



**OFFICES OF  
SPECIAL EDUCATION  
&  
COLLEGE AND CAREER READINESS**

**THE MISSOURI ASSESSMENT  
PROGRAM (MAP)  
AND  
SPECIAL EDUCATION**

July 24-25, 2013

Missouri Department of Elementary  
and Secondary Education



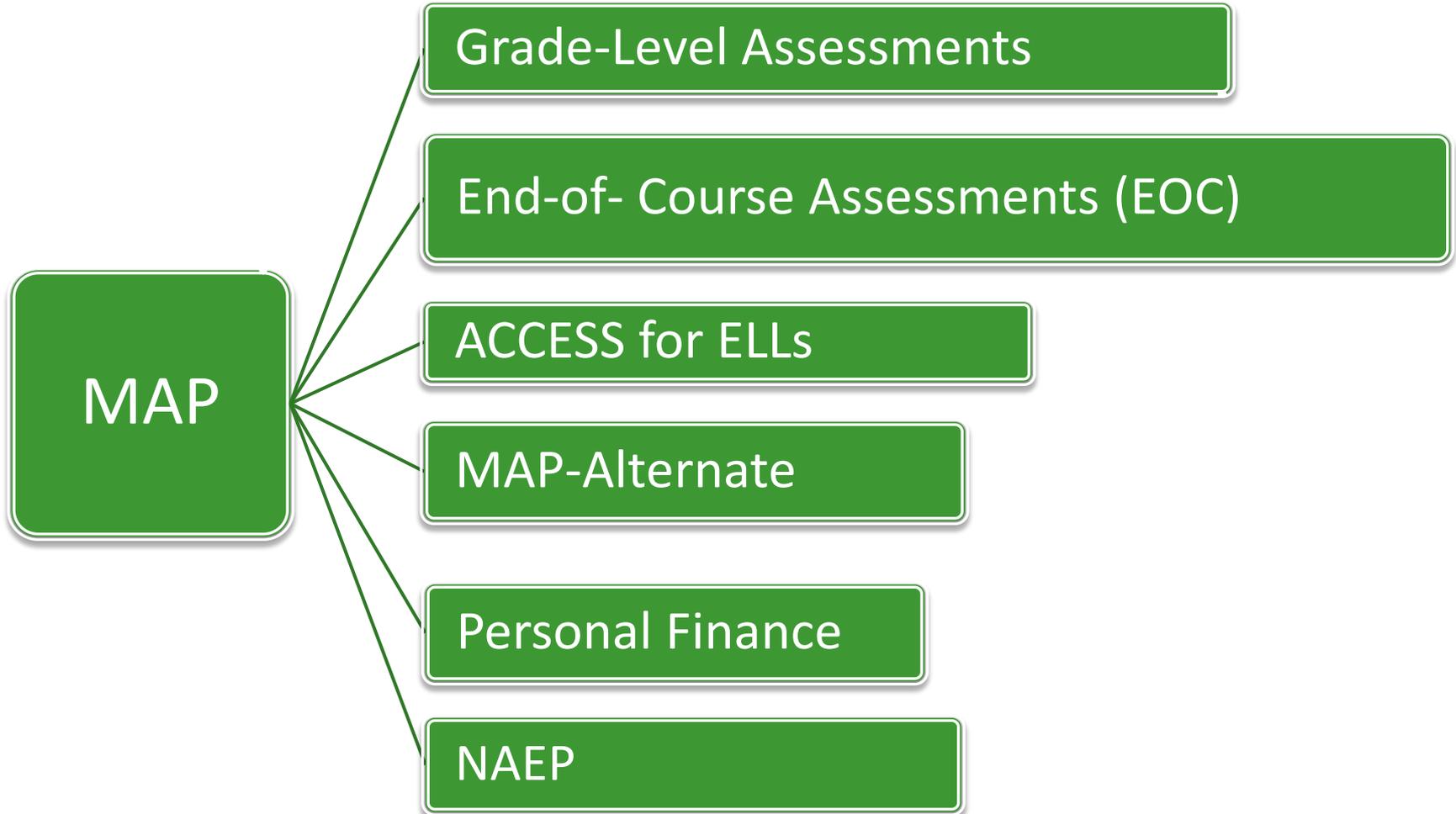
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# Missouri Assessment Program (MAP)





# Overview of the MAP





# Grade-Level Assessments

- ❑ Tests students' progress in communication arts, mathematics, and science
- ❑ Tests are administered in the spring of each school year to grades 3 – 8
- ❑ All tests are in paper/pencil version only at this time





# End-of-Course Assessments (EOC)

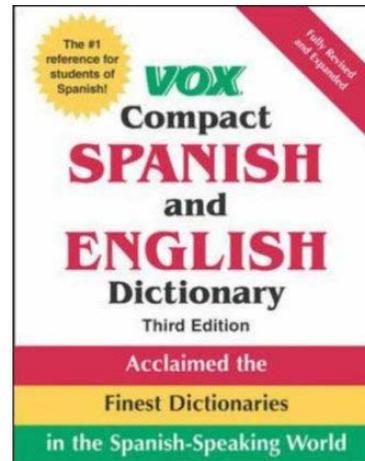
- ❑ Tests students' progress in communication arts, mathematics, science, and social studies.
- ❑ The 3/23/12 Administrative Memo CCR-12-004 lists required EOC Assessments at:  
<http://dese.mo.gov/am/ccr/documents/CCR-12-004.pdf>
- ❑ Tests are administered online unless specified in the student's IEP.



# ACCESS for ELL's (English Language Learners)

- ❑ Assesses academic English language proficiency of students who are eligible for ELL services in four modalities:

- ❑ Listening
- ❑ Speaking
- ❑ Reading
- ❑ Writing



- ❑ Administered in paper/pencil format during January and February each school year for students K-12.

# Personal Finance

- A ½ credit in the area of Personal Finance is required
- Options for earning the required credit:
  - Take and pass a stand-alone personal finance class
  - Attain a score of 90% or higher on the online assessment





# National Assessment of Educational Progress (NAEP)

- ❑ NAEP serves as the Nation's Report Card and is administered by NAEP field staff in January through April of the school year
- ❑ Sampled schools notified in May of each school year if selected for participation in the following school year
- ❑ Assesses various subject areas such civics, geography, mathematics, reading, science, technology and engineering literacy, U. S. history and writing to students in grades 4, 8 and 12 via paper/pencil, hands-on tasks and interactive computer tasks



# Use of Accommodations on the MAP: Fiction vs. Fact

## FICTION

- ❑ Oral reading of communication arts assessment results in a Level Not Determined (LND)
- ❑ Mark all possible IEP accommodations that a student may use on the assessment
- ❑ A student has a choice of which accommodations to use during testing

## FACT

- ❑ Oral reading of communication arts assessment results in a Lowest Obtainable Scaled Score (LOSS)
- ❑ Only accommodations on the IEP used on a regular basis should be used on MAP tests
- ❑ The LEA must offer the accommodations required by the student's IEP



# MAP Administration

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All staff **MUST** be trained prior to administration of the MAP

MAP Assessments are **STANDARDIZED** tests that must be administered under **STANDARDIZED** conditions in order to be valid and reliable

# Process for questions/contact person

LEA Staff Questions/Concerns



Building Test Coordinator (BTC)



District Test Coordinator (DTC)



DESE Assessment Section Staff



# MAP-A Assessment

- ❑ Assesses students with the most significant cognitive disabilities in core academic areas:
  - ❑ Communication Arts in grades 3-8, and 11
  - ❑ Mathematics in grades 3-8, and 10
  - ❑ Science in grades 5, 8, and 11
  
- ❑ Currently a portfolio-based assessment based on data collected during the testing window of January through March
  
- ❑ Dynamic Learning Maps (DLM) will be replacing the portfolio assessments in the future – be watching for updates



# MAP-A: Fiction vs. Fact

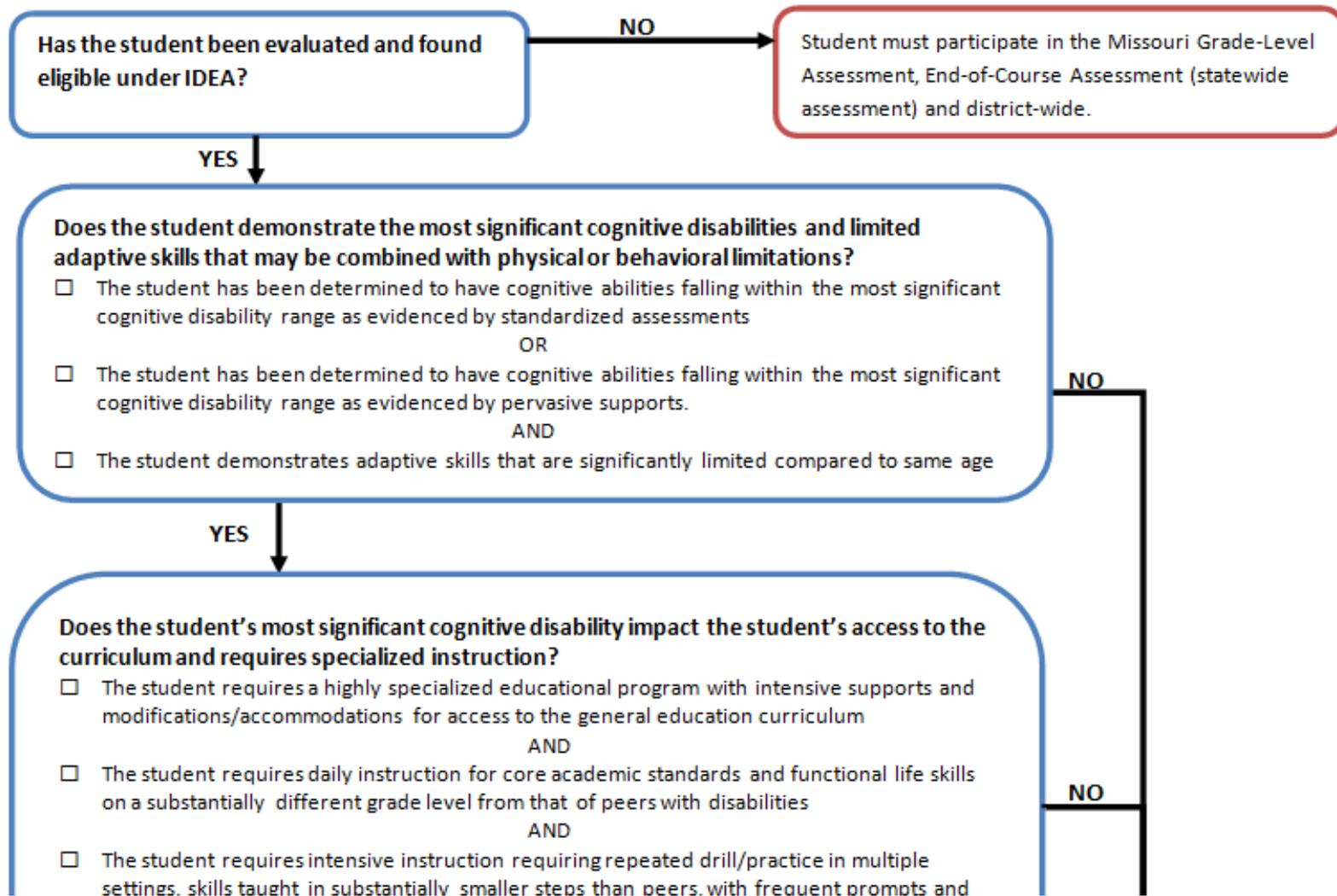
## FICTION

- Any student who would score poorly on the MAP should take the MAP-A
- Only 1% of students in the district or state can participate in the MAP-A
- When an LEA exceeds the 1%, individual student scores and reports are changed

## FACT

- Only student with the most significant cognitive disabilities who meet the eligibility criteria should take the MAP-A
- ALL eligible students can participate in the alternate assessment
- The 1% rule applies ONLY for accountability purposes NOT participation

## Missouri Alternate Assessment Decision Making Flow Chart



# FLOW CHART



Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. **The IEP team for a student with a disability MUST answer “YES” to ALL of the following eligibility criteria in order for the student to be eligible to participate in | the Missouri Alternate Assessment.** Please refer to the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.

<b>Missouri Alternate Assessment Decision Making Checklist</b>		
<b>ELIGIBILITY CRITERIA</b>		
<b>1. Student has been evaluated and found eligible under IDEA.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>• The student has an identified disability under IDEA.</li> <li>• The student has an Individualized Education Plan.</li> </ul>		
<b>2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• The student demonstrates adaptive skills that are significantly limited compared to same age peers.</li> </ul>		
<b>3. The most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>• The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• The student requires daily instruction for core academic standards and functional life skills on a substantially</li> </ul>		



# CHECKLIST

# Missouri Alternate Assessment Decision Making Guidance Document

An IEP team may use the following guidance for each participation criterion to assist in the decision making process for determining eligibility for participation in alternate assessments. It is important to remember appropriate decisions should not be based upon one isolated factor, but based upon a more longitudinal and overall analysis of the student's educational performance as compared to each of the participation criterion.

## **1. The student has been evaluated and found eligible under IDEA.**

Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the alternate assessment. Students who only have a medical diagnosis or a 504 plan are NOT eligible to participate in the alternate assessment.

The IEP team for eligible students must make an individualized decision regarding the student's participation in either the regular assessment or alternate assessment using the Missouri Alternate Assessment Decision Making Checklist or Flowchart. This decision must be documented in the IEP.

## **2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.**

While there is no one method of determining if a student demonstrates the most significant



# GUIDANCE DOCUMENT



# Determining Eligibility for MAP-A

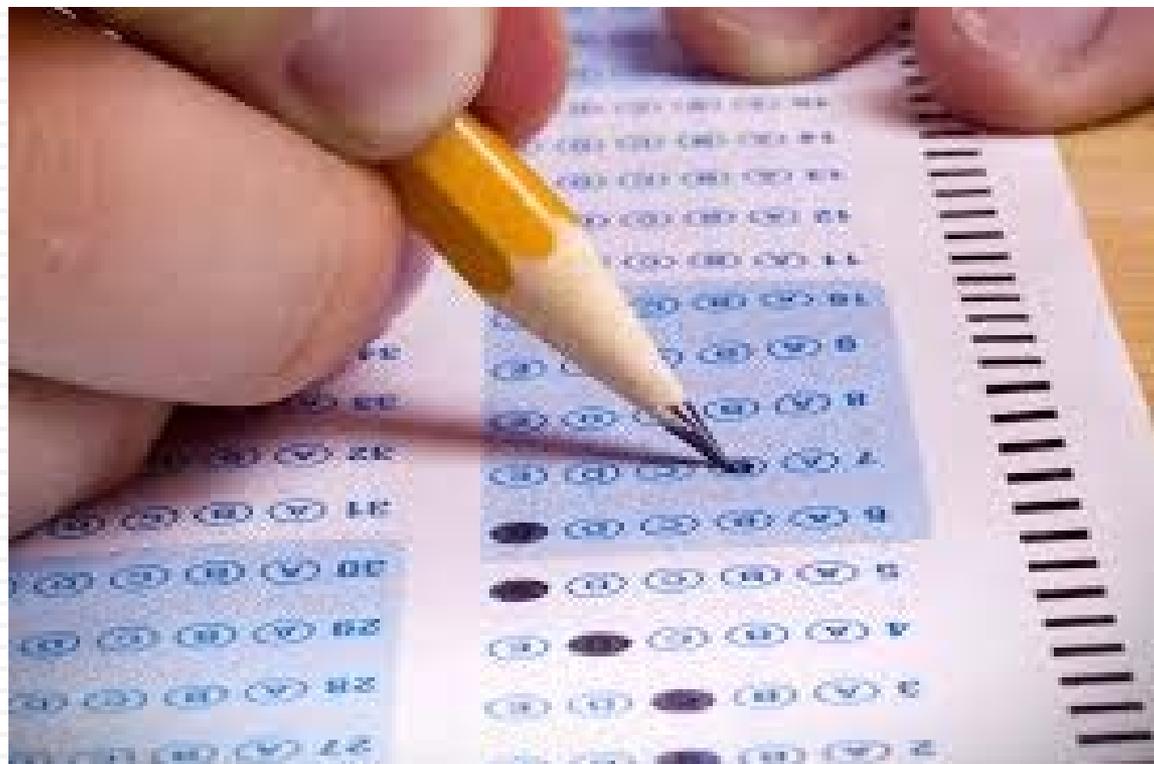
Any “NO” Criterion = NOT eligible to participate in the alternate assessment

All “YES” Criterion = ELIGIBLE to participate in the alternate assessment



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# IEP Documentation



# Special Considerations

## 2. Special Considerations: Federal and State Requirements

Note: For the first six items below, if the IEP team determines that the child needs a particular device or service (including an intervention, accommodation, or other program modification) information documenting the team's decision regarding the device or service must be included in the appropriate section of the IEP. These must be considered annually.

**Is the student blind or visually impaired?**

No

### State Assessments

IDEA requires students with disabilities to participate in the following state assessments.

- ACCESS for ELLs is the annual English Language Proficiency assessment for ELL students in grades K-12.
- Grade-Level Assessment is administered in grades 3-8.
- MAP-A is administered in grades 3-8 and 10-11. For eligibility criteria for MAP-A see: [http://www.dese.mo.gov/divimprove/assess/MAP\\_A/eligibility\\_criteria\\_10\\_07.pdf](http://www.dese.mo.gov/divimprove/assess/MAP_A/eligibility_criteria_10_07.pdf)
- End of Course Exams are administered to secondary students who have completed course level expectations or who are graduating or exiting secondary school due to age limits without completing course level expectations.

Does this student's grade placement or course of study during the time this IEP is in effect require consideration of participation in state assessments?

No

Yes. If yes, **Complete Form D.**

### District-wide Assessments

Are there district-wide assessments administered for this student's age/grade level (refer to the District Assessment Plan)?

No

Yes. If yes, **Complete Form E.**



# Form D-Part 1: State Assessment

## Form D-Part 1: State Assessments

### Grade-Level Assessment: Students in Grade 3-8

- The student will participate in the Grade-Level Assessment.
  - Without accommodations
  - With accommodations (complete Part 2)
  
- The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from Grade-Level Assessment participation. (provide MAP-A information below)

### National Assessment of Educational Progress (NAEP) Grades 4, 8, and 12 (\*See Note 3 below)

- The student will participate in the NAEP (if selected).
  - Without accommodations
  - With accommodations (complete Part 2)
  
- The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from NAEP participation.

### ACCESS FOR ELLS: K-12 students that are identified for ELL services and enrolled in a Missouri public school or charter school (\*See note 4 below)

- Student will participate in the ACCESS FOR ELLS.
  - Without accommodations
  - With accommodations (complete Part 3)

### EOC: Students in Grades 9-12 or, if appropriate, Grade 8

- The student will participate in required End of Course (EOC) Assessments. (\*See Note 1 below)
  - Without accommodations
  - With accommodations (complete Part 2)
  
- The IEP team has determined the student will participate in the following optional EOC Assessment(s): (\*See Note 2 below)
  - Without accommodations
    - Geometry  Algebra II
  - With accommodations (complete Part 2)
    - Geometry  Algebra II
  
- The IEP team has determined the student is exempt from the following additional EOC Assessment(s):
  - Geometry  Algebra II
  
- The student has been determined eligible for and will participate in the MAP-Alternate for grades 10-11 (MAP-A); therefore is excluded from EOC participation. (provide MAP-A information below)

# Form D-Part 1: Notes

with accommodations (complete Part 5)

## \*NOTES:

**1.) Required EOC Assessments:** Algebra I, Geometry, English I, English II, American History, and Government beginning with students graduating in 2016. All students with disabilities except those eligible for MAP-A must take the required EOC Assessments. School personnel make the decision regarding when a student will take the required assessments. Students generally take the assessment when they have completed the course level expectations, but students with disabilities must take the assessments prior to graduation or exiting secondary school due to age limits, whether they have completed course level expectations or not.

**2.) Additional EOC Assessments:** Geometry and Algebra II are optional assessments beginning with the students graduating 2016. For students with disabilities who do not qualify for MAP-A, the IEP team will decide whether the students will participate in or will be considered exempt from the additional EOC Assessments.

**3.) NAEP (grades 4, 8, and 12)** is a national test administered to a statewide representative sample of students for national comparison. Thus, the NAEP sample includes students with disabilities and every effort must be made to ensure that selected students have an opportunity to participate in NAEP. The way in which students with disabilities are assessed on the NAEP should mirror as closely as possible the way they are tested on the state assessment: take NAEP 1) without accommodations; 2) with NAEP allowable accommodations; or 3) if assessed by the MAP-Alternate, may be excluded from taking NAEP. IEP teams are reminded that NAEP is not a high stakes test for students.

**4) ACCESS FOR ELLS (Grades K-12)** Missouri uses ACCESS for English Language Learners (ELL) as its annual English Language Proficiency assessment. Students who are in monitored status for ELL do not take the assessment. More information is available at [dese.mo.gov/divimprove/assess/documents/asmt-wida-access-faq-2013.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-wida-access-faq-2013.pdf)

**MAP-A:** (Please refer to the alternate assessment decision making resources including the guidance document, flowchart and/or checklist when making justification for participation in the alternate assessment, <http://dese.mo.gov/se/compliance/specdguidance.html>.)

- Include a statement of why the child cannot participate in the regular assessment (Grade-Level or EOC)

# Form D-Part 1: State Assessment

EXCLUDED FROM TAKING INAEF. IEP TEAMS ARE REMINDING THAT INAEF IS NOT A HIGH STAKES TEST FOR STUDENTS.

**4) ACCESS FOR ELLS (Grades K-12)** Missouri uses ACCESS for English Language Learners (ELL) as its annual English Language Proficiency assessment. Students who are in monitored status for ELL do not take the assessment. More information is available at [dese.mo.gov/divimprove/assess/documents/asmt-wida-access-faq-2013.pdf](http://dese.mo.gov/divimprove/assess/documents/asmt-wida-access-faq-2013.pdf)

**MAP-A:** (Please refer to the alternate assessment decision making resources including the guidance document, flowchart and/or checklist when making justification for participation in the alternate assessment, <http://dese.mo.gov/se/compliance/specedguidance.html>.)

- Include a statement of why the child cannot participate in the regular assessment (Grade-Level or EOC).
- Explain why the alternate assessment (MAP-A) is appropriate.



### Alternate Form F

Indicate below the accommodations and modifications for the student to be used in general and/or special education and supports to be provided to school personnel.

Location											Modifications/Accommodations	Frequency				Duration*	
All Areas	Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Related Services	Other: **		Daily	Weekly	Monthly	Other:**	Beg. Date	End Date
											<b>1. Grading</b>						
<input type="checkbox"/>	Modify weight of course examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												

<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
											<b>4. Test/Exams</b>						
<input type="checkbox"/>	Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Short Answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Extended time for completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Multiple sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Exams of reduced length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Open book exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Read test to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Modify Test Format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Record student responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Alternative setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
											<b>5. Environment</b>						
<input type="checkbox"/>	Differential seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												



**\*\* Must describe "Other"**

<b>For LOCATION:</b>	<b>For FREQUENCY:</b>





# Translating Form F to Form D

## Form F

- Alternative setting
- Alternative setting
- Record student responses
- Extended time for completion OR Multiple sessions

## Form D

- Testing individually
- Testing with small groups
- Use of scribe to record student response in test booklet
- Administer assessment using more than allotted periods

# Form D-Part 2: State Accommodations

44	Other: <i>Specify</i> . See Note (4)	<input type="checkbox"/>					
<b>Setting Accommodations</b>							
50	Testing individually	<input type="checkbox"/>					
51	Testing with small groups	<input type="checkbox"/>					
53	Other: <i>Specify</i>	<input type="checkbox"/>					

**Note (1):** Oral reading, oral reading in native language, or signing during the Communication Arts Assessment will result in the Lowest Obtainable Scale Score (LOSS). The use of a dictionary, grammar handbook, thesaurus, or bilingual dictionary is permitted ONLY in Session 2 of the Communication Arts Assessment (writing prompt) for Grades 3 and 7. Those same tools are not permitted in any other content area for any other grade unless stated in a student's IEP. Students identified as blind/visually impaired (who do not read Braille) may use the oral reading accommodation if it is their primary instructional method.

**Note (2):** Paraphrasing of test questions on all Grade-Level and EOC assessments will result in the Lowest Obtainable Scale Score (LOSS).

**Note (3):** If used, the score cannot be compared with scores generated under standard conditions.

**Note (4):** Use of magnifying equipment, amplification equipment, graph paper and testing with the teacher facing the student are not listed as accommodations because these are not required to be reported as accommodations for the EOC assessments and no longer required to be reported as accommodations for the Grade-Level test.

**Note (5)** NAEP offers most of the accommodations that Missouri allows on state assessments; however, a few differences exist. The NAEP accommodations, as listed, are of a general nature and may vary somewhat by year and content area being assessed. A current, more specific list of allowable NAEP accommodations will be included in the NAEP materials sent to schools selected for the NAEP sample.

For a more complete description of the accommodations list see <http://dese.mo.gov/divspeced/Compliance/documents/TAB-StateDistAssessment.pdf>.

For additional information regarding NAEP, visit our website at: <http://www.dese.mo.gov/divimprove/naep/>

# Form D-Part 3: State Accommodations for ACCESS for ELLs

Form D-Part 3: State Accommodations for ACCESS FOR ELLS				
Accommodations <i>Check all accommodations to be provided to this student</i>	Assessment Domains			
Test Directions	Listening	Reading	Writing	Speaking
<i>Test "directions" refers to all text in the Test Administrator's Script that is provided to explain logistics of the test, including all practice items. Directions include only what is scripted in the Test Administrator's Script. For Speaking and Listening, the directions end just before the test administrator reads "Part A".</i>				
Translation of directions into native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sign directions to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation of direction in English and/or native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeat directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use directions that have been marked by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Presentation Format	Listening	Reading	Writing	Speaking
<i>"Test" refers to test items (including introductory text and graphic support), but not scripted test directions (defined above).</i>				
Translation of test into native language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation of test into sign language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral reading of test in English (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral reading of test in native language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of bilingual dictionary (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of highlights (yellow only) by student in test booklet text only; must not be used in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA



Other accommodations not recommended by the WIDA Consortium at this Time (see below for more information)	Listening	Reading	Writing	Speaking
Braille edition of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signing questions or answers (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note (1):** Use of this accommodation **invalidates** the ACCESS FOR ELLS assessment student scores and the student receives the Lowest Obtainable Scale Score.

For additional information regarding ACCESS FOR ELLS accommodations visit the WIDA web site at:  
<http://wida.wceruw.org/assessment/ACCESS/accommodations.aspx>



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# Resources

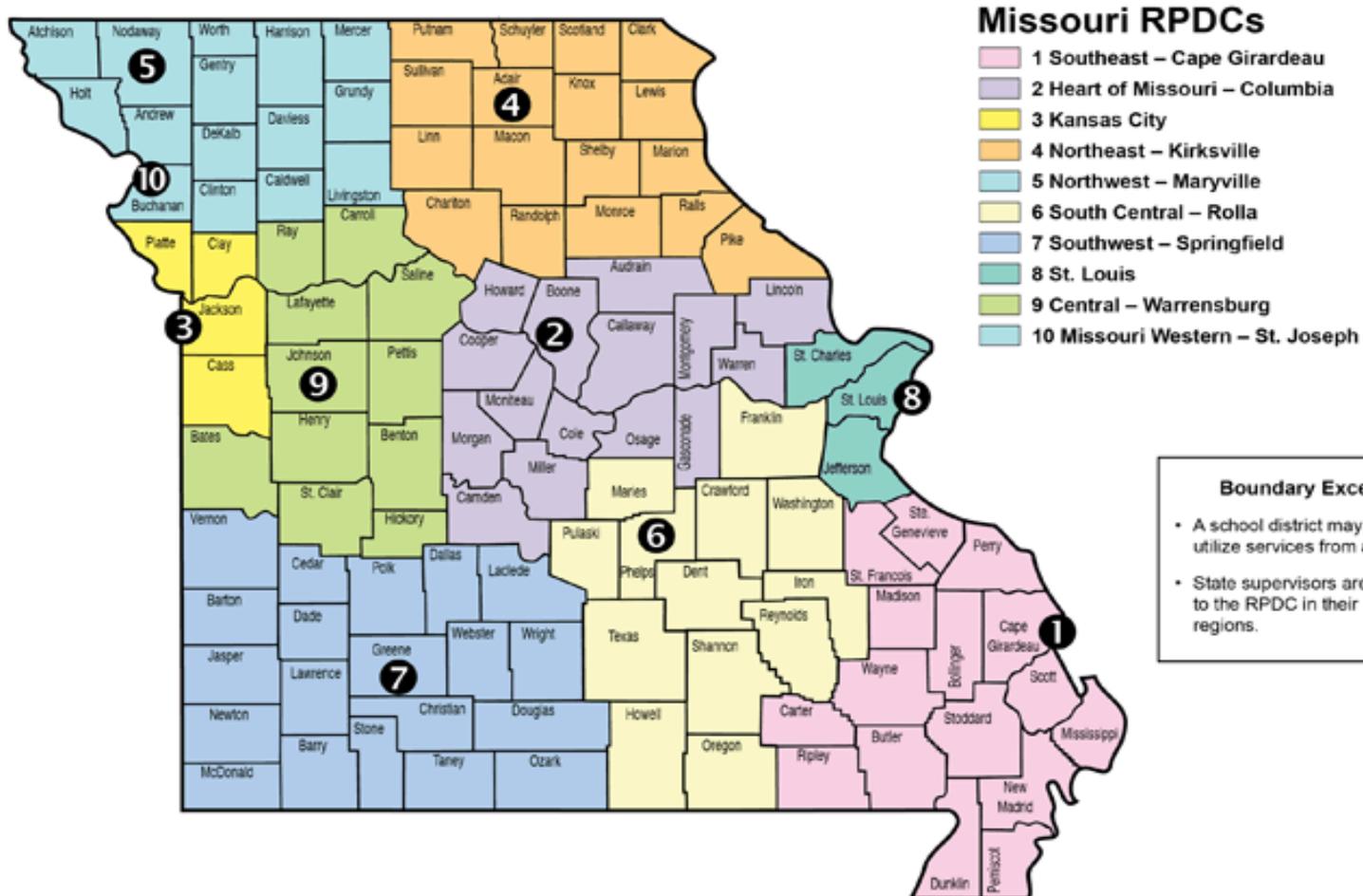




# Department Contacts

- Compliance 573-751-0699
- Effective Practices 573-751-0187
- Assessment 573-751-3545
- Accountability 573-526-4886

# Regional Professional Development Centers (RPDCs)



# Trainings and Webinars

- Trainings through RPDCs
  - MAP-A
  - MAP Accommodations
- Webinars through Office of Special Education
  - Alternate Assessment: Guidance for IEP Teams

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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News & Updates

- ▶ Department Issues Guidance on Student Transfers
- ▶ Board Recommends Early Childhood Readiness Tool
- ▶ New Assessments Focus on Preparing Future Teachers for the Classroom
- ▶ K-12 and Higher Education Departments Plan for Future of Education
- ▶ Missouri Learning Standards | Common Core Mathematics

more news...

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06-17-13 - 2013 Data Release Reminders

# Website: Assessment

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[No Child Left Behind \(NCLB\)](#)

[Research and Technical Information](#)

[Testing Information](#)

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Home >> College & Career Readiness >> Assessment

## Missouri Assessment Program

### News and Updates

#### District Test Coordinator Annual Training and Updates

The 2013/2014 DTC Annual Training is now available. The objective of this training is to define the DTC's responsibilities as they relate to the Department and testing vendors. This training is for both new and current DTCs.

- ▶ [DTC Annual Assessment Training](#)

#### 2013-2014 End-Of-Course Assessments Trainings

Two separate required trainings are available for the 2013-2014 End-of-Course Assessments - One geared for District and School Test Coordinators and the other for Test Examiners.

- ▶ [DTC/STC Training](#)
- ▶ [Examiner Training](#)

#### Smarter Balanced Practice Tests

The Smarter Balanced Practice Tests — including FAQs, technical requirements, and accessibility / accommodation details — are now available.

- ▶ [Practice Tests](#)

### 2013-14 Assessment Calendar

Assessment	Dates	Event
EOC	May 31, 2013	2013-2014 District Test Coordinator Online Training
EOC	May 31, 2013	2013-2014 Test Examiner Online Training

### How Do I Find?

#### Missouri Assessments

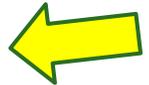
- ▶ [End-of-Course](#)
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- ▶ [NAEP](#)

#### Assessment Consortia

- ▶ [SMARTER Balanced Assessment Consortium](#)
- ▶ [Dynamic Learning Maps](#)
- ▶ [ASSETS ELL Consortium](#)

#### Assessment Resources

- ▶ [ACT](#)
- ▶ [Assessment Acronyms](#)
- ▶ [Assessment Testing Windows](#)
- ▶ [EOC iTester Admin](#)
- ▶ [Federal Status of Missouri Assessment Program](#)
- ▶ [GLEs/CLEs](#)
- ▶ [Missouri Learning Standards](#)
- ▶ [MSIP 5 High School Assessment Plan](#)
- ▶ [Quality Assurance](#)



# Website: Special Education

   
Advanced Search

- About Office of Special Education
- Administrative Memos
- Advisory Panels
- Compliance
- Data Coordination
- Effective Practices
- First Steps (Birth to 3)
- Laws & Regulations
- Missouri School for the Blind
- Missouri School for the Deaf
- Missouri Schools for the Severely Disabled
- Monthly Webstream

Home >> Special Education

## Office of Special Education

### News and Updates

#### Requesting Payment of Federal IDEA Part B Funds in FY14

The FY14 Part B Payment Request due date schedule has been posted

- ▶ Requesting Payment of Federal IDEA Part B Funds in FY14

#### FY14 IDEA Part B Budget Application Now Open

The FY14 Part B Budget Application is now open for data entry and is due on July 1, 2013.

- ▶ FY14 IDEA Part B Budget Application Now Open

#### Smarter Balanced Educator Opportunities: Data Review, Stimulus Review, and Item and Task Review

Missouri is recruiting members and alternates for the Stimulus Review and Item and Task Review Committee for English language arts grades 3-5 and high school mathematics.

### How Do I Find?

- ▶ Accessible Instructional Materials (AIM)
- ▶ Coordinated Early Intervening Services (CEIS)
- ▶ Disability History and Awareness: A Resource Guide for Missouri
- ▶ Due Process/Child Complaints
- ▶ Early Childhood Outcomes (ECO)
- ▶ IDEA 2004
- ▶ MSB Trust Fund Balance Sheet
- ▶ NASDSE 2010-2011 Professional Development Series

# State & District-wide Assessments of School Achievement

## PURPOSE OF THIS BULLETIN

This Technical Assistance Bulletin will provide IEP team members with the information they need to make decisions about each child's participation in these assessments.

## What IEP Teams Need to Know...

Passage of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) of 2004 has resulted in a greater focus on the accountability of educational services for students with disabilities. The Missouri School Improvement Program (MSIP) uses the performance of all students on the Missouri Assessment Program (MAP) Grade-Level Assessments, End-of-Course (EOC) Assessments, and the MAP-Alternate (MAP-A) in determining a district's performance level for district accreditation. The NCLB Act requires states to annually report on the performance of students with disabilities as measured by the Grade-Level, the MAP-A, and EOC Assessments as well as other sub-groups of students. The Office of Special Education has identified the improved performance of students with disabilities on the Grade-Level and EOC Assessments as one of its Performance Goals as required by IDEA. This focus on educational achievement and outcomes for students with disabilities is intended to direct attention to the



# TECHNICAL ASSISTANCE BULLETIN

## Pre/Post Test Questions

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True or False: Only the accommodations a student uses in the classroom on a regular basis should be considered when selecting IEP accommodations to be used during MAP assessment administration.

**TRUE**

## Pre/Post Test Questions

True or False: An oral reading accommodation for the Communication Arts portion of the MAP assessments is NOT allowed.

## Pre/Post Test Questions

True or False: An oral reading accommodation for the Communication Arts portion of the MAP assessments is NOT allowed.

**FALSE**

## Pre/Post Test Questions

Which of the following statements is true?

- A. 1% of the total number of students in the LEA should take the MAP-A.
- B. The MAP-A is designed for students who score poorly on the Grade-Level or End-of-Course Assessments.
- C. The MAP-A is only for students with significant cognitive disabilities.
- D. Students who take the MAP-A should score proficient or advanced.

## Pre/Post Test Questions

Which of the following statements is true?

- C. The MAP-A is only for students with significant cognitive disabilities.



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QUESTIONS?

# MAP and SPED



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