



LEA Guide to the Missouri Assessment Program

2015-2016 v1

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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Overview

The LEA Guide to the Missouri Assessment Program (MAP) is a source for technical information, timelines and resources for administrators, district testing coordinators, teachers, and parents of Missouri public school students.

History of the Missouri Assessment Program

The MAP is designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri.

The MAP traces its origin to the 1993 Outstanding Schools Act. This act required that Missouri create a statewide assessment system that measured challenging academic standards. From this act, grade-span assessments were created that measured Missouri's Show-Me standards. Originally, MAP was designed to be a grade-span test: Grades 3, 7, and 11 in Communication Arts, Grades 4, 8, and 10 in Mathematics, and Grades 3, 7, and 10 in Science.

In 2001, the federal No Child Left Behind (NCLB) legislation was enacted. In accordance with the NCLB legislation, student performance, reported in terms of proficiency categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. NCLB also required states to develop grade-level tests in both Reading and Mathematics to be administered in Grades 3 through 8 and once in high school. It also required that states have Science assessments to be administered at least once in Grades 3 through 5, once in Grades 6 through 9, and once in Grades 10 through 12 by the 2007–2008 school year. In 2008, grade-span tests were administered in Science in grades 5 and 8 for the first time.

Beginning with the 2008-2009 school year, Missouri administered End-of-Course (EOC) assessments in lieu of High School grade-level assessments. Algebra I, English II and Biology were the first EOCs administered. The following year, Government, American History, English I, Algebra II and Geometry became operational. The move to EOC assessments was also a move to online testing. In the first few years of EOCs, districts had a choice between online and traditional paper/pencil testing. EOCs moved fully online in the fall of 2010.

The 2014-2015 school year was another time of transition for the Missouri Assessment Program. Grade-Level assessments in English language arts and mathematics at grades 3-8 and science in grades 5 and 8 were administered fully online for the first time.

Current Version and Upcoming Updates

The LEA Guide to the Missouri Assessment Program is a living document that will be updated as more information becomes available. When each new version is released, communications will be sent to each District Testing Coordinator, and the version change will be noted on the DESE website.

Version	Notes
1	Released 9/3/15
Upcoming	Expected updates include, but are not limited to: <ul style="list-style-type: none"><li data-bbox="272 443 1243 474">• Final blueprints for the Grade-Level ELA, Math and Science Assessments<li data-bbox="272 485 971 516">• Timing guidelines for the Grade-Level Assessments<li data-bbox="272 527 1422 590">• Updated Calendars of Important Dates for the Grade-Level, End-of-Course and MAP-A assessments<li data-bbox="272 600 753 632">• Refined EOC Pre-Test Information<li data-bbox="272 642 570 674">• Additional Updates

Contact Information

Assessment	Contact	Phone	E-Mail
Main Assessment Line	DESE	573-751-3545	assessment@dese.mo.gov
	dese.mo.gov/college-career-readiness/assessment		
Grade-Level	Data Recognition Corp. (DRC)	800-544-9868	maphelpdesk@datarecognitioncorp.com
	dese.mo.gov/college-career-readiness/assessment/grade-level		
End-of-Course	Questar	800-571-2545	mocustomersupport@questarai.com
	dese.mo.gov/college-career-readiness/assessment/end-course		
MAP-A	Dynamic Learning Maps (DLM)	855-277-9751	dlm@ku.edu
	dese.mo.gov/college-career-readiness/assessment/map-a		
ACT General Questions	ACT	800-533-6244x2800	act.org/aap/state/contact.html
	dese.mo.gov/college-career-readiness/assessment/act		
ACT Accommodations	ACT	800-533-6244x1788	actstateaccoms@act.org
	act.org/aap/missouri/act.html		
ACCESS for ELLs WIDA Website Test Administration	WIDA	866-276-7735	help@wida.us
	www.wida.us dese.mo.gov/college-career-readiness/assessment/access-ells		
ACCESS for ELLs Test Materials Technical Support	Data Recognition Corp. (DRC)	855-787-9615	wida@datarecognitioncorp.com
	www.wida-ams.us		
Personal Finance	MetaLogic	877-654-9888	support@metallogic1.com
	dese.mo.gov/college-career-readiness/assessment/personal-finance		
Accountability Data	DESE	573-526-4886	accountabilitydata@dese.mo.gov
	dese.mo.gov/quality-schools/accountability-data		
Missouri School Improvement Plan	DESE	573-751-4426	msip@dese.mo.gov
	dese.mo.gov/quality-schools/mo-school-improvement-program		

Technical Specifications

Feature	Minimum Technical Specifications
Operating System – Windows	7, 8, 8.1, Server 2008, Server 2012
Operating System – Mac OS	10.7 (Lion), 10.8 (Mountain Lion), 10.9 (Mavericks), 10.10 (Yosemite)
Operating System – Linux	Ubuntu 12.04 and 14.04, LTS version, with 32- and 64-bit Gnome 3, 4 and Unity Shell (MAP-A and ACT do not run on Linux)
Operating System – Chromebooks	Chrome OS recent stable channel (ACT does not run Chromebooks)
Operating System – iOS	8.1.3 or higher (ACT does not run iPads)
Operating System – Android	5.0 (Lollipop) or higher (MAP-A and ACT do not run on Android)
Supported Hardware – iOS	iPad 2, iPad 3, iPad Air, iPad Air 2
Supported Hardware - Android	<ul style="list-style-type: none"> Grade-Level and ACCESS 2.0 only – ASUS Transformer Pad TF103CE, Dell Venue 10 EOC only – Google Nexus 10, Samsung Galaxy Tab 2 (10.1), Samsung Galaxy Note (10.1), Motorola Xoom, Motorola Xyboard, Asus Transformer TF 300T, Asus Transformer TF 700T
Supported Hardware – Windows Touch Screen	Grade-Level and ACCESS 2.0 only – Lenovo Yoga, Dell Latitude, Microsoft Surface Pro
Supported Hardware – Chromebooks Touch Screen	Grade-Level and ACCESS 2.0 only – Acer C720P, Lenovo N20P, Dell Chromebook 11, HP Chromebook 14 G3 (MAP-A does not support Chromebooks with Touch Screen)
Processor	1.0 GHz or higher
RAM	1 GB or more
Hard Drive	1 GB free space or more (TSM – needed for Grade-Level and ACCESS 2.0 – requires 20 GB or more of disk space)
Screen Size	9.7 inch or larger
Resolution	1024x768 or higher
Input Devices	Mouse, Keyboard, Stylus for Touch Devices, Headphones (for Grade-Level and MAP-A), Headset with Microphone (for ACCESS 2.0)
Browser	Firefox 38 or higher, Chrome 42 or higher, Opera 29 or higher, Safari 6 or higher, IE 11 (MAP-A only works with Firefox or Safari. ACT only works with Firefox, IE and Safari)
Java	1.8 or higher (needed for EOC and ACT)
NOT Supported	Smart Board interfaces, Ubuntu Server software, iPad Mini, Human Voice Audio (HVA) is not supported for Vista, Voice Capture is not supported with Linux
EOC Only Notes	<ul style="list-style-type: none"> Chromebooks - A district's technical staff is directed to contact Questar Technical Support at least 5 business days prior to testing to obtain the necessary Chromebook secure accounts. Questar will assign a unique iTester Google account credential to each Chromebook device at the district/school level that may be used to test. iPads - The iPad's native Guided Access feature must be utilized. With Guided Access, local IT personnel lock down the tablet. Guided Access is a free, built-in feature in all iPads. In districts whose inventory includes a large number of iPads, the district's IT personnel will typically employ the freely-provided Apple Configurator utility to configure the devices for testing. Among other things, Apple Configurator can be used to selectively place any number of iPads into Guided Access mode with a single network command.

Assessment Costs

The following information reflects district cost for statewide assessments for the 2015-2016 school year. The pricing for assessments used for accountability purposes reflect no total increase in cost to school districts.

Grade-Level Assessments

Grade	Cost
3	\$1.80
4	\$1.80
5	\$1.80
6	\$1.80
7	\$1.80
8	\$1.80

End-of-Course Assessments

Required Assessments

Assessment	Cost
Algebra I	\$1.80
Biology	\$1.80
English II	\$1.80
Government	Free

Optional Assessments

Assessment	Cost
Algebra II ¹	\$1.88
American History	\$1.88
English I	\$4.03
Geometry	\$1.88
Physical Science	\$1.88

Other Assessments

The Department is pleased to provide the following assessments at no cost to districts:

- The MAP-A English Language Arts, Mathematics and Science Assessments²
- The ACCESS for ELLs 2.0 English Language Proficiency Assessment³
- The Personal Finance Assessment
- The ACT[®] for all 11th grade students⁴

¹ Algebra II is required if the student took Algebra I prior to High School

² Required for accountability

³ Required for accountability

⁴ 11th Grade College and Career readiness measure

Accommodations

Grade-Level and End-of-Course Tools and Accommodations

Last year the accommodations for the Grade-Level and End-of-Course assessments were changed. What we previously knew as accommodations was split into three categories. This seemed to cause confusion amongst some, so for the 2015-16 year we will only have two categories: Universal Tools and Accommodations.

- Universal Tools are available to all students taking a Grade-Level or End-of-Course assessment unless noted.
 - Some tools need to be marked in eDirect or iTester prior to the assessment. Please read the description to determine if the tool must be marked in eDirect or iTester.
 - Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).
- Accommodations for the Grade-Level or End-of-Course Assessment are available only to students with an IEP/504 plan.
 - All accommodations need to be marked in eDirect or iTester prior to the assessment.
 - Some accommodations are only for use by English Language Learners.

For students with IEPs, the IEP team should choose all of the tools and accommodations that need to be marked in the system. Those can be found in the following documents.

You can download the list of Grade-Level Tools and Accommodations here:

<http://dese.mo.gov/college-career-readiness/assessment/grade-level>

You can download the list of EOC Tools and Accommodations here:

<http://dese.mo.gov/college-career-readiness/assessment/end-course>

ACT

The ACT® provides a variety of approved accommodations for the paper/pencil administration for students with IEPs and 504 plans. In Missouri, only these ACT®-Allowed accommodations are used so that assessments administered using ACT® will result in college reportable ACT® scores.

In order to receive accommodations on the ACT®, the district must submit a request supported by documentation to ACT®. Each request is reviewed by ACT® and the district is then notified via e-mail with an Accommodations Decision Notification. Only those accommodations approved by ACT® can be provided to the student during the administration of the ACT® at the district.

For more information on submitting ACT® Accommodations, please visit: <http://dese.mo.gov/college-career-readiness/assessment/act>.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 was designed to incorporate Universal Design principles in order to provide greater accessibility for all ELLs. WIDA provides Accessibility Tools (available to all ELLs), Test Administration Procedures (available to all ELLs) and Accommodations (available only to those with an IEP/504).

For more information regarding tools, procedures, and accommodations, please read the following documents:

<http://dese.mo.gov/college-career-readiness/assessment/access-ells>.

- ACCESS 2.0 Accessibility and Accommodations Descriptions
- ACCESS 2.0 Accessibility and Accommodations Guidelines
- Considerations When Choosing Appropriate Accommodations for Alternate ACCESS

Grade-Level Assessments

<http://dese.mo.gov/college-career-readiness/assessment/grade-level>

The Grade-Level assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri. All students in grades 3-8 in Missouri public and charter schools take the Grade-Level assessment. English language arts (ELA) and mathematics are administered in grades 3-8. Science is administered in grades 5 and 8.

A few groups of students may be exempt from certain portions or all of the assessment. Those include:

- Students whose IEP teams have determined that the MAP-Alternate (MAP-A) is the appropriate assessment do not take the Grade-Level assessment.
- English Language Learners (ELL) who have been in the United States 12 cumulative months or fewer at the time of administration may be exempted from taking the English language arts portion. All other content areas must be assessed.
- Foreign exchange students are allowed, but are not required, to take the assessment. This is a district decision.
- Homeschooled students may take part in the assessment at the local district's discretion.
- Private school students are not required to take the Grade-Level assessment.

Once again this year, the Grade-Level assessment will be an online assessment⁵.

DESE's testing vendor, Data Recognition Corporation (DRC), will administer, score, and report all Spring 2016 Grade-Level Assessments. DTCs, DITCs, and other district personnel involved in administering the assessments will manage testing through DRC's eDIRECT interface. Students will take the test using DRC's student interface, INSIGHT.

Grade-Level Content Standards

The [Missouri Learning Standards](#) define the knowledge and skills students need in each grade and content area for success in college, other post-secondary training, and careers. The Missouri Learning Standards give school administrators, teachers, parents, and students a roadmap for learning expectations in each grade and course.

Access the standards here: <http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

More information can be found at <http://www.missourilearningstandards.com/about>

⁵ Braille, Large Print and Paper/Pencil forms are available as determined by an IEP.

Grade-Level Blueprints, Item and Timing Guidelines

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas to be addressed by the test and the number of items to be included by content area and for the test as a whole. The blueprints can be found at <http://dese.mo.gov/college-career-readiness/assessment/grade-level>.

Based on the blueprints the number of items on each assessment breaks down as show in the following chart. Additionally, with online testing, LEAs will have to keep several key things in mind when setting schedules, including maximizing instructional time and computer lab space/number of computers available.

Blueprints, # of Items and Timing Guidelines are expected to be available in the next version of this guide.

Reporting and Grade-Level Guide to Interpreting Results

The Grade-Level Guide to Interpreting Results provides an overview for interpreting reports generated from the Grade-Level assessment. It is intended to help educators apply data to the needs of individual students and the district as a whole. Additionally, it helps parents/guardians understand the information they see on the individual student report and includes an abbreviated list of achievement-level descriptors. These descriptors give a brief overview of what the student knows based on his/her achievement level.

Student performance is reported in terms of four performance (or achievement) levels that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area; achievement levels describe what students can do in terms of the content and skills on the assessment.

The Guide to Interpreting Results becomes available each spring. Access the Spring 2015 version here: <http://dese.mo.gov/sites/default/files/asmt-gl-gir-spring-15-v2.pdf>

Science Individual Student Repots (ISR) will be available 10 business days after the close of the grade and content testing window. English Language Arts and Mathematics ISRs will be available late summer after validation of scale scores.

Practice/Training for Grade-Level Assessments

Districts will have options for training students on interacting with the INSIGHT testing platform and using the tools contained within INSIGHT.

- Online Tools Training (OTT) – OTTs give users the ability to use the tools available in the INSIGHT testing platform on a variety of item types. Using the OTTs will allow users to become comfortable with using the built in system tools prior to the summative assessment. There is no limit to the amount of times a user can access the OTTs.
- Online Tutorials – Online Tutorials give users the ability to watch recorded videos that demonstrate the features of INSIGHT and the tools that will be used for the operational assessments.
- Practice Items (for Science only) – Practice Items give users the ability to see the types of items that will be on the assessment, and for users to become comfortable with answering items within the INSIGHT testing platform. There is no limit to the amount of times a user can access the Practice Items.

Classroom Diagnostic Tools

The Classroom Diagnostic Tools (CDT) is a set of online assessments designed to measure specific student strengths, areas of need, skills, and knowledge throughout the school year to help guide instruction and intervention. The CDT is not predictive of student performance on the summative Grade-Level assessment. The online assessments are fully aligned with the Missouri Learning Standards and are available in the following areas:

- Mathematics Lower Grades (3-5)
- Mathematics (6-8)
- Reading (3-5)
- Reading (6-8)

Grade-Level Calendar of Important Dates

Additional dates will be added as they become official.

Date	Task	Notes
1/29/16	Pre-Code Due Date	http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode
4/4/16 – 5/27/16	Testing Window	

End-of-Course Assessments

<http://dese.mo.gov/college-career-readiness/assessment/end-course>

The Missouri Assessment Program assesses students' progress toward the Missouri Learning Standards. End-of-Course assessments are taken when a student has received instruction on the Missouri Learning Standards for a course, regardless of grade level.

For the 2015-2016 school year, all EOC assessments are available only online⁶. Students in Missouri, including Missouri Option Program students, are required to take the Algebra I, Biology, English II and Government assessments. Additional EOC assessments are available in Algebra II, Geometry, English I, American History and Physical Science. For students who complete the Algebra I EOC assessment prior to high school, Algebra II is the required high school mathematics assessment for accountability purposes.

A few groups of students may be exempt from certain portions or all of the assessment. Those include:

- Students whose IEP teams have determined that the MAP-Alternate (MAP-A) is the appropriate assessment do not have to take the EOC assessments.
- English Language Learners (ELL) who have been in the United States 12 cumulative months or fewer at the time of administration may be exempted from taking the English II and/or English I assessments.
- Foreign exchange students are allowed, but are not required to take the assessment. This is a district decision.
- Homeschooled students may take part in the assessment at the local district's discretion.
- Private school students are not required to take the End-of-Course assessments.

End-of-Course Content Standards

The [Missouri Learning Standards](#) define the knowledge and skills students need in each grade and content area for success in college, other post-secondary training, and careers. The Missouri Learning Standards give school administrators, teachers, parents, and students a roadmap for learning expectations in each grade and course.

Access the standards here: <http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

More information can be found at <http://www.missourilearningstandards.com/about>

⁶ Braille, Large Print and Paper/Pencil forms are available as determined by an IEP.

End-of-Course Blueprints, Item and Timing Guidelines

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas to be addressed by the test and the number of items to be included by content area and for the test as a whole. The blueprints can be found at <http://dese.mo.gov/college-career-readiness/assessment/end-course>.

Based on the blueprints the number of items on each assessment breaks down as show in the following chart. Additionally, with online testing, LEAs will have to keep several key things in mind when setting schedules, including maximizing instructional time and computer lab space/number of computers available.

Content Area	Session	# of Items ⁷	Estimated Time
Algebra I	Session 1	40	90-110 minutes
	Session 2	Performance Event	60-70 minutes
Algebra II	Session 1	40	90-110 minutes
American History	Session 1	40	60-80 minutes
Biology	Session 1	45	55-60 minutes
	Session 2	Performance Event	65-70 minutes
English I	Session 1	35	90-110 minutes
	Session 2	Writing Prompt	90-110 minutes
English II	Session 1	35	90-110 minutes
	Session 2	Writing Prompt	90-110 minutes
Geometry	Session 1	40	90-110 minutes
Government	Session 1	40	60-80 minutes
Physical Science	Session 1	45	60-80 minutes

⁷ Number does not include Field Test items

End-of-Course Reporting and Guide to Interpreting Results

The End-of-Course Guide to Interpreting Results provides an overview for interpreting reports generated from the EOC assessments. It is intended to help educators apply data to the needs of individual students and the district as a whole. Additionally, it helps parents/guardians understand the information they see on the individual student report and includes an abbreviated list of achievement-level descriptors. These descriptors give a brief overview of what the student knows based on his/her achievement level.

Student performance is reported in terms of four performance (or achievement) levels that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area; achievement levels describe what students can do in terms of the content and skills on the assessment.

The Guide to Interpreting Results becomes available each year. Access the Fall 2014/Spring 2015 version here: <http://dese.mo.gov/sites/default/files/asmt-eoc-gir-spring-15.pdf>.

Please note: For each EOC assessment, correct responses and points earned result in a raw score, which is then mapped to an appropriate scale score. The mapping of raw scores to scale scores changes each administration, depending on the items used to assess students, and the difficulty and discrimination of the items.

The Raw-to-Scale score conversion chart can be accessed here: <http://dese.mo.gov/sites/default/files/asmt-eoc-raw-to-scale-score-conversion0715.pdf>

End-of-Course Calendar of Important Dates

Date	Task	Notes
9/18/15	Fall 2015 First Pre-Code DUE	Students in this Pre-Code submission will be available in iTester on 9/28/15 and may begin testing 10/5/15
10/5/15 – 1/22/16	Fall 2015 Test Window	
11/6/15	Fall 2015 Second Pre-Code DUE	Students in this Pre-Code submission will be available in iTester on 11/16/15 and may begin testing 11/23/15
1/29/16	Spring 2016 First Pre-Code DUE	Students in this Pre-Code submission will be available in iTester on 2/12/16 and may begin testing 2/22/16
2/22/16 – 5/27/16	Spring 2016 Test Window	
3/4/16	Spring 2016 Second Pre-Code DUE	Students in this Pre-Code submission will be available in iTester on 3/14/16 and may begin testing 3/21/16
4/1/16	Spring 2016 Third Pre-Code DUE	Students in this Pre-Code submission will be available in iTester on 4/11/16 and may begin testing 4/18/16
6/6/16 – 8/26/16	Summer 2016 Test Window	

End-of-Course Pre-Tests

Pre-tests for each EOC Assessment are now available in iTester for online administration at no cost to school districts. The Pre-test Test Administration Manual (TAM) will walk you through the process of enrolling students in the pre-tests, and accessing the tests for administration. The Manual, a recorded training webinar and other support materials are posted in iTester under the Help Tab (Pre-Test Support Materials).

Once students have received their login information, Test Examiners may follow the specific instructions for administering the assessments as outlined in the 2015-2016 MO EOC Test Administration Manual.

NOTE: The pre-test enrollment process is separate from the pre-code process for operational assessments. District MUST still pre-code students for the operational assessments using the DESE pre-code process.

It is not necessary to designate a testing window for pre-tests. They can be administered at any time, and students can take a pre-test multiple times. Selected response items are scored automatically, and students' raw scores are returned to the district the day after the test is submitted. For assessments including a PE or Writing Prompt (Algebra I, English I, English II, and Biology), student responses must be scored locally. Rubrics and scoring materials are posted in iTester under the Help Tab, and instructions for printing student responses are found in the Pre-test TAM.

PDF forms of the EOC Pre-tests are posted in iTester under the Help Tab, along with the other Pre-test Support Materials. The English I, English II, Algebra I, Algebra II, Geometry, Biology, Government, and American History Pre-tests are not secure forms and they may be copied for instructional purposes. The Physical Science assessment is a leased assessment and therefore may not be copied for any reason. The PDF form of the pre-test is posted in iTester under the Help Tab; however, districts should be mindful of the copyright on the test form. It may be downloaded for instructional use, but may not be copied for distribution or posted electronically on any website. The answer key and item alignment for each Pre-test form are located at the back of the form.

MAP-A

<http://dese.mo.gov/college-career-readiness/assessment/map-a>

The MAP-Alternate Assessment (MAP-A) is designed to promote enhanced capacities and integrated life opportunities and is administered only to students with the most significant cognitive disabilities who meet grade level and eligibility criteria. Student eligibility is determined by the student’s Individualized Education Program (IEP) team using DESE-established eligibility criteria. No students may be tested outside of their assigned grade level. Districts that have more than 1% of the total tested population, per content area, score proficient and advanced on the MAP-A must be prepared to provide justification for exceeding the 1% participation rule for Special Education Compliance monitoring purposes.

The MAP-A measures student performance, based on alternate achievement standards that are aligned with Missouri's Show-Me Standards. A student who is eligible for the MAP-A Assessment does not participate in any other statewide standardized assessments, including the Grade-Level, End-of-Course, or the ACT Assessments. The MAP-A is administered by educators in three content areas:

- English language arts in grades 3-8 and 11⁸
- Mathematics in grades 3-8 and 11⁹
- Science in grades 5, 8, and 11¹⁰

Beginning this year, all MAP-A content, including Science, will be administered using the Dynamic Learning Map (DLM®) instructionally embedded assessment model.

MAP-A Eligibility Criteria

All students who meet the Eligibility Criteria for the MAP-A should be given the MAP-A. DESE provides several eligibility criteria resources.

Resource	Link
Alternate Assessment Checklist	http://dese.mo.gov/sites/default/files/introadvancedplacement-alternateassessmentchecklist02-13-13.pdf
Alternate Assessment Flow Chart	http://dese.mo.gov/sites/default/files/introadvancedplacement-altassessmentflowchart02-13-13.pdf
Alternate Assessment Decision-Making Guidance	http://dese.mo.gov/sites/default/files/introadvancedplacement-guidancedocument02-13-13.pdf
Alternate Assessment Webinar	http://dese.mo.gov/communications/webinar/alternate-assessment-guidance-iep-teams

⁸ Optional assessments are available in grades 9, 10 and 12

⁹ Optional assessments are available in grades 9, 10 and 12

¹⁰ Optional assessments are available in grades 3, 4, 6, 7, 9, 10 and 12

MAP-A Dynamic Learning Maps

The DLM® instructionally embedded assessment model was created by the DLM® consortium. DLM®’s comprehensive assessment system is designed to support student learning and to more validly measure what students with the most significant cognitive disabilities know and can do. Missouri students who are eligible for the MAP-A Assessment are assessed using an online, computer-based assessment. More information about Dynamic Learning Maps can be found at <http://www.dynamiclearningmaps.org>.

The DLM® system provides instructionally embedded assessments throughout the school year and a summative assessment in the spring based on the students’ previous embedded assessments. The summative assessment is used to validate or update information about the students’ performance throughout the year. DLM® provides a year-end learning profile report, a year-end performance profile and an individual student growth report.

DLM® Essential Elements for MAP-A

The MAP-A Essential Elements are specific statements of knowledge and skills that are linked to the grade-level specific expectations aligned to the Missouri Show-Me Standards. The purpose of the Essential Elements (EEs) is to build a bridge from the content in the Missouri Show-Me Standards to expectations for students with the most significant cognitive disabilities.

Content	Link
English Language Arts	http://dese.mo.gov/sites/default/files/Asmt_DLM_Essential_Elements_ELA_(2013).pdf
Mathematics	http://dese.mo.gov/sites/default/files/Asmt_DLM_Essential_Elements_Math_(2013).pdf
Science	http://www.dynamiclearningmaps.org/sites/default/files/documents/Science/Essential_Elements_for_Science.pdf

MAP-A Blueprints

Much like the blueprint for a building, a test blueprint serves as a guide for test construction. The blueprint indicates the content areas addressed by the test and the number of items included by content area and for the test as a whole.

Test blueprints provide educators with specific guidance for individualized instruction and assessment. The blueprints inform the structure and list the Essential Elements available for assessment. Educators must choose, at minimum, required Essential Elements from the Blueprint to use for both instruction and assessment.

Content	Link
English Language Arts	http://dese.mo.gov/sites/default/files/asmt_mapa_ela_im_blueprint_0814.pdf
Mathematics	http://www.dynamiclearningmaps.org/sites/default/files/math_im_blueprint_0.pdf
Science	http://www.dynamiclearningmaps.org/sites/default/files/DLM%20Science%202014%E2%80%9316%20Phase%20I%20Blueprint.pdf

MAP-A DLM® Technical Requirements

The specific technical requirements for the Dynamic Learning Maps assessment system can be found at <http://www.dynamiclearningmaps.org/content/kite>. The Educator Portal should only be accessed via Mozilla Firefox.

MAP-A Nodes and Mini-Maps

DLM uses nodes that represent Essential Elements-related skills at different levels of cognitive complexity to create assessment that are accessible for a broad range of students. Click on the Essential Element and the nodes will display with the complexity level and a mini-map of how the nodes are connected together. During the school year, an educator can change the linkage level for a student using the Instruction Tools Interface. However, educators are advised to update the First Contact Survey and the Personal Needs and Preference Profile if they continually find that the linkage level that the system assigns is not the most appropriate level for the student. Using the nodes and mini-maps can help educators when completing the First Contact Survey.

Content	Link
English Language Arts	http://www.dynamiclearningmaps.org/content/educator-resource-page/ELA
Mathematics	http://www.dynamiclearningmaps.org/content/educator-resource-page/Math
Science	Under Construction
Key To Codes On Mini-Maps	http://dese.mo.gov/sites/default/files/Asmt_MAP-A_KEY_to_Codes_on_the_Mini-Maps.pdf

MAP-A DLM® Manuals

Manual	Purpose	Note
Accessibility	Provides guidance on selection and use of accessibility features for completing the Personal Needs and Profile information	http://www.dynamiclearningmaps.org/sites/default/files/accessibility_manual_2015-16.pdf
Assessment Coordinator	Supports District Test Coordinators in preparing district and school staff for testing	Coming in Late August/Early September
Data Steward	Supports data stewards with upload of user, enrollment, and roster files into Educator Portal	Coming in Late August/Early September
Missouri Guide To Required Test Administration Training 2015-2016	Supports Educators taking Required Test Administration Training	Coming in Late August/Early September
Technical Liaison	Supports Information Technology staff for test administration	Coming in Late August/Early September
Test Administration	Supports Test Examiners in preparing themselves and their students for testing	Coming in Late August/Early September

MAP-A Calendar of Important Dates

Date	Task	Notes
10/7/15 – 12/17/15	Fall Window	All districts participate. Teachers choose the Essential Elements from the 2015-2016 blueprints. Instructional Tools Interface is open for testing.
11/4/15 – 12/2/15	Science Fall Field Test	Full census field test. Instructional Tools Interface is not available for Science. Nine testlets per student in grades 3-12. http://dese.mo.gov/sites/default/files/asmt-mapa-science-fall-field-test-8.5.15.pdf
1/1/16 – 3/1/16	Winter Window	All districts participate. Teachers choose the Essential Elements from the 2015-2016 blueprints. Instructional Tools Interface is open for testing.
4/4/16 – 5/22/16	Spring Window	All districts participate. Teachers do not choose the Essential Elements or linkage level. Instructional Tools Interface is closed.

More dates to be added as they become official.

ACT

<http://dese.mo.gov/college-career-readiness/assessment/act>

Statewide administration of the ACT® Plus Writing will occur on April 19, 2016, at the same time, and under standardized administration conditions, for all grade 11 students in Missouri. A makeup date of May 3, 2016, is available for students not able to test on the designated statewide administration date. In addition, an extended window will be provided for students testing with approved accommodations.

Districts should plan to administer the ACT® Plus Writing as the first activity of the day on the designated testing dates (both the statewide administration date and the makeup date). Testing must begin by 9:00 a.m. in order for scores to be reportable. Total testing time is 4 to 5 hours.

ACT Testing Staff

To prepare for statewide ACT® Plus Writing administration, each district will need to designate testing staff to organize, oversee, and administer the assessments. At a minimum, districts will identify a Test Supervisor, Back-up Test Supervisor, Room Supervisor (one per testing room), Proctor(s) (required in addition to the Room Supervisor – one for every 25 students in the testing room) and a Test Accommodations Coordinator. Testing staff must be identified by early October.

ACT Accommodations

ACT provides a variety of approved accommodations for students with IEPs and 504 plans. Assessments administered using ACT approved accommodations will result in college reportable ACT® scores. A student's IEP should reflect appropriate ACT-approved accommodations that will allow the student access to test content. Test Accommodations Coordinators will receive training from ACT in fall 2015 to assist them in navigating the accommodations approval process.

ACT Online Testing

Online testing will be available for the first time this year. The online testing window is April 19-May 3, 2016. Each student must complete the assessment in a single day – however, not all 11th grade students in a building need to take the test on the same day.

- If the school chooses to test online, all students (except those with accommodations) must take the assessment online
- ACT is NOT supported on Linux based machines, Chromebooks, iPads or Android based tablets
- There are no accommodations allowed for the online version of the ACT. Students with accommodations are required to take the paper test.

ACT Calendar of Important Dates

Date	Task
10/12/15-10/23/15	Establish online profile forms
11/25/15	Submit offsite testing proposal for online format
1/15/16	Submit offsite testing proposal for paper format
1/22/16	Submit request for ACT-approved accommodations
1/27/16-2/3/16	Confirm the number of students expected to test
3/14/16	Receive preliminary roster of ACT-approved accommodations
Week of 3/14/16	Non-Secure materials arrive in schools
3/25/16	Submit and Edit for Reconsideration in TAA system
4/2/16 – 4/14/16	Submit ACT-approved accommodations for Late Special Conditions (Fee-based conditions)
Week of 4/4/16	Secure materials arrive in schools
4/6/16	Submit ACT-approved exceptions (new to school, medical, etc.)
Week of 4/11/16	Materials arrive in schools (standard time and accommodations)
4/19/16	Test date for ACT Paper
4/19/16 -5/3/16	Test window for ACT Online
4/20/16 – 4/21/16	ACT Paper materials pickup
5/3/16	Makeup Test date for ACT paper
5/4/16 – 5/5/16	Makeup ACT paper materials pickup
5/13/16	Deadline for late cutoff for ACT receipt of materials
3 to 8 weeks after ACT receives materials	School receives copies of ACT student reports, a High School report and Score Labels
3 to 8 weeks after ACT receives materials	Paper copy of ACT student report is mailed to students
1 week after students receive paper copy of ACT student report	Students can access an online version of ACT student report
No later than 9/2/16	ACT Profile Report – High School and District level

ACCESS for ELLs 2.0

<http://dese.mo.gov/college-career-readiness/assessment/access-ells>

For more complete information about English Language Proficiency assessments, please see the LEA Guide To ELP Assessments 2015-2016 available here: <http://dese.mo.gov/college-career-readiness/assessment/access-ells>

To meet No Child Left Behind (NCLB) Title I and Title III requirements, states are mandated to annually administer a standards-based English language proficiency test to all ELLs in grades K-12. As part of the WIDA consortium, Missouri uses ACCESS for ELLs 2.0. The assessment is a secure large-scale English language proficiency assessment given to K-12 students who have been identified as ELLs.

In 2015-16, the WIDA Consortium will begin administration of the new, annual summative assessment, ACCESS for ELLs 2.0. A mostly online assessment, ACCESS 2.0 will replace the current paper-based version of ACCESS for ELLs for Grades 1-12. Like ACCESS for ELLs, the new assessment will allow educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.

As with ACCESS for ELLs, the tasks on the new summative assessment will attempt to replicate the kinds of communicative situations (and the language needed to be processed or produced within them) that might be encountered in different school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

ACCESS for ELLs 2.0 will continue to assess each of the four language domains of Listening, Speaking, Reading, and Writing separately.

Purpose and Use of ACCESS 2.0

- Help students understand their current level of English language proficiency along the developmental continuum.
- Serve as one of multiple measures used to determine those students prepared to exit English language support programs.
- Provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meet federal requirements, such as Annual Measureable Achievement Objectives 1 and 2, for the monitoring of ELLs progress toward English language proficiency.

Changes to Clusters

Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better measure younger students' language development, ACCESS for ELLs 2.0 will include a separate test form for Grade 1. Grades 2-3 will form a new grade cluster, as will Grades 4-5. The two remaining test forms will assess the proficiency of middle school (Grades 6-8) and high school (Grades 9-12) English language learners.

Clusters for ACCESS 2.0					
K	1	2-3	4-5	6-8	9-12

Computer Based

The ACCESS for ELLs 2.0 Summative Assessment will be a mostly online test for grades 1-12. In addition to standardizing the test-taking experience for all students, it is expected that the multimedia and improved dynamism of a computer-delivered assessment will more readily engage students. By moving to computer delivery, ACCESS for ELLs 2.0 will benefit from the wide range of possibilities afforded by technology: from item presentation and capturing responses, to accessibility and scoring efficiency.

Some advantages of administering ACCESS for ELLs 2.0 online include:

- Increased student engagement through a more dynamic testing experience.
- Built-in accommodations and accessibility features appropriate for a range of student needs.
- Simultaneous administration of multiple grades.
- Increased ease for test administrators, who will no longer need to administer and score the Speaking test one-on-one.
- Prior to taking the assessment, all students will have an opportunity to become familiar with the computer interface through video tutorials and practice test items.

Who Takes ACCESS for ELLs

Students who are K-12 students that are identified for ESL services AND Enrolled in a Missouri public school or charter school are required to take the ACCESS assessment. Students who are in monitored status (MY1, MY2) do not take the assessment. If the student transfers into the LEA after the state ACCESS for ELLs testing window has already begun, then the LEA is not required to test the student, but have the option to do so.

The following codes are referenced from the Missouri Student Information System reference manual. Students who are designated in MOSIS as LEP-NRC and LEP-RCV **DO** take the ACCESS for ELLs 2.0 assessment. Students who are designated in MOSIS as the LEP-NLP, LEP-MY1 and LEP-MY2 **DO NOT** take the ACCESS assessment.

ACCESS for ELLs Calendar of Important Dates

Date	Task	Notes
10/1/2015 – 11/6/2015	Precoding	http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode
10//19/15 – 11/13/15	Test Materials Ordering	https://www.wida-ams.com
12/11/15	Districts Receive Test Material	
12/14/15 – 3/4/16	Online Test Setup	https://www.wida-ams.com
12/15/15 – 2/26/16	Additional Test Material Window	
1/11/16 – 3/4/16	Test Window	
1/13/16 – 3/11/16	Districts Pack Completed Test Material	
1/13/16 – 3/11/16	Districts Ship Completed Test Material to DRC	
3/18/16	All Test Material Received at DRC	
4/4/16 – 4/15/16	Data Validation Window	
4/29/16	Districts Receive Printed Reports and Online access to the Reports	

Personal Finance

<http://dese.mo.gov/college-career-readiness/assessment/personal-finance>

As part of their curriculum, students in Missouri must earn a 1/2 credit in the area of Personal Finance. Personal Finance may be counted as ½ credit as a practical arts course, a social studies course or a standalone elective course.

Students who are taking a course in which the Personal Finance competencies are embedded are required to take the Personal Finance assessment. A student may take the Personal Finance assessment *one* time per assessment window. Districts have the flexibility to set their own passing rate for all other students who take the Personal Finance Assessment.

Districts have the option to allow students to “test out” in order to receive the ½ unit of credit in Personal Finance required to graduate. To “test out,” a student must attain a score of 90% or higher on the Personal Finance Assessment. Students who are attempting to “test out” are required to take the assessment. For students who are enrolled in a stand-alone Personal Finance course, the assessment is optional.

The Personal Finance Assessment is provided at no cost to districts.

Test results are available immediately. When a student finishes the test, the score is shown to the student. Test examiners may view results once all students in the class have finished the assessment. Districts may, but are not required to, use the scores from the Personal Finance Assessments as part of the student grade.

It is recommended that the Personal Finance course be completed after the ninth grade because of the specific content and its relevance for persons reaching the age at which they must begin to assume financial responsibilities. However, grade level designations are not included in the rule, so the grade level at which Personal Finance may be taught is ultimately an individual school district’s decision. Although the Graduation Handbook refers to specific grade levels at which the course is to be offered, that document is meant for technical assistance only.

Personal Finance Calendar of Important Dates

Date	Task	Notes
10/5/15 – 1/22/16	Fall Testing Window	A student may take the assessment once per testing window.
2/22/16 – 5/27/16	Spring Testing Window	A student may take the assessment once per testing window.
6/6/16 – 8/26/16	Summer Testing Window	A student may take the assessment once per testing window.

National Assessment of Educational Progress (NAEP)

<http://dese.mo.gov/college-career-readiness/assessment/naep>

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what students in the United States know and can do in various subjects. NAEP, mandated by Congress in 1969, provides a common measure of student achievement across the country. The results are released as *The Nation's Report Card*.

Main NAEP assessments/pilots are conducted in a range of subjects with fourth-, eighth-, and twelfth-grade students across the country. Mathematics and reading are assessed every two years, and science and writing are assessed every four years. Other subjects are assessed periodically, including the arts, civics, economics, geography, technology and engineering literacy, and U.S. History.

NAEP is administered during the regular school hours by NAEP representatives. All materials are brought to and taken from the school by NAEP representatives on the assessment day. Students spend between 90 and 120 minutes taking the assessments (the time includes directions, distribution and collection of materials).

Each student is assessed in one subject area only. Accommodations are provided for students with disabilities and/or English language learners. NAEP provides national and state results only; no individual district/school/student results are reported.

The National Center of Education Statistics (NCES) uses a systematic sampling procedure to ensure that NAEP participants are representative of the geographical, racial/ethnic, and socio-economic diversity of schools and students in each state and the nation. Every student has the same chance of being chosen—regardless of race/ethnicity, socio-economic status, disability, status as an English language learner, or any other factors.

Sampled schools may be selected for one or more grade levels. The operational assessments will be conducted using a paper/pencil format. However, the pilot assessments will be conducted using tablets provided by NAEP in preparation for NAEP moving toward all digitally-based assessments beginning in 2017. A small number of schools may also be selected to participate in additional NAEP special studies.

Superintendents and principals of Missouri schools that were selected for the NAEP 2016 administration were notified in May 2015 regarding the grade and content area to be assessed. In June 2015, scheduled assessment dates were sent to the principals of all sampled schools so the NAEP 2016 assessment date could be included on their 2015-16 school calendars.

Program for International Student Assessment (PISA)

<https://nces.ed.gov/surveys/pisa/>

The Program for International Student Assessment (PISA) is the largest international education study in the world. Administered every three (3) years since 2000, the United States has participated in each cycle of PISA. More than 70 countries representing approximately 90 percent of the world economy participate in PISA. Results are used by researchers and policymakers to chart national progress against international benchmarks and the educational progress of our economic peers and competitors.

PISA provides comparative information on the performance of U.S. 15-year-old students in science, reading and mathematics with 15-year-old students in other countries. PISA 2015 will also include assessments of students' collaborative problem-solving and financial literacy.

The National Center of Education Statistics (NCES) uses a systematic sampling procedure to ensure that PISA participants are representative of the geographical, racial/ethnic, and socio-economic diversity of schools and students in the nation.

Superintendents and principals of Missouri schools that were selected for the PISA 2015 administration were notified in January/February 2015.

Progress in International Reading Literacy Study (PIRLS)

<https://nces.ed.gov/surveys/pirls/>

The Progress in International Reading Literacy Study (PIRLS) measures trends in reading achievement at grade 4 in countries around the world, including the United States. Results from PIRLS are used by researchers and policymakers to chart national progress against international standards and other countries around the world, informing national discussions about international competitiveness. PIRLS has been administered every five (5) years since 2001.

The National Center of Education Statistics (NCES) uses a systematic sampling procedure to ensure that PIRLS participants are representative of the geographical, racial/ethnic, and socio-economic diversity of schools and students in the nation.

Superintendents and principals of Missouri schools that were selected for the PIRLS 2016 administration were notified in May 2015.

NAEP Calendar of Important Dates

Date	Task	Notes
10/5/15 – 11/13/15	PISA 2015 Assessment Window	
1/25/16 – 3/4/16	NAEP 2016 Assessment Window	All operational and pilot assessments will take place in this window.
3/1/16 – 5/27/16	PIRLS 2016 Assessment Window	