficient):** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target*.

**Approaching (Basic):** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is *approaching the target*.

**Emerging (Below Basic):** The student demonstrates *emerging* understanding of and ability to apply content knowledge and skills.

### **The Achievement Level Setting Process**

The achievement level setting was conducted at an in-person meeting consisting of approximately 99 panelists. Most selected panelists were classroom teachers of students with the most significant cognitive disabilities and represented all of the partner states. In addition to classroom teachers, participants included building and district administrators and university faculty. All participants were nominated by Missouri and the other 13 partner states

Prior to the achievement level setting event, all panelists participated in a training module in advance of the achievement setting meeting. In addition, panelists received several hours of onsite training as a group. During the achievement level setting, panel members examined assessment questions at each grade level and recommended cut points at which to set the performance levels. The recommendations of the panelists were reviewed by a “cross-grade” review committee to ensure that the performance levels aligned appropriately across grades 3 through 12. Finally, the DLM Technical Advisory Committee and external reviewers reviewed the recommendations prior to presentation to the member states for their review and approval.

The following tables provide the recommend cut points and Missouri impact data for the new MAP-A English language arts and mathematics grade level assessments.

### Mathematics Cut Points and Missouri Results

Cut Points	G3_Math	G4_Math	G5_Math	G6_Math	G7_Math	G8_Math	G9_Math	G10_Math	G11_Math
Approaching	7	9	9	8	12	11	8	5	7
Target	17	21	20	17	21	20	15	13	15
Advanced	25	31	29	24	29	30	22	22	23
<b>Missouri</b>									
Emerging	43.3%	47.6%	47.1%	53.4%	55.6%	58.4%	54.1%	42.8%	45.5%
Approaching	33.8%	33.5%	33.4%	27.9%	29.0%	26.0%	28.8%	43.3%	35.1%
Target	18.8%	16.3%	16.1%	14.5%	12.4%	13.7%	14.8%	12.6%	17.2%
Advanced	4.1%	2.7%	3.4%	4.2%	3.0%	1.9%	2.3%	1.4%	2.2%
Target/Adv	22.9%	19.0%	19.5%	18.7%	15.4%	15.6%	17.1%	13.9%	19.4%

### English Language Arts Cut Points and Impact Data

Cut Points	G3_ELA	G4_ELA	G5_ELA	G6_ELA	G7_ELA	G8_ELA	G9-10_ELA	G11-12_ELA
Approaching	9	11	8	9	13	17	18	15
Target	16	18	16	20	27	27	31	30
Advanced	30	37	33	36	42	41	41	40
<b>Missouri</b>								
Emerging	30.2%	26.4%	21.4%	29.2%	29.7%	36.2%	39.6%	40.3%
Approaching	15.4%	14.9%	19.6%	18.5%	21.2%	16.1%	15.0%	16.2%
Target	41.5%	50.2%	50.3%	42.5%	35.8%	33.5%	29.2%	26.2%
Advanced	12.9%	8.6%	8.7%	9.9%	13.3%	14.1%	16.2%	17.3%
Target/Adv	54.5%	58.7%	59.0%	52.3%	49.1%	47.6%	45.4%	43.5%



# **SETTING THE STANDARD: MISSOURI ASSESSMENT PROGRAM ALTERNATE ASSESSMENT**

August 2015

Missouri Department of Elementary  
and Secondary Education

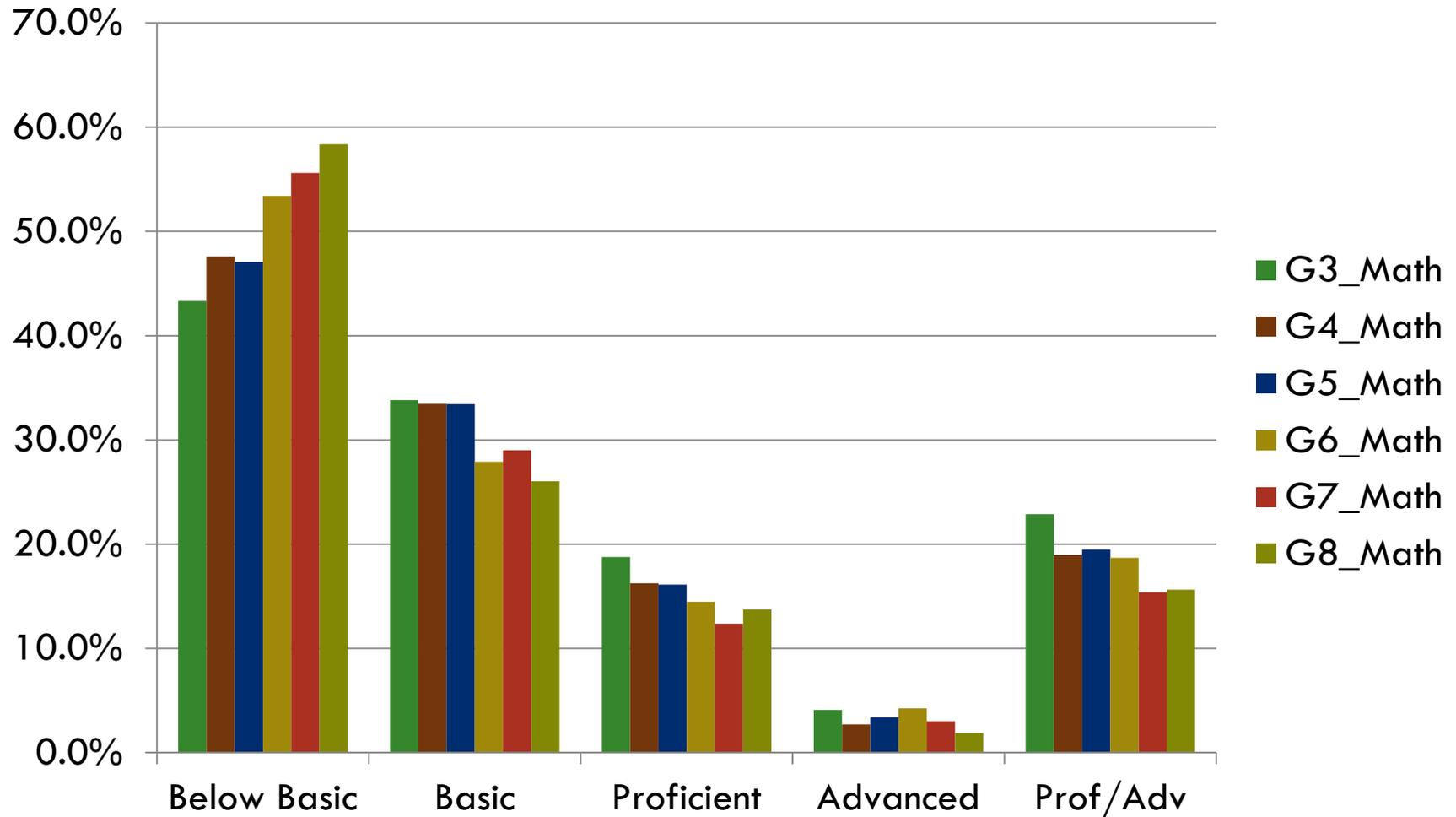
# Setting the Standard: Alternate Assessments

- ❑ Conducted in July 2015.
- ❑ Panels of educators convened by the states.
- ❑ Participants closely examined assessment content to determine threshold scores for each achievement level.
- ❑ Educators had experience in mathematics, English language arts, and the teaching of students with the most significant cognitive disabilities.

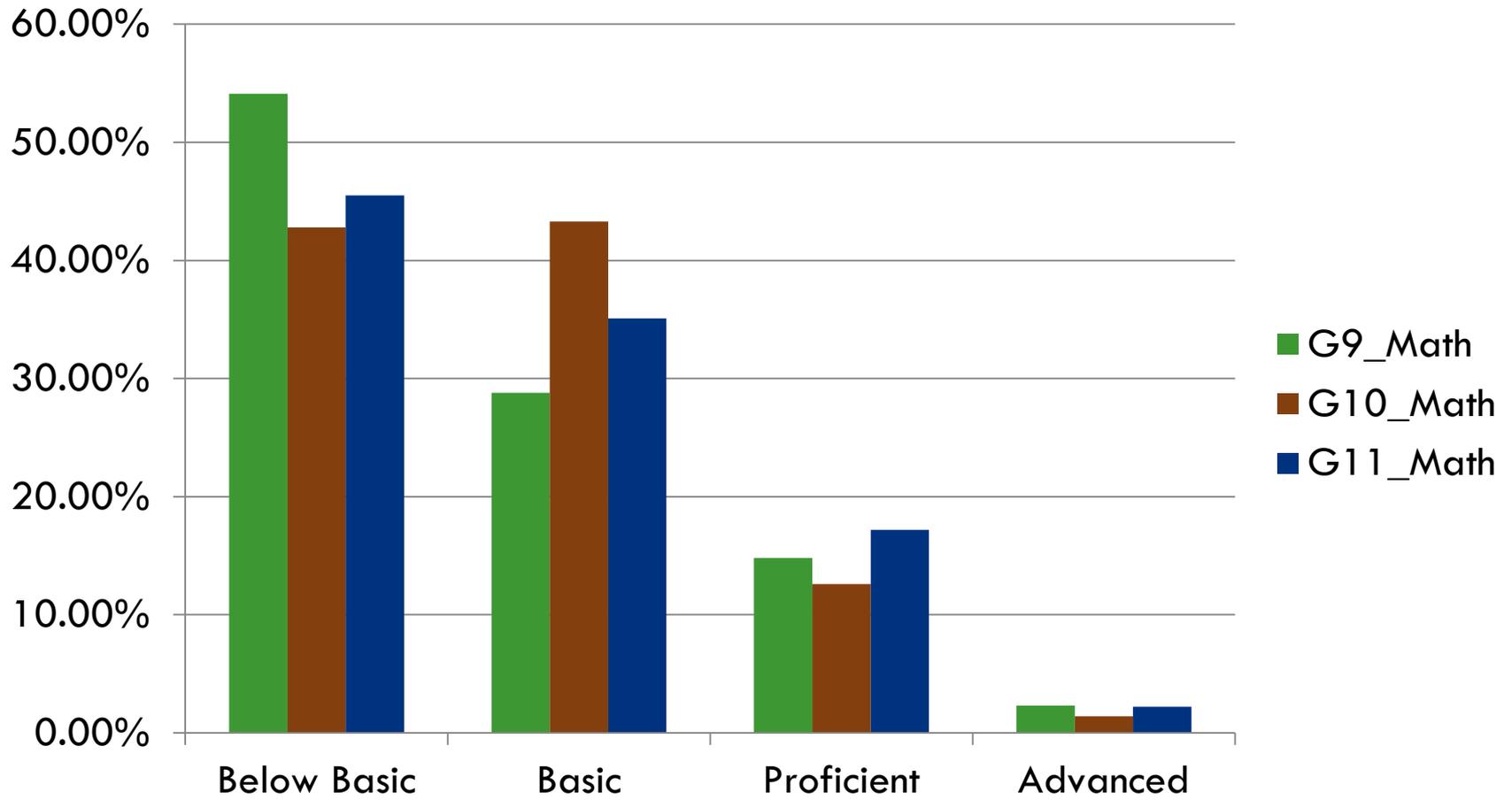
# Mathematics: Cut Points

	G3	G4	G5	G6	G7	G8	G9	G10	G11
Basic	7	9	9	8	12	11	8	5	7
Proficient	17	21	20	17	21	20	15	13	15
Advanced	25	31	29	24	29	30	22	22	23

# Missouri Math Results: Grades 3-8



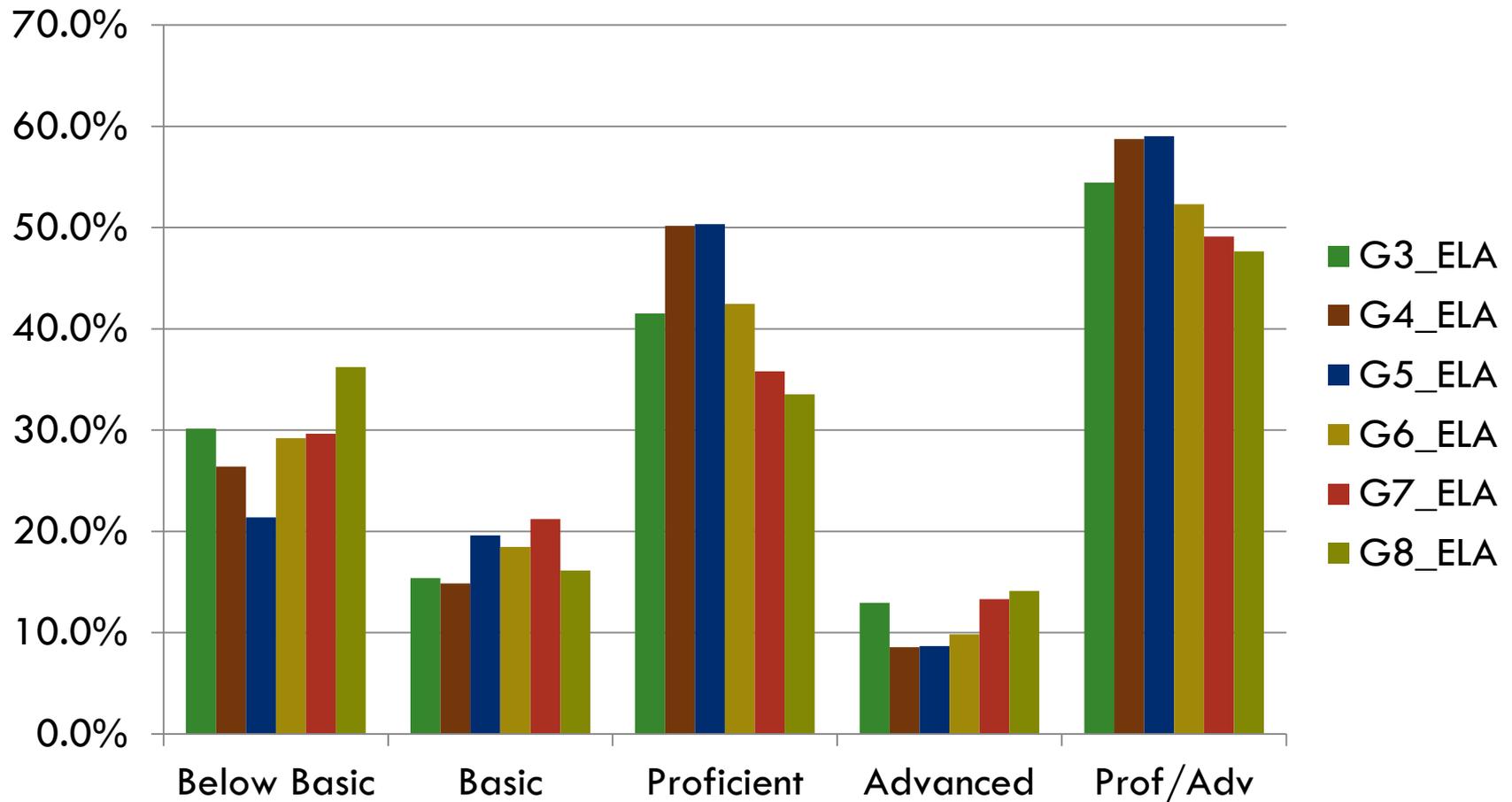
# Missouri Math Results: Grades 9-11



# English Language Arts: Cut Points

	G3	G4	G5	G6	G7	G8	G9-10	G11-12
Basic	9	11	8	9	13	17	18	15
Proficient	16	18	16	20	27	27	31	30
Advanced	30	37	33	36	42	41	41	40

# Missouri ELA Results: Grades 3-8



# Missouri ELA Results: Grades 9-10; 11-12

