Missouri Assessment Program-Alternate (MAP-A)

2006

TECHNICAL MANUAL

Prepared by Measured Progress in Collaboration with the Missouri Department of Elementary and Secondary Education and the Assessment Resource Center

Final 2005-2006

Alternate Assessment
Technical Manual Table of Contents

SECTION I: ASSESSMENT DEVELOPMENT

Validity Statement

This manual describes several technical aspects of the Missouri Assessment Program-Alternate (MAP-A) in an effort to contribute to the accumulation of validity evidence to support MAP-A score interpretations. Because it is the interpretations of test scores that are evaluated for validity, not the test itself, this manual presents documentation to substantiate intended interpretations (AERA, 1999). Each of the sections in this manual contributes important information to the validity assertion by addressing one or more of the following aspects of the MAP-A: test development, test alignment, test administration, scoring, reliability, performance levels and reporting. The manual further outlines future plans of the Missouri Department of Elementary and Secondary Education to investigate consequential aspects of the assessment system.

The MAP-A assessments are based on, and aligned to, Missouri's Content Standards and Alternate Grade Level Expectations (AGLEs) in communication arts and mathematics. Intended inferences from the MAP-A results are about student achievement on Missouri's communication arts and mathematics content standards and AGLEs, and these achievement inferences are meant to be useful for program and instructional improvement and as a component of school accountability.

The *Standards for Educational and Psychological Testing* (1999) provides a framework for describing sources of evidence that should be considered when constructing a validity assertion. These sources include evidence based on the following five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different *aspect* of validity, they are not distinct *types* of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

Background and Overview

Purpose of the Manual

The purpose of this manual is to document the technical aspects of the 2004-2005 Missouri Assessment Program-Alternate (MAP-A) Pilot and the 2005-2006 implementation year. In the spring of 2006, students in grades 3 through 8 and high school participated in the administration of the MAP-A; during this administration communication arts and mathematics were assessed in grades 3-8, communication arts was assessed at grade 11 and mathematics was assessed at grade 10. This represents the first year of the revised MAP-A program which will expand during the next two years to include science at grades 5, 8 and 11. This report provides information about the technical quality of those assessments, including a description of the processes used to develop, administer, and score the MAP-As and to analyze the results.

Organization of the Manual

The organization of this manual is based on the conceptual flow of an assessment's life span: it begins with the initial test specifications and addresses all the intermediate steps that lead to final score reporting. Section I covers the development of the MAP-A assessment. It covers the general design, the test development process, the specific designs of the communication arts and mathematics assessments, and the test format. Section II describes the administration of the tests. Section III covers scoring, reliability, standard setting and reporting. Section IV contains information on studies planned by the Missouri Department of Elementary and Secondary Education (DESE) in relation to consequential aspects of the assessment system. Section V addresses the validity of the assessment. The manual further includes references and appendices as appropriate.

Purpose of the MAP-A

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for groups of students on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students should be academically challenged and taught to high standards. It is also necessary that all students be involved in the educational accountability system.

To ensure the participation of all students in the state's accountability system, Missouri has developed the Missouri Assessment Program-Alternate (MAP-A). The MAP-A is a portfolio-based assessment that is aligned with Missouri's content standards through Alternate Grade Level Expectations (AGLEs) and measures student performance based

on alternate achievement standards. It is expected that only those IDEA-eligible students with the most significant cognitive disabilities will participate in the MAP-A. In September of 2004 the Missouri Department of Elementary and Secondary Education (DESE) entered into a development contract with Measured Progress and the Assessment Resource Center (ARC). The new Alternate Assessment (MAP-A) was developed in response to an RFP disseminated by DESE requesting a redesign of the MAP-A.

The redesigned MAP-A portfolio assessment is based on, and aligned to, Missouri's Show Me Standards, Grade Level Expectations (GLEs) and Alternate Grade Level Expectations in communication arts and mathematics. Missouri educators worked with DESE and its contractor, Measured Progress, in the development and review of the AGLEs, the assessment redesign and blueprint to alternately assess Missouri students.

The MAP-A is a redesigned assessment. 2005-2006 was the first year of full implementation. A pilot was conducted in the 2004-2005 school year and revisions were made based on teacher feedback prior to the 2006 administration. Alternate assessments have only been in place since 2000. The field is still in the learning stages as to appropriate ways to address reliability and validity for alternate assessments.

Participation Guidelines

The decision as to how a student with disabilities will participate in the state's accountability system is made by the student's Individualized Education Program (IEP) team. When considering whether students with disabilities should participate in the MAP-A, the IEP team must address each of the following five criteria:

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.
4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject areas 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.

Because the general MAP provides full access to the vast majority of students, it is expected that only approximately 1% of students assessed will participate in the MAP-A.

In accordance with 34 CFR 200.13 Adequate Yearly Progress in General, there is a 1% cap applied to the number of proficient and advanced scores based on the alternate assessment that may be included in AYP calculations at both the state and district levels.

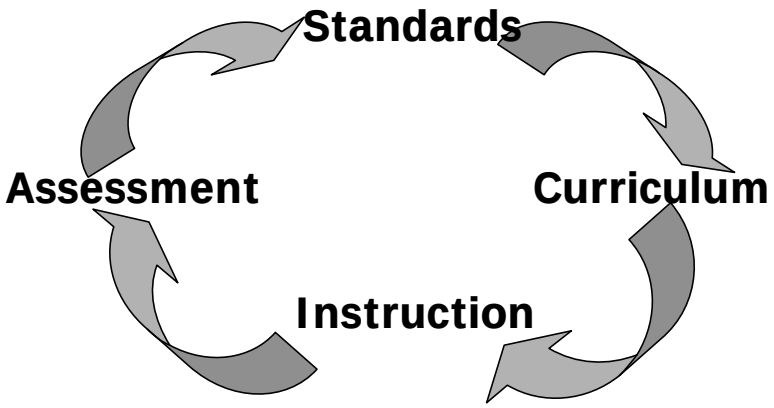
Overview of the MAP-A Pilot

Reasons for change
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 school and community. In order to address this Missouri was at a point in their alternate assessment growth where a redesign was needed to continue improving their overall assessment system, to meet the needs of the students and teachers and to be in compliance with requirements of the federal government.

The new MAP-A design consists of a performance-based assessment that 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 new MAP-A design expands the functional focus to combine general education academic skills in a meaningful way for students. Teachers will collect data and student work to assess the student's accuracy and independence; no longer will program components be scored. The collected evidence provides documentation to ensure that there is a connection between the Show-Me-Standards and instruction.

The MAP-A is a collection of data and supporting evidence. It provides information on a student's knowledge and skills in Communication Arts and Mathematics. The MAP-A assesses student performance on two Alternate Performance Indicators (APIs) in each of two strands in Communication Arts and two strands in Mathematics. Teachers observe and assess a student's performance and collect evidence in each content area strand during three distinct collection periods. The assessment effectively links standards, curriculum, instruction and assessment as illustrated in the Figure 1 below.

Figure 1



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

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

Stakeholder Involvement

An Advisory meeting was held on November 4, 2004 to share the proposed blueprint and assessment design. The Advisory was made up of special education teachers and administrators from across the state and DESE staff. Measured Progress facilitated the meeting sharing the proposed blueprint and design with the committee in order to garner their input and recommendations. It was after this meeting that the assessment blueprint and design were finalized and approved by DESE. (Stakeholder members are listed in Appendix A.)

Assessment Development Process

Alternate Grade Level Expectation (AGLE) Expansion

Process
The MAP-A was developed as a collaborative project between Measured Progress, the Assessment Resource Center (ARC) and the Missouri Department of Elementary and Secondary Education divisions of Curriculum and Assessment and Special Education.

Stakeholder involvement
An advisory committee, representing perspectives of parents, teachers, and administrators, provided input during the development of this assessment. In addition, teacher work groups were formed at several points in the development and revision process. Mathematics and communication arts AGLE review work groups, composed of general and special education teachers, were formed. These teachers reviewed the AGLE documents that are the basis of the skills evidenced for this assessment. A third group of special education teachers participated in the pilot testing and scoring of this assessment, providing valuable feedback about the test design.

Development of the Communication Arts and Mathematics AGLEs
The AGLEs were developed for students with significant cognitive disabilities not working at the same level as their age level counterparts. The AGLEs were developed using Missouri's Show Me Standards and GLEs for communication arts and mathematics. Measured Progress curriculum and special education specialists developed a draft of the AGLEs. The review committee participants and DESE staff provided input and recommendations for changes to the original draft. Using these recommendations Measured Progress revised the AGLEs. This document was used to develop the assessment performance indicators. Table 1 that follows shows how the document is organized and gives an example for each content area. The Missouri Show Me Standards and AGLEs are not included in this manual because of the length of each document. They are located on the DESE web site at http://www.dese.mo.gov/divimprove/assess/mapa.html.

Table 1: Missouri – Alternate Standards and AGLEs

Terminology		
Term/Description	**Examples**	
Content Area	**Mathematics**	**Communication Arts**
Standard/Strand Learning outcome expected for all students throughout all grades.	"Data and Probability"	"Reading"
Big Idea A statement of the standard separating the essential components.	"Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them."	"Develop and apply skills and strategies to the reading process."
Concept Expectation for typical students described for each grade level.	"Pose questions and gather data about themselves and their surroundings."	"Demonstrate basic concepts of print."
Alternate Performance Indicator (API) Skill or concept expanded from the typical GLE to a basic level.	**"DP1.1** Formulate questions that can be addressed with data collection. **a.** Identify what information is interesting to know (e.g., favorite TV show, ice cream; number of pets, teeth lost). **b.** Formulate and pose question to answer/find information (e.g., "How many pets do you have?")."	**"RD1.1**. Attend to literacy-based materials. **RD1.2.** Understand print tells story by attending to and/or reading story. **RD1.3.** Match objects to like objects."

MAP-A AGLE Development Process Overview

An overview of the AGLE development process for the MAP-A program follows in Table 2, showing the development process form its initial stages to the completed documents that have been circulated to school and district personnel.

Table 2: AGLE Development Process Overview

Development Step	Procedure of the Step
Initial expansion of GLEs completed in Missouri Summer of 2004	• Work completed in Missouri by DESE and Missouri educators.
Initial Measured Progress review and recommendations Fall of 2004	• Measured Progress curriculum and special education specialists commented on and made recommendations on the GLE expansion work done in Missouri. • Recommendations were shared with the MO Alternate Assessment Advisory in November 2004. • DESE convened a set of teachers to go over the recommendations from Measured Progress and decided on which recommendations to take.
Measured Progress draft expansion was presented for review February 2005	• Measured Progress curriculum and special education specialists expanded the GLE document to create AGLEs. • Review groups in mathematics and communication arts were convened to review the AGLE documents and make further suggestions.
AGLEs were finalized April 2005	• Measured Progress made revisions based on review committee recommendations. • DESE gave final approval for the documents. • Documents were published on the DESE website.

The Pilot

Blueprint and Design of the Pilot Assessment

Measured Progress presented an initial proposal for the assessment blueprint and design to the Alternate Advisory Committee in November 2004. Committee members were quite concerned with the amount of paperwork that the re-design might require for teachers to compile. The advisory suggested less evidence be collected than the original proposal. They also made recommendations for some changes to the blueprint. DESE listened to the recommendations of their Advisory and requested that changes be made to the assessment blueprint and design. Measured Progress presented this assessment blueprint and design to the Technical Advisory Committee in February 2005 seeking their recommendations and approval. The blueprint that was presented consisted of a consistent content strand across all grade levels and a second content strand that alternated by grade span (3-5, 6-8 and HS) for each content area being assessed. The TAC was not comfortable with this blueprint and recommended that all content strands in each content area be assessed at all grade levels. This change was incorporated for the pilot, requiring teachers to assess students on five math strands and 4 communication arts strands. Table 3 on the following page outlines the assessment blueprint that was recommended by the TAC and utilized for the pilot.

Table 3: Pilot Assessment Blueprint

Content Area	Title of Strand	Grade Focus
Mathematics	• Numbers and Operations **(NO)** • Algebraic Relationships **(AR)** • Geometric and Spatial Relationships **(GS)** • Data and Probability **(DP)** • Measurement **(ME)**	Required at all grade levels
Communication Arts	• Reading: Develop and apply skills and strategies to the reading process, A-H **(RD)** • Reading: Develop and apply skills and strategies to the reading process, F-I **(RP)** • Writing: Compose well-developed text using standard English conventions **(WC)** • Writing: Apply a writing process in composing text or write effectively in various forms and types of writing **(WP)**	Required at all grade levels

The TAC made recommendations on the assessment design as well. The Advisory group that had made initial recommendations to the design proposed by Measured Progress were concerned about the amount of paperwork required by teachers and wanted the collection of evidence to be limited to a data sheet and one piece of student work for each API. The TAC felt that this was insufficient evidence upon which to make assessment judgments and recommended that in addition to a data sheet that at least three pieces of student work be collected per API. Table 4 shows the design utilized for the pilot.

Table 4: Pilot Assessment Design

Mathematics														
Strand 1 (NO)			Strand 2 (AR)			Strand 3 (GS)			Strand 4 (DP)			Strand 5 (ME)		
API 1			API 1			API 1			API 1			API 1		
Data Sheet			Data Sheet			Data Sheet			Data Sheet			Data Sheet		
CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS

Communication Arts											
Strand 1 (RD)			Strand 2 (RP)			Strand 3 (WC)			Strand 4 (WP)		
API 1			API 1			API 1			API 1		
Data Sheet			Data Sheet			Data Sheet			Data Sheet		
CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS

API= Alternate Performance Indicator CP= Collection Period WS= Work Sample

Pilot Training

The pilot included a recruitment effort of up to 200 teachers, with each teacher limited to piloting the MAP-A with one or two students. The pilot was designed to accommodate up to 100 students per grade in grades 5, 7, 10 and 11. All teachers in the pilot were required to attend a one-day training session that was offered at four locations throughout the state. The dates and locations were as follows.

Tuesday, February 22	St. Louis
Wednesday, February 23	Columbia
Thursday, February 24	Springfield
Friday, February 25	Kansas City

Table 5: 2004-2005 Pilot Teacher One-Day Trainings

Location	Total Number of Participants
St. Louis	34
Columbia	40
Springfield	26
Kansas City	29
TOTAL	129

All pilot teachers were provided a MAP Alternate Examiner's Manual and the training required to administer the pilot. Teachers were further supplied with a CD version of ProFile, a software tool that could be used by teachers to record their data and evidence on the computer and then print out at the end of the collection.

The implementation window for the pilot was from March 1 to April 29, 2005. Teachers were provided information on how and when to return portfolios to the Assessment Resource Center (ARC). Teachers were further asked to complete a survey related to the pilot process and to return it with their pilot portfolios in early May 2005. (See survey responses in Appendix B.)

While the recruitment had specifically targeted students in grades 5, 7, 10 and 11 there were teachers who were interested in piloting the new MAP-A that did not have students currently in those grades so the recruitment expanded to allow student in grades 3- 8,

10 and 11. Table 6 below indicates the actual number of portfolios that were turned in for the pilot, and the grades and content areas covered.

Table 6: 2004-2005 MAP-A Pilot Participation

	Number of Students	
Grade Level	**Mathematics**	**Communication Arts**
3	4	4
4	7	7
5	13	13
6	6	6
7	27	27
8	3	3
10	23	6
11	4	11
All Grades	87	77

Pilot Scoring

The pilot portfolios were returned to ARC in early May. The portfolios were logged in and prepared for scoring. The scoring institute took place over three days in June 2005. There were four table leaders and twenty-four scorers. The table leaders and scorers were recruited from individuals involved in either the pilot development process or the piloting process itself.

Table leaders were trained in advance and required to qualify to score. Scorers were involved in a half day training and were also required to qualify to score. DESE staff were on site and available to make any policy decisions that arose and to address any scoring rules that needed to be agreed upon during the scoring process. Scoring took a day and a half. All portfolios were scored by two scorers in a double blind fashion. Any rubric dimensions that were not exact matches between scorer 1 and scorer 2 were scored by the table leader, whose score became the score of record. The inter-rater consistency for the pilot scoring is shown in Table 7 below.

Table 7: Pilot Scoring Inter-rater Consistency

Subject	**Percent of 1st Scores that Matched 2nd Scores**	**Kappa Coefficient**
Math	80.50	0.703
Communication Arts	80.40	0.689

Pilot Survey Results

Both pilot teachers and pilot scorers were asked to complete extensive surveys about the processes they had been involved in. Pilot teachers were asked questions that ranged from the usefulness of the training and materials provided to the assessment design itself and how well teachers felt it worked for their students. Pilot scorers were asked about the training they received, their understanding of the scoring process and the amount of time it took to score. Both the pilot teacher survey and pilot scorer survey results are provided in Appendix B. In addition to the scorer survey the state was able to facilitate a focused feedback session at the end of the scoring institute with the scorers.

Revisions from the Pilot

Feedback from the surveys and state led focused feedback session were used to make changes to the assessment training, materials and design for the 2005-2006 implementation year. Some areas for further clarification and training included providing more examples of writing up evaluations of the student and understanding application of skills and how to evidence that. Further highlighted was a need to clarify some of the language on the forms being used to evidence student work. Suggestions were also made to improve the software tool ProFile for ease of use by teachers. All of these types of changes were incorporated into the materials provided to teachers in the form of the manual, teacher training and ProFile.

The most extensive change that came as a direct response from the feedback of the pilot teachers and scorers was in response to the idea that nine strands for assessment was too much to evidence in the timeframe of the assessment and too disjointed for students. DESE listened carefully to this feedback and sought advice from Measured Progress and from the federal government about this change. Ultimately the feedback they received on all fronts led to a change in the assessment blueprint and design so that teachers were assessing students on two strands at each grade level per content area, evidencing two APIs from each strand. The final assessment blueprint and design are shown in Tables 8 and 9.

Table 8: Final Assessment Blueprint

Content Area	Title of Strand	Grade Focus
Mathematics	• Numbers and Operations **(NO)**	Required at all grade levels
	• Algebraic Relationships **(AR)** *AND*/***OR*** • Geometric and Spatial Relationships **(GS)**	Required for elementary
	• Data and Probability **(DP)**	Required for middle school
	• Measurement **(ME)**	Required for high school
Communication Arts	• Reading: Develop and apply skills and strategies to the reading process **(RD and/or RP)**	Required at all grade levels
	• Writing: Compose well-developed text using standard English conventions **(WC)**	Required for elementary
	• Writing: Apply a writing process in composing text or write effectively in various forms and types of writing **(WP)**	Required for middle school and high school

Table 9: Final Assessment Design

Mathematics											
Strand 1 (NO)						Strand 2 (by grade span)					
API 1			API 2			API 1			API 2		
Data Sheet			Data Sheet			Data Sheet			Data Sheet		
CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS

Communication Arts											
Strand 1 (RD or RP)						Strand 2 (by grade span)					
API 1			API 2			API 1			API 2		
Data Sheet			Data Sheet			Data Sheet			Data Sheet		
CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS	CP 1 WS	CP 2 WS	CP 3 WS

MAP-A Components

Required Documentation
The assessment requirements for the MAP-A include the following documentation:

Table of Contents Checklist acts as a guide for organization of the MAP-A.
Validation Form **(**found in Appendix B) provides documentation of the individuals who have reviewed and/or contributed to the MAP-A. Obtain the principal verification signature prior to submission of the MAP-A.
Entry/Data Summary Sheet **(**found in Appendix A) must be used for each API documented within the assessed content area strands. The Data Summary Sheet is used to record 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.
Student Work Samples must be submitted for each collection period of each assessed API. Each student work sample should demonstrate the **application** of the API in a standards-based activity. Two different options have been provided for the submission of the student work samples**:**

- Option 1: Tangible Student Work Product
    - Actual product completed by student
        - Worksheets
        - Drawings or writings
        - Journal entries
        - Projects
    - Complete and submit Tangible Work Product Label (Attached to actual student work)

- Option 2: Written Teacher Observation and Anecdotal Record
    - Used when there is no tangible work product to submit
    - Complete and submit Anecdotal Record Form as a student work sample

Samples of the above forms are on the pages that follow.

Student: _____ **School Year:**_____ **Grade: 3 4 5**

Table of Contents Checklist
(Organize MAP-A in the following manner)

 Validation Form

Communication Arts Strand 1: Reading (RD, RP)
Alternate Performance Indicator #1
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Communication Arts Strand 1: Reading (RD, RP)
Alternate Performance Indicator #2
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Communication Arts Strand 2: Writing (WC)
Alternate Performance Indicator #1
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Communication Arts Strand 2: Writing (WC)
Alternate Performance Indicator #2
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Mathematics Strand 1: Numbers & Operations (NO)
Alternate Performance Indicator #1
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Mathematics Strand 1: Numbers & Operations (NO)
Alternate Performance Indicator #2
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships
Alternate Performance Indicator #1
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
 Collection Period 3 Student Work Sample

Mathematics Strand 2: Algebraic Relationships and/or Geometric &Spatial Relationships
Alternate Performance Indicator #2
 Entry/Data Summary Sheet
 Collection Period 1 Student Work Sample
 Collection Period 2 Student Work Sample
Collection Period 3 Student Work Sample

Validation Form **Student:**_____ **School Year:**_____

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

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

Name:_____ Position: _____

Contribution to the MAP-A:_____

_____

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

Signature Date

Student: _____ Grade: 3 4 5 6 7 8 11

Entry/Data Summary Sheet	**Communication Arts**	**Strand 1: Reading (RD/RP)**
API #	**API Description**	
Task/Activity Description:		

	Collection Period 1 January 3-January 27					**Collection Period 2 January 30-February 17**					**Collection Period 3 February 20-March 17**				
Date															
Data Type															
Accuracy %															
Independence%															
Average % for Collection Period	Accuracy:					Accuracy:					Accuracy:				
	Independence:					Independence:					Independence:				

Data Type Key:

WS= Student Work Sample (Tangible Student Work Product **OR** Teacher Observation/Anecdotal Record Form)

DC= Data Collection System

	API Entry Average
Level of Accuracy	
Level of Independence	

MAP-A Tangible Work Product Label

(Attach to actual student work product)

Student Name:		**Date:**
Content Area (Circle One): **Mathematics** **Communication Arts**		**Strand** (Circle One): **1 or 2**
API:	**Description:**	
Task/Activity Description: (Write a brief description of the task/activity that resulted in the attached work product.)		
Evaluation of Student's Performance: (Describe the student's actual performance. Include information on how the percentages were determined for both Accuracy and Independence.)		
Level of Accuracy _____%	**Level of Independence** _____%	

MAP-A Teacher Observation & Anecdotal Record Form

(Student Work Sample)

Student Name:		**Date:**
Content Area (Circle One): **Mathematics** **Communication Arts**		**Strand** (Circle One): **1 or 2**
API:	**Description:**	
Student's Interaction in Task/Activity: (Write a brief description of the task/activity. Be sure to include information on how the student participated in the activity.)		
Evaluation of Student's Performance: (Describe the student's actual performance. Include information on how the percentages were determined for both Accuracy and Independence.)		
Level of Accuracy _____**%**	**Level of Independence** _____**%**	

Test Administration

Administrator Training

On October 5, 2005 an administration training was provided through a train-the-trainer model to a selected group of 66 participants involved with the state's Regional Professional Development Centers (RPDCs), State Schools' staff and the Department of Elementary and Secondary Education Curriculum and Assessment and Special Education staff. Participants represented all nine regions of the state. Participants were provided with a manual that included supplementary train-the-trainer types of materials, such as sample agendas, blank activity sheets with attached step-by-step instructions and electronic copies of the Power Points and other training materials.

The training walked trainers through several pertinent topics covered in the Teacher Manual. These topics included participation criteria, a step-by-step process for the administration of the MAP-A, an overview of the components and forms used in the MAP-A, the scoring rubric and scoring rules, data collection processes, the assessment AGLEs and several student samples. Trainers were led through the step-by-step process from start to finish using student vignettes supplied to them. They were led through a process that involved making decisions based on the student information about the Alternate Performance Indicators that were appropriate to assess the student on, up to the point of deciding what kind of data and student work would be submitted for the student. Trainers were also given a script to use for this activity in the future as they trained teachers.

Other hands on activities showed trainers how to use the actual student samples from the pilot that were provided in the manual for training purposes. A variety of student samples were included in the manual to show a range of students, grades and content areas. Other samples were specifically created to train teachers on the differences between acquisition and application of skills and also how to write up student observations in such a way that all the information was present on evaluating the student and their performance on a chosen Alternate Performance Indicator. See Appendix C Student Samples and Activities for Training.

The RPDC staff members were then responsible to provide trainings in their regions to school personnel. Many regions provided not only an orientation training, but offered follow up trainings as well. Table 10 below indicates the number of workshops offered by each region and the number of participants at those trainings.

Table 10: 2005-2006 RPDC Provided Teacher Trainings

Region	Number of Workshops Offered	Total Number of Participants
1: Southeast	5	255
2: Heart of Missouri	2	84
3: Kansas City	4	34
4: Northeast*	11	209
5: Northwest*	8	165
6: South Central*	14	192
7: Southwest*	9	531
8: St. Louis	9	741
9: Central*	7	235
TOTAL	69	2446

*Numbers reflect follow-up trainings with repeat attendees.

Steps for Administration

The administration process is clearly outlined in the manual provided to teacher and can be broken in twelve steps that take the teacher from determining student eligibility to the point of turning in the assessment. The manual clearly outlines the twelve steps and provides detailed information that instructs the teacher on what and how to collect evidence for each student and also provides many samples for teachers to refer to during the process.

The twelve main administration steps are as follows:

1. Determine student eligibility for participation in the MAP-A.
   Refer to the Participation Eligibility Criteria established by the Missouri Department of Elementary and Secondary Education (see page 3).
2. Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.
   The instructional team may include teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, if appropriate. The student's case manager/teacher is responsible for the coordination of the assessment. The case manager/teacher should fully inform all participants 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.
3. Identify the mandatory strands in each content area.
   The IEP team should refer to the Assessment Blueprint prior to beginning collection of evidence for the MAP-A.
4. Select Alternate Performance Indicators (APIs) for each required content area strand.
   The IEP team should refer to the Alternate Performance Indicators for a list of appropriate grade-level APIs for each strand. **Two APIs per strand are required for the MAP-A.**
5. Review the requirements for documentation for the MAP-A
   The MAP-A requires 2 forms of documentation for each API.

   - Form 1: Entry/Data Summary Sheet

Used to determine student scores for the rubric dimensions of Level of Accuracy and Level of Independence. **Entry/Data Summary Sheets are specific to grade level, content area and strand. It is imperative that the correct Entry/Data Summary Sheet is selected.** The following are included on the Entry/Data Summary Sheet:

- Student identification
- Content specifics
- Identification of the API
- Task/Activity description
- Chart for recording student performance
- Identification of student work samples

- Form 2: Student Work Sample
  Used to determine student score for the rubric dimension of Connection to the Standards. The student work samples must show **application** of the API in standards-based activities. There are **2** options for submission of student work samples.

  Option 1: Tangible Work Product
  - Actual product completed by student
    - Worksheets
    - Drawings or writings
    - Journal entries
    - Projects
  - Complete and submit Tangible Work Product Label (Attached to actual student work)

  Option 2: Written Teacher Observation and Anecdotal Record
  - Used when there is no tangible work product to submit
  - Complete and submit Anecdotal Record Form as a student work sample

6. Determine the data collection system for documentation of student performance.
   Once the IEP team selects the APIs, appropriate representatives from the instructional team determine how student performance will be documented. (See Chapter 5 for information on data collection and documentation.) The team should ask the following questions when planning for data collection:
   - What type of data will be collected?
     a. Discrete trials
     b. Task analysis
     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 3 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 a minimum of 3 data points per collection period, with at least 1 of the data points linked to a student work sample.

8. Select a student work sample to include in the MAP-A for each collection period.
   The data from the work samples submitted must be documented on the Entry/Data Summary Sheet. Make sure the work sample is evidence of **application** of the skill.
9. Complete the required form(s) for each student work sample.
10. Complete the Entry/Data Summary Sheet for each assessed API.
    There are 2 steps to completing the Entry/Data Summary sheet prior to submission of the MAP-A.
    - Determine API percentage averages
        a. Average the 3 scores for Level of Accuracy
        b. Average the 3 scores for Level of Independence
    - Indicate the student work sample included for each collection period of the API.
11. Assemble the MAP-A documentation into the 1 inch, three ring binder provided**.**
    Districts will receive binders based on student enrollment in the MAP-A.
    Once all of the required documentation has been completed, the teacher should assemble the MAP-A as directed in the Table of Contents Checklist.
12. Submit completed MAP-A.
    Instructions for submission of the MAP-A will be sent to district test coordinators by early March. Follow the instructions carefully. **Deadline for submission is March 23, 2006.**

Participation Requirements

All students are required to participate in the Missouri Assessment Program, whether it is through the general MAP, the general MAP with accommodations or the MAP-Alternate. District test coordinators were required to enroll students in the MAP-A through ARC. This triggered a binder being sent to the districts for each student enrolled in the MAP-A and an expectation from ARC that they would receive a MAP-A for that student in May 2006. The following table indicates the number of MAP-As, by grade level and content area, that were received by ARC for the 2005-2006 school year.

Table 11: 2005-2006 MAP-A Participation

Grade Level	Mathematics	Communication Arts
3	506	506
4	499	499
5	531	531
6	533	533
7	518	518
8	561	561
10	509	
11		491
All Grades	3657	3639

Implementation Schedule

The schedule for the MAP-A began with trainings that started in October 2005, three distinct collection periods that spanned January through March, 2006 and a return of the MAP-As to ARC by the end of March 2006. Table 12 on the next page outlines this timeline.

In February 2006, during the implementation window, an Advisory meeting was held in which stakeholders expressed concerns around the training and the new MAP-A design and gave input on feedback for teachers during reporting. (See stakeholder lists in Appendix A.)

Table 12: Timeline for Completion of the MAP-A

DATE(S)	ITEM
October 2005 -January 2006	Training for teachers provided by the Regional Professional Development Centers (RPDCs)
October 2005 – January 2006	Determine student eligibility for alternate assessment
	Select Alternate Performance Indicators for collection of evidence
	Determine type of data collection system to be used
Collection Period 1 January 3 – January 27	Collect data for each API
	Complete data chart for each API
	Select student work sample from the data chart for each API to be included for Connection to the Standard
Collection Period 2 January 30 – February 17	Collect data on each API
	Complete data chart for each API
	Select student work sample from the data chart for each API to be included for Connection to the Standard
Collection Period 3 February 20 – March 17	Take final data on each API
	Complete data chart for each API
	Select student work sample from the data chart for each API to be included for Connection to the Standard
March 17- March 22	Average % for each API
	Organize the MAP-A
	Submit to district test coordinator
March 23	MAP-A pick up at the district

Changes to be Made

As a result of the February 2006 Advisory meeting and teacher feedback form the full implementation year DESE began to look at the overall design of the MAP-A. Any changes that were made for the 2006-2007 year will be described in the 2006-2007 updated version of this technical Manual.

Scoring

Sample Pulling

MAP-A scoring was conducted at the Assessment Resource Center (ARC). Scoring took place over a four week period that began at the end of March and ran through the month of April. A sample pulling activity was conducted prior to any training of scorers. A group of 6 to 8 individuals representing the RPDCs participated in a day long sample pulling activity. Participants were given a brief overview of the MAP-A and then were given a set of criteria as to the types of MAP-As they should pull. These included MAP-As that showed solid, clear evidence, as well as MAP-As that seemed to have issues with them.

Participants were then given a brief scoring training and asked to score a small set of MAP-As individually. Participants met in small groups to compare their scoring and come to consensus on the final scores for each pulled MAP-A. These MAP-As were then used to prepare samples for scoring training and qualifying.

Scoring Rubric

The scoring rubric is the basis for determining the student scores on the MAP-A. The three rubric dimensions that are scored are Level of Accuracy, Level of Independence and Connection to the Standards. Table 13 on the following page shows the rubric dimensions.

Table 13: Scoring 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.

SCORE	4	3	2	1	No 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.

SCORE	4	3	2	1	No Score
Connection to the Standards	There is evidence of applying the Alternate Performance Indicator in 3 standards-based activities, 1 per collection period.	There is evidence of applying the Alternate Performance Indicator in at least 2 standards-based activities, 2 out of 3 collection periods.	There is evidence of applying the Alternate Performance Indicator in at least 1 standards based activity, 1 out of 3 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.

Scoring Rules

While the scoring rubric addresses the quality of the evidence submitted, within the MAP-As there are many opportunities for scoring irregularities to occur. What follows is a table of those irregularities and the rules that were used to address them.

Table 14: Scoring Irregularities and Rules

#	Scoring Irregularity	Scoring Rule
1	No dates given on Entry/Data Summary Sheet and on Student Work Samples.	Entry will be assigned a "No Score" for each dimension of the rubric.
2	Tangible Work Product Label not submitted with a piece of work.	The piece of work without the label will not be counted for Connection to the Standards.
3	Teacher Observation and Anecdotal Record Form missing either student interaction or evaluation piece.	Work will not be counted for Connection to the Standards.
4	A collection period does not have a minimum of three data points.	The collection period will be considered incomplete.
5	A collection period does not include at least one Student Work Sample.	The collection period will be considered incomplete.
6	A submitted Student Work Sample for a collection period does not connect to the API.	The collection period will be considered incomplete.
7	One out of three collection periods is incomplete.	Collection period will average a zero for Level of Independence and a zero for Level of Accuracy.
8	Two out of three collection periods are incomplete.	Entry will be assigned a "No Score" for each dimension on the rubric.
9	No API identified.	The API Entry will be unscoreable.
10	API evidenced is from an incorrect grade span.	The API Entry will be unscoreable.
11	The same API is used twice for a strand.	The first instance will be scored and the second instance will result in "Entry Not Submitted."
12	Missing API Entry.	Will result in "Entry Not Submitted."
13	API is not consistent across the 3 collection periods.	If two out of three of the collection periods have the same API, score the two collection periods that use the same API and the other collection period will be considered missing. If the API is different in all 3 collection periods the API Entry will be unscoreable.
14	Dates on the Entry/Data Summary Sheet and Student Work Samples are not within the timeframes of the collection periods.	Any data from dates outside of the timeframes will not be used for scoring.
15	Submitted percentages are miscalculated.	Scorer corrects percentages.
16	Percentage calculations for Accuracy and/or Independence cannot be verified for a Student Work Sample.	Percentage for Accuracy and/or Independence for the Student Work Sample are calculated in as zeros.

Scorers

Qualifications
ARC recruited scorers and team leaders specifically for the MAP-A project.

Characteristically, scorers employed by ARC read, evaluate and score (correct, partially correct, incorrect) open-ended assessments (fill-in-the-blank, short answer, short or long essay) for students at the primary and secondary educational level in subject areas that may include reading/language arts, mathematics, science and social studies, adhering to established scoring guidelines. Emphasis is placed on the maintenance of security and confidentiality of tests at all times. Scorers are expected to consult with supervisors in regard to questionable responses to determine how to score them; and attend regularly scheduled meetings in order to identify and provide input for solving problems or potential problems. Team leaders exercise functional supervision over reader/scorers and/or other staff as necessary.

Minimum qualifications for MAP-A scorers include a baccalaureate degree, communication skills, and demonstrated ability to critically review printed material. In addition, MAP-A team leaders have prior scoring experience, strong facilitation skills, and the ability to instruct scorers regarding the meaning and application of scoring rubrics. Preferred qualifications for MAP-A scorers include previous experience scoring open-ended assessments, teaching, editing, and/or participating in structured analysis.

Six teams of 5 scorers, each with a team leader, scored the 2005-2006 MAP-A submissions over 4 weeks in Spring 2006. Scorers and team leaders were required to sign nondisclosure agreements and agree to maintain the security of MAP-A materials at all times.

As part of ARC's quality control program, inter-rater reliability reports were generated regularly. Team leaders reviewed these discrepancy logs and agreement reports comparing individual scorer's MAP-A evaluation components with the team leader's blind validation read. Using this information, team leaders identified scorers who needed retraining and calibration. Early in the scoring season, agreement reports were reviewed daily. As the season progressed, and agreement rates stabilized, reports were reviewed twice a week.

Team leaders and program directors used inter-rater reliability reports to identify any areas in which the entire scoring panel might have needed recalibration. With this information, retraining could be targeted and delivered quickly.

Scoring process

Six teams of scorers participated in scorer training sessions delivered by expert trainers. Prior to scoring the MAP-A, scorer candidates were required to pass qualifying tests. Upon successful completion of the qualifying tests, candidates were certified to score the MAP-A.

Team leaders participated in intensive training sessions and successfully completed qualifying tests prior to MAP-A scoring. They calibrated scorers within their teams and among teams. Team leaders conducted a blind second score, or validation score, of the first, third, fifth, and every subsequent fifth portfolio scored by their team members.

Agreement reports were employed by team leaders at regular intervals throughout the scoring season to identify scorers in need of retraining and calibration. During the first week of scoring, team leaders reviewed agreement reports daily. As the season progressed, reports were reviewed twice weekly.

Flow of Materials
The teams making up the scoring panel used the following flow of materials instructions in the day to day scoring of the MAP-A.

Scorers
- Take one MAP-A from the *In Box*.
- Apply numbered sticker to MAP-A binder spine. The initial 1st and 3rd and every 5th sticker will be blue.
- Verify that 2 scannable score sheets found inside each binder correspond to the student identifying data on the binder's cover.
- Remove 1 scannable score sheet.
- Score according to directions.
- Binders with blue stickers: Return **completed** scannable score sheet to MAP-A binder and place the binder in *Team Leader Read Box*.
- All other binders: Place **completed** scannable score sheet in *Completed Score Sheet Tray* and the MAP-A binder in the *Completed Box*.
- Repeat process as needed.

Team Leaders
- Stock the *In Box* with unscored MAP-A binders from the West wall.
- Remove the blank scannable score sheet from the binder.
- Score MAP-A binders with blue stickers from the *Team Leader Read Box*.
- Complete Discrepancy Worksheet.
- Place scannable score sheets in *Completed Score Sheet Tray*.
- Remove scored MAP-A binders from the *Completed Box* and sort to the tables at the east partition wall.
- Repeat process as needed.

MAP-A Data Security Procedures

Enrollment
Electronic enrollment was handled by an ASP.NET website with a back-end Oracle database located behind a firewall. The website is protected by 128-bit SSL encryption, and the webserver is protected with IP filters for minimal exposure. The website requires users to login with a username and password assigned by ARC. District test coordinators can elect to create accounts within the system that can be used by their subordinates to enroll students. Enrollment is limited to students within a district and edit/delete can only be done by the district test coordinator.

Score Data

The enrollment data and score data are stored on servers inside ARC which are behind firewalls. Additional network level protection is provided by IP filters that block access to unauthorized subnets and protocols, regardless of their presence inside the intranet. Data is stored in a combination of Oracle database and flat text file formats. File level access control lists prevent unauthorized staff from accessing MAP-A data on the network.

Reliability

Inter-rater Consistency

Six teams of scorers participated in scorer training sessions delivered by expert trainers. Prior to scoring the MAP-A, scorer candidates were required to pass qualifying tests. Upon successful completion of the qualifying tests, candidates were certified to score the MAP-A.

Team leaders participated in intensive training sessions and successfully completed qualifying tests prior to MAP-A scoring. They calibrated scorers within their teams and among teams. Team leaders conducted a blind second score, or read-behind, of the first, third, fifth, and every subsequent fifth portfolio scored by their team members.

Agreement reports were employed by team leaders at regular intervals throughout the scoring season to identify scorers in need of retraining and calibration. During the first week of scoring, team leaders reviewed agreement reports daily. As the season progressed, reports were reviewed twice weekly. The table below summarizes agreement reports for the 4813 MAP-A entries that received a second score during the scoring season. Of these entries, 2409 were Mathematics entries and 2404 were Communication Arts entries. The maximum possible score per entry is 12 points.

Table 15:Agreement Summaries by Entry

MAP-A Entry			
Content Area	**Scorer/Team Leader Score Point Variance**	**Frequency**	**Agreement Rate**
Mathematics	0	2085	86.55%
	1	108	4.48%
	2	46	1.91%
	3	131	5.44%
	>3	39	1.62%
Communication Arts	0	2084	86.69%
	1	115	4.78%
	2	44	1.83%
	3	127	5.28%
	>3	34	1.41%

The following tables summarize the agreement rates by rubric dimension for the MAP-A entries. Each of the three rubric dimensions allows a maximum score of four points.

Tables 16 - 18: Agreement Summaries by Rubric Dimension

Level of Accuracy			
Content Area	**Scorer/Team Leader Score Point Variance**	**Frequency**	**Agreement Rate**
Mathematics	0	2328	96.64%
	1	51	2.12%
	2	9	0.37%
	3	9	0.37%
	4	12	0.50%
Communication Arts	0	2324	96.67%
	1	52	2.16%
	2	12	0.50%
	3	5	0.21%
	4	11	0.46%

Level of Independence			
Content Area	**Scorer/Team Leader Score Point Variance**	**Frequency**	**Agreement Rate**
Mathematics	0	2322	96.39%
	1	56	2.32%
	2	15	0.62%
	3	6	0.25%
	4	10	0.42%
Communication Arts	0	2309	96.05%
	1	72	3.00%
	2	10	0.42%
	3	6	0.25%
	4	7	0.29%

Connection to the Standards			
Content Area	**Scorer/Team Leader Score Point Variance**	**Frequency**	**Agreement Rate**
Mathematics	0	2151	89.29%
	1	76	3.15%
	2	41	1.70%
	3	126	5.23%
	4	15	0.62%
Communication Arts	0	2163	89.98%
	1	77	3.20%
	2	32	1.33%
	3	123	5.12%
	4	9	0.37%

Item Discrimination

A desirable feature of an item is that high-achieving students perform better on the item than low-achieving students. The correlation between student performance on a single item and corresponding performance on an appropriate criterion score is a commonly used measure of this characteristic of an item. Within classical test theory, such a correlation is referred to as the item's discrimination because it measures the extent to which successful performance on an item discriminates between high and low values on the criterion score.

Item discriminations were calculated for each grade span and content area of the 2006 MAP-A. However, due to the atypical nature of MAP-A data, a decision was made not to present such item discriminations in this document. The specific reason for their omission is that MAP-A "items" are not items in the usual sense of a general assessment program; rather, they are data summary sheets and work samples based on teacher-selected APIs. APIs for different students are different from one another; associated student performance is likely to be dependent upon the particular APIs selected by the teacher. Although it is possible to present discriminations for the MAP-A, their meaning has little psychometric utility due to the employment of teacher-selected APIs. The TAC therefore recommended that they not be included here.

Alpha Coefficient

For a statistical evaluation of an assessment to be complete, it must address the way in which items function together and complement one another. Any measurement includes some amount of measurement error; that is, no measurement can be perfectly accurate. This is true of academic assessments: no assessment can measure student performance with perfect accuracy; some students will receive scores that underestimate their true achievement, and other students will receive scores that overestimate their true achievement. Items that function well together produce assessments that have less measurement error (that is, the errors made should be small on average). Such assessments are described as reliable.

One should note that item discriminations and measures of reliability are similar in that they both concern the consistency of student performance on an assessment. Item discriminations, in particular, have limited utility for the MAP-A because of the choice of APIs by teachers (see the above discussion). Measures of reliability may be more reasonable because they are indicators of overall assessment consistency. Some caution should be used so as not to over-interpret measures of reliability, as the data on which they are based are not collected in a typical manner. However, the coefficients presented do give a sense of an assessment's overall consistency.

There are a number of ways to estimate an assessment's reliability. One approach is to split all test items into two groups and then correlate students' scores on the two half-tests. This is known as a *split-half estimate of reliability*. If the two half-test scores correlate highly, items on the two half-tests are likely to be measuring very similar knowledge or skills. Such a correlation is evidence that the items complement one another and function well as a group, suggesting that measurement error will be minimal.

The split-half method requires psychometricians to select items that contribute to each half-test score. This decision may have an impact on the resulting correlation. Cronbach (1951) provided a statistic that avoids this concern about the split-half method. Cronbach's a coefficient is an estimate of the average of all possible split-half reliability coefficients. This statistic was used to assess the reliability of the 2006 MAP-A examinations.

Table 19 presents descriptive statistics and Cronbach's a coefficient for each grade span and content area. Cronbach's a is computed using the following formula:

$$a \equiv \frac{n}{n-1}\left[1-\frac{\sum_{i=1}^{n} s^{2}\left(Y_i\right)}{s_{x}^{2}}\right]$$

where

i indexes the item,
n is the number of items,
$s^{2}\left(Y_i\right)$ represents individual item variance, and
s_{x}^{2} represents the total test variance.

For the 2006 MAP-A, an "item" was defined as the data summary sheet and the three work samples within a given strand and API entry. The score for a given item was then defined as the sum of attained scores from the three scoring dimensions, each of which had a maximum possible score of four points. Thus, all four items on a given test were polytomous; each item was scored out of a possible 12 points, for a total of 48 points.

Table 19: Descriptive Statistics and Reliabilities

Grade Span	Content Area	N	Min	Max	Mean	SD	Alpha
3-5	Math	1473	3	48	38.914	8.349	0.831
3-5	CA	1479	3	48	39.578	7.620	0.785
6-8	Math	1540	6	48	38.131	8.462	0.805
6-8	CA	1545	5	48	39.281	7.893	0.784
10	Math	465	8	48	37.974	8.412	0.852
11	CA	453	6	48	38.214	8.802	0.779

Key:
N: Number of students whose scores contributed to Table 19 statistics
Min: Minimum score achieved on the given test
Max: Maximum score achieved on the given test
Mean: Mean score on the given test
SD: Standard deviation of scores on the given test
Alpha: Cronbach's Alpha coefficient for the given test

For Mathematics, the reliability coefficient ranged from 0.805 to 0.852; for Communication Arts, the coefficient ranged from 0.779 to 0.785. Because of differences among the grade spans and content areas, e.g., the sample size varied from 453 to 1545, it is inappropriate to

make inferences about the quality of one test by comparing its reliability to that of another test from a different grade span and/or content area.

Decision Accuracy and Consistency

All test scores contain measurement error; thus, classifications based on test scores are also subject to measurement error. After the achievement levels were specified and students were classified into those levels, empirical analyses were conducted to determine the statistical accuracy and consistency of the classifications. For every 2006 MAP-A grade span and content area, each student was classified into one of the following achievement levels: *Below Basic (BB)*, *Basic (B)*, *Proficient (P)*, or *Advanced (A)*. This section of the report explains the methodologies used to assess the reliability of classification decisions, and results are given.

Accuracy and Consistency

Accuracy refers to the extent to which decisions based on test scores match decisions that would have been made if the scores did not contain any measurement error. Accuracy must be estimated because errorless test scores do not exist.

Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete, parallel forms of the test are given to the same group of students. In operational assessment programs, however, such a design is usually impractical. To overcome this issue, techniques have been developed to estimate both the accuracy and consistency of classification decisions based on a single administration of a test. The technique developed by Livingston and Lewis (1995) was used for the 2006 MAP-A; their method was preferred because it is adaptable to tests of all kinds of formats, including portfolio-based assessments.

It is noteworthy that the reliability coefficient is a cornerstone of the Livingston-Lewis method. Readers were previously cautioned not to over-interpret the reliability estimates presented above; therefore, it is also important not to over-interpret decision accuracy and consistency results, which are based on such reliability estimates.

Calculating Accuracy

All of the accuracy and consistency estimation techniques used in this section make use of the concept of "true scores" in the sense of classical test theory. A true score is the score that would be obtained on a test that had no measurement error. It is a theoretical concept that cannot be observed, although it can be estimated. In the Livingston and Lewis method, the estimated true scores are used to classify students into their "true" achievement level. After various technical adjustments (which are described in Livingston and Lewis, 1995), a 4 $\times$ 4 contingency table was created for each content area and grade span. The [*i*,*j*] entry of an accuracy table represents the estimated proportion of students whose true score fell into achievement level *i* and whose observed score fell into achievement level *j* on the 2006 MAP-A. Overall accuracy, which is the proportion of students whose true and observed achievement levels match one another, is the sum of the diagonal of the accuracy table.

Calculating Consistency

To estimate consistency, the true scores are used to estimate the joint distribution of classifications on two independent, parallel test forms. After statistical adjustments (see Livingston and Lewis, 1995), a new 4×4 contingency table was created for each content area and grade span that shows the proportion of students who would be classified into each achievement level by the two (hypothetical) parallel test forms. That is, the [*i*,*j*] entry of a consistency table represents the estimated proportion of students whose observed score on the first form would fall into achievement level *i* and whose observed score on the second form would fall into achievement level *j*. Overall consistency, which is the proportion of students classified into exactly the same achievement level by the two forms of the test, is the sum of the diagonal of this new contingency table.

Kappa

Another way to measure consistency is to use Cohen's (1960) coefficient κ (kappa), which assesses the proportion of consistent classifications after removing the proportion of consistent classifications that would be expected by chance. It is calculated using the following formula:

$$k = \frac{\text{(Observed agreement) - (Chance agreement)}}{\text{1 - (Chance agreement)}} = \frac{\sum_i C_{ii} - \sum_i C_{i.}C_{.i}}{1 - \sum_i C_{i.}C_{.i}},$$

where:

$C_{i.}$ is the proportion of students whose observed achievement level would be *Level i*, *i*=1,2,3,4, on the first hypothetical parallel form of the test;

$C_{.i}$ is the proportion of students whose observed achievement level would be *Level i*, *i*=1,2,3,4, on the second hypothetical parallel form of the test;

C_{ii} is the proportion of students whose observed achievement level would be *Level i*, *i*=1,2,3,4, on both hypothetical parallel forms of the test.

Because κ is corrected for chance, the values of κ are lower than other consistency estimates.

Results of Accuracy, Consistency, and Kappa Analyses

Summaries of the accuracy and consistency analyses are provided in Appendix D, which is entitled "Decision Accuracy and Consistency Tables." This appendix includes the accuracy and consistency contingency tables described above. The overall accuracy and consistency indices are provided as well as the kappa statistic. The overall index is, as described above, the sum of the diagonal elements of the appropriate contingency table. To give a numerical example, the overall accuracy for Mathematics Grade 10 was 0.7484, while the overall consistency was 0.6574. These figures indicate that an estimated 74.84% of students were classified into the correct achievement level by the test, and an estimated 65.74% would be classified consistently by two parallel forms.

Accuracy and consistency values conditional upon achievement level are also given in Appendix D. For these calculations, the denominator is the proportion of students who are associated with a given achievement level. For example, the conditional accuracy value is 0.7945 for the *Below Basic* achievement level for Mathematics Grade 10. This figure indicates that among the students whose true scores placed them in the *Below Basic* achievement level, 79.45% of them would be expected to be in the *Below Basic* achievement level when categorized according to their observed score. Similarly, the corresponding consistency value of 0.6466 indicates that 64.66% of students with observed scores in *Below Basic* would be expected to score in the *Below Basic* achievement level again if a second, parallel test form were used.

For certain tests, concern may be greatest regarding decisions made about a particular threshold. For example, if a college gave credit to students who achieved an Advanced Placement test score of four or five, but not one, two, or three, one might be interested in the accuracy of the dichotomous decision, below four versus four or above. Therefore, Appendix D provides accuracy and consistency results at each of the cut points. These values give the overall accuracy and consistency of the dichotomous decisions, either above or below the associated cut point. In addition, the false positive and false negative accuracy rates are shown. These values are estimates of the proportion of students whose observed scores were above the cut despite exhibiting true scores below the cut, and vice versa. For Mathematics Grade 10, the accuracy at the cut point between *Basic* and *Proficient* was 0.9011, the false positive rate was 0.0443, and the false negative rate was 0.0546. These figures indicate that an estimated 90.11% of students were classified on the correct side of this cut point, 4.43% were truly below the cut but classified above it, and 5.46% were truly above the cut but classified below it. The consistency at this cut point was 0.8612, indicating that an estimated 86.12% of students would be classified on the same side of the cut by two parallel forms. Table 20 summarizes the decision accuracy and consistency at the cut point between *Basic* and *Proficient;* this is the key cut point upon which AYP accountability hinges.

Table 20: Decision Accuracy and Consistency at the Cut Point between *Basic* and *Proficient*

Grade Span	Content Area	Accuracy	False Positive	False Negative	Consistency
3-5	Math	0.9121	0.0356	0.0523	0.8764
3-5	CA	0.9047	0.0390	0.0563	0.8660
6-8	Math	0.8952	0.0442	0.0606	0.8532
6-8	CA	0.8833	0.0518	0.0649	0.8369
10	Math	0.9011	0.0443	0.0546	0.8612
11	CA	0.8623	0.0624	0.0753	0.8057

Summary statistics relating to the decision accuracy and consistency of the 2006 MAP-A examinations can be derived from Appendix D. For Mathematics, overall accuracy ranged from 0.7212 to 0.7603; overall consistency ranged from 0.6213 to 0.6695; the kappa statistic ranged from 0.4158 to 0.4652. For Communication Arts, overall accuracy ranged from 0.6039 to 0.7416; overall consistency ranged from 0.5036 to 0.6451; the kappa statistic ranged from 0.3100 to 0.4437. As in other types of reliability, it is inappropriate to compare

results between grade spans and content areas when analyzing the decision accuracy and consistency of a given examination.

All results presented in this Reliability section are based on state-of-the-art psychometric methods. These methods are typically used to evaluate the properties of general assessments; here, they are applied to an alternate assessment, the MAP-A. We will continue to exercise caution in determining which analyses do and do not provide useful psychometric information about the MAP-A. We will also be watchful of new procedures that are specifically designed for alternate assessments.

Standard Setting

The standard setting meetings held to establish cut scores for the Missouri Assessment Program-Alternate (MAP-A) in Communication Arts and Mathematics for grade spans 3-5, 6-8, and 11 (Communication Arts) and 3-5, 6-8, and 10 (Mathematics) were held on Monday, Tuesday, and Wednesday, June 5-7, 2006.

Panelists

Panelists were selected prior to the standard setting meeting by the Assessment Resource Center (ARC) in cooperation with DESE. The design called for a total of 90 panelists to be selected for the standard setting, 15 per panel. Each selected panel was to be composed of 9 teachers (6 special education and 3 content), 3 school administrators, higher education personnel and/or stakeholders from interest groups related to significant disabilities, and 3 parents of students with significant cognitive disabilities. Panelists were also selected to achieve a balance of gender, race/ethnicity, and geographic location. The actual makeup of the panels varied from the design slightly. Overall each panel was composed of 3 to 6 special educators, 1 to 3 content educators, 4 to 6 school administrators, higher education personnel and/or stakeholders from interest groups related to significant disabilities and 2 to 3 parents of students with significant cognitive disabilities. The actual total number of panelists per panel is outlined in Table 21.

Table 21: Number of Panelists Contributing to Final Standard Setting Results

Subject	Grade Span	Number of Panelists
Communication Arts	3-5	13
Communication Arts	6-8	13
Communication Arts	11	13
Mathematics	3-5	13
Mathematics	6-8	14
Mathematics	10	14

Overview of Process

The standard setting method implemented for all grade spans and both content areas was the Body of Work method. An overview of the method is described below. All panels followed the same procedures. To help ensure consistency of procedures between panels, each panel was led through the standard setting process by trained facilitators from Measured Progress.
Following is an overview of the standard setting process as it was implemented for the Missouri Assessment Program-Alternate. The process was divided into three stages, each with several constituent tasks.

Tasks completed prior to the standard setting meeting

- Creation of achievement levels and writing of draft achievement level descriptors
- Preparation of materials for panelists

- Preparation of presentation materials
- Preparation of Instructions for Group Facilitators document
- Preparation of systems and materials for analysis during the meeting
- Selection of panelists

Tasks completed during the standard setting meeting

- Orientation
- Review of draft achievement level descriptors
- Round 1 and 2 judgments for middle cut
- Round 1 and 2 judgments for lower cut
- Round 1 and 2 judgments for upper cut
- Tabulation of Round 2 results
- Round 3 judgments for all three cuts
- Recommended achievement level descriptor language
- Evaluation

Tasks completed after the standard setting meeting

- Analysis and review of panelists' feedback
- Preparation of Round 3 cut scores
- Preparation of smoothed cut scores
- Summarization of statistical results
- Preparation of standard setting report

Based on the Round 3 ratings, each panelist's cut scores were calculated using logistic regression, and those cuts were averaged across panelists to obtain the Round 3 cut scores from the standard setting. These cuts are presented by content area in Tables 22 and 23 on the next page. Also shown are the percentages of students who would fall into each achievement level based on those cuts. See the columns labeled "Round 3" for Round 3 cuts and percentages.

The cut points obtained from Round 3 of the standard setting were also smoothed across grade spans to find a final set of cut points that would be cohesive among the grade spans in each content area. Since all panels used very similar draft achievement level descriptors in determining the cut points, the panels could be treated as if they represented several replications of the standard setting task. These final cut points, and the associated impact data for each grade and content area are shown in the columns labeled "Smoothed".

Table 22: Communication Arts Cuts

Grade Span	Achievement Level	Round 3		Smoothed	
		RS Range	% in Level	RS Range	% in Level
3-5	BB	3-19	2.2	3-19	2.2
	B	20-33	15.9	20-33	15.9
	P	34-45	57.9	34-44	49.2
	A	46-48	24.1	45-48	32.7
6-8	BB	3-25	6.9	3-23	5
	B	26-36	23.8	24-35	21
	P	37-45	46.4	36-45	51.1
	A	46-48	22.9	46-48	22.9
11	BB	3-26	12.4	3-26	12.4
	B	27-37	22.1	27-37	22.1
	P	38-45	45.5	38-44	38.4
	A	46-48	20.1	45-48	27.2

Table 23: Mathematics Cuts

Grade Span	Achievement Level	Round 3		Smoothed	
		RS Range	% in Level	RS Range	% in Level
3-5	BB	3-20	3.9	3-20	3.9
	B	21-31	13	21-31	13
	P	32-44	50.4	32-44	50.4
	A	45-48	32.7	45-48	32.7
6-8	BB	3-26	9.2	3-22	6
	B	27-33	15.1	23-32	15.5
	P	34-45	55.4	33-44	51.5
	A	46-48	20.3	45-48	26.9
10	BB	3-24	8.6	3-25	9.2
	B	25-33	18.7	26-33	18.1
	P	34-45	51.2	34-45	51.2
	A	46-48	21.5	46-48	21.5

The standard Setting Report entitled **"**Missouri Assessment Program-Alternate (MAP-A) Standard Setting Report" was presented to the TAC in August 2006. Minor revisions were recommended by the TAC and the cut scores were presented to the Missouri State Board and approved by them. Due to the length of the full report it is not included in this technical manual, however, the overall summary of panelist feedback is included in Appendix D.

Reporting

Reports were created at the individual student level and at the district level. Two separate student level reports were created, one for parents and one for teachers. The only difference between the two student level reports was that the teacher report included comments related to any scoring irregularities in the student's MAP-A. The reasoning for this was so that teachers had feedback on the MAP-As that they were involved in providing evidence for and as a learning tool for them. Paper reports were printed at ARC or at the University Printing shop located in the same building. The score data did not leave ARC and the electronic prepress files were returned with the paper products. Paper reports were sent to both the sending and receiving districts for each student as appropriate. Copies of the report shells can be found in Appendix E.

Reporting Decision Rules

Table 24 outlines the decision rules used for reporting of MAP-A scores.

Table 24: 2005-2006 MAP-A Score Reporting Rules

Achievement Level	
Below Basic	Cut scores applied
Basic	Cut scores applied
Proficient	Cut scores applied
Advanced	Cut scores applied
Level Not Determined	All four API entries in a content area are unscoreable.
Participation	
Participating	Enrolled students for whom MAP-A binders are returned for scoring with evidence of at least a partial attempt to collect data.
Non-Participating	Enrolled students for who empty or no MAP-A binders are returned for scoring.
Paper Reports	
Teacher Copy, Individual Student Report	Content area reporting of overall achievement level and raw rubric scores for each of 4 APIs, 2 copies each distributed to district of residence and district of attendance.
Parent Copy, Individual Student Report	Content area reporting of overall achievement level and raw rubric scores & comment codes for each of 4 APIs, 2 copies each distributed to district of residence and district of attendance.
District Report	Summarizes data based on district of residence, compares district performance by content area, grade span and achievement level to overall state performance.
Special Reports	
State Schools Building Report	Summary of data of students who attend SSSH, compares building performance by content area, grade span and achievement level to overall SSSH performance.

State Schools Report	Summary of data of students who attend SSSH, compares building performance by content area, grade span and achievement level to overall state performance.
State Schools District Report	Summary of data of students who attend SSSH, compares SSSH performance by content area, grade span and achievement level to overall state performance
Accountability	
Accountable	All enrolled students, less those who meet health waiver or enrollment exemptions.
Reportable	All accountable students less Level Not Determined and Non-Participating students.
Health Waiver	Approved on an individual basis by DESE Assessment staff.
Enrollment Exemptions	Students who have moved in or out of the district after January 13, 2006.

Missouri Assessment Program Study- Preliminary Proposal Summary

The Assessment Resource Center (ARC) proposes to investigate intended and unintended consequences of NCLB testing in Missouri. We will consider the impact on people and processes of the Missouri Assessment Program, which includes MAP testing for the general student population and MAP-A testing for students with severe cognitive disabilities. The summary here is intended to stimulate further discussion of the study and serve as a starting point for the detailed plan.

ARC will begin the study with an information-gathering process with the goal of identifying clusters of topics related to the basic research question, "What are the intended and unintended consequences of NCLB testing in Missouri?" A literature review and further conversations with DESE will help frame the beginnings of the process, the focus group stage.

We have identified several groups whose practices, attitudes, and opinions will contribute to the focus group process and inform the survey design. Among those groups are students, teachers, parents, administrators, DESE personnel, individuals in higher education, professional development providers, commercial testing industry representatives, and business community representatives.

Additionally, we will consider content area, grade span, and region in constructing each focus group. Teams of facilitators will lead each focus group in guided discussions designed to elicit reactions and opinions around the cluster of topics identified. The focus group discussions will then be transcribed, analyzed, and ultimately used to design survey instruments.

Final survey design and administration will depend on focus group findings and DESE feedback throughout the process. After devising a core set of questions, ARC will customize an instrument targeted at each response audience. Following the survey administration, ARC will sort, categorize, and analyze the responses. ARC will then deliver final reports to DESE. Throughout the study, ARC will collect demographic information.

Themes and Background Information

In considering the impact of MAP on people, ARC will investigate attitudes and activities of various groups of stakeholders. We also will look at the changes, profound and subtle, occurring in processes related to education in Missouri. We anticipate recurring themes emerging from the focus group stage and plan to look at relationships among them. Topics of interest we expect to see include

- attitudes,
- curriculum and instructional trends,
- information flow,
- state priorities and NCLB,
- professional development,

- Adequate Yearly Progress, and
- teacher education programs.

Other information that provides background and context will also be considered during the process, including

- the Outstanding Schools Act,
- Highly Qualified Teacher requirements,
- grade-level promotion,
- the use of Crystal Reports in districts,
- growth models of assessment in Missouri,
- OSEDA data warehousing and application,
- the MSIP review and process, and
- the 1998-1999 CLEAR Study.

Scope of Work

ARC's goal is to capture information and present findings in a format DESE finds meaningful. Our primary research question is simply phrased: What are the intended and unintended consequences of MAP in Missouri? To answer that question, ARC will break the task into four sets of activities: preliminary information gathering; focus group design, implementation, and analysis; survey design, administration, and analysis; and reporting. In general, we propose to deliver services related to all four sets of study activities outlined below.

Preliminary Information Gathering

- Literature Review
- ARC/DESE Planning Meetings

Focus Group Design, Implementation, and Analysis

- Design Focus Group Strategy
- Recruit Focus Group Participants
- Conduct Focus Groups
- Transcribe, Analyze, and Report
- DESE Feedback

Survey Design, Administration, and Analysis

- Identify Audiences
- Design Instruments
- Implement Surveys
- Scan, Code, Analyze, and Report
- DESE Feedback

Reporting

- Focus Group Report Delivery
- Survey Report Delivery
- Final Study Report Delivery

We plan to administer the survey/s to school-based target groups at two points in time, once in the fall, well before MAP testing begins, and once in the spring, on the heels of MAP testing. Because we believe MAP-related changes in Missouri will emerge and/or stabilize over time, our plan includes subsequent administrations of the survey at three and five years out.

The actual size and scope of the study will depend in large part on time and other resource constraints. Consider focus group design for one important target group, teachers. We believe practices, attitudes, and opinions will vary significantly within this group. To capture this diversity of opinion, it is necessary to consider categories like elementary/secondary, urban/suburban/rural, MAP/non-MAP content area, and general education/special education. We could potentially populate and conduct over 20 focus groups to elicit responses from what at first appears to be a single target group. Our task remains to set practical and meaningful boundaries. Monday's discussion will help us set those boundaries and devise a more detailed plan.

DESE Input

Periodic feedback is imperative to successful design, implementation and completion of the study. Time and resource constraints, balanced with DESE goals, will influence the scope of the study, and thus the design of the information-gathering strategy. These are important decisions and must be made early in the process. Next we will ask for input regarding the proposed composition and sampling of focus groups.

ARC will deliver analyses, reports, and proposed survey topics following the focus group stage. At this point, DESE input will again be necessary to move to the next stage. The feedback loop will be very active during survey design, until the final survey/s are approved and ready to administer. With DESE's support we will carefully consider the composition of each target group, population distribution, and potential response rates to determine the survey audiences.

Considering return rate, at some point ARC will recommend closing the response stage and moving into analysis of the survey responses. We will ask DESE for preferences regarding the presentation of the results and analysis.

Timeline

Given our ideas about the study's boundaries, we can deliver findings from the largest portion of the study by fall 2008. See the tentative timeline below for more detail.

<u>Tentative Timeline</u>

Information Gathering	Fall 06
Focus Group Design	Fall 06
Conduct Focus Groups	Late Fall – winter 06-07
Focus Group Analysis & Reporting	Spring – Summer 07
Survey Design	Summer 07
Survey Administration I	Fall 07
Preliminary Survey Reporting	Winter 07-08
Survey Administration II	Spring 08

Survey Reporting	Summer 08
MAP Study Reporting	Fall 08
Subsequent Survey Administration	Fall 09 & spring 10
Analysis & Reporting to Follow	
Subsequent Survey Administration	Fall 11 & spring 12
Analysis & Reporting to Follow	

Other Activities

At this point, limited performance data has been collected under the current NCLB-influenced MAP design. Assuming federal requirements remain stable, we propose a follow up to our proposal here, in which we merge findings with real test data, collected over five years. At that point, we might combine the information, perform analyses, draw conclusions, and provide information with which DESE may make decisions and/or recommendations.

As part of our MAP study, we anticipate attitudes, chiefly motivation, emerging as a theme around which we will collect information. However, we believe an additional study of motivation within the elementary & secondary education system in Missouri would provide meaningful, valuable, and useful information. ARC will be happy to discuss conducting such a study.

SECTION V: THE VALIDITY EVALUATION

Alignment Study

The Missouri State Department of Elementary and Secondary Education contracted with Dr. Norman Webb, University of Wisconsin, to conduct an alignment study for the alternate assessment. Dr. Webb will lead the alignment study team and use the Webb Alignment Tool (WAT). This process has been used to analyze curriculum standards and assessments in over 16 states to meet or to prepare to meet the Title I compliance as required by the USDOE. The alignment workshop is scheduled to take place September 20-22. Dr. Webb will train 8 reviewers to study the degree of alignment between the MAP-Alternate assessments and the Show-Me Standards and the Alternate Grade-Level Expectations. A final report of this alignment study is scheduled for delivery on November 1, 2006.

Revisiting the Validity Evaluation Questions

Each of the sections in this manual contributes important information to the validity assertion by addressing one or more of the following aspects of the MAP-A: test development, test alignment, test administration, scoring, item analyses, reliability, scaling, performance levels and reporting.

A measure of test content validity is to determine how well the assessment tasks represent the curriculum and standards for each subject and grade level. This is informed by the assessment development process, including how the AGLEs and the test blueprints and student evidence align to the curriculum and standards. Viewed through this lens provided by the Standards, evidence based on test content was extensively described in Sections I and II. Content appropriateness review processes; adherence to the test blueprint; use of standardized administration procedures; and appropriate test administration training are all components of validity evidence based on test content. The state provided a vehicle for administrator training, an administrator manual and a software tool for the collection of student evidence.

The scoring information in Section III describes the qualifications required and steps taken to train scorers of the MAP-A on scoring procedures, as well as quality control procedures related to validation scoring and inter-rater reliability monitoring. Inter-rater consistency information was also outlined in Section III.

Evidence based on internal structure is presented in great detail in the discussions of item analyses and reliability under the Reliability heading in Section III. Technical characteristics of the assessments are presented in terms of Alpha Coefficient, Item Discrimination and Decision Accuracy and Consistency theories

Evidence based on the consequences of testing will be addressed as outlined in the proposal in Section IV. The report shells themselves speak to the efforts undertaken to promote accurate and clear information provided to the public regarding test scores. Achievement Level Descriptors provide users with reference points for mastery at each grade level, which is another useful and simple way to interpret scores. The creation of a MAP-A interpretation guide for parents and teachers would add to the clarity of information provided to the public.

To further support the validity argument, additional studies to provide evidence regarding the relationship of MAP-A results to other variables include the extent to which scores from the MAP-A assessments converge with other measures of similar constructs, and the extent to which they diverge from measures of different constructs. Relationships among measures of the same or similar constructs can sharpen the meaning of scores and appropriate interpretations by refining the definition of the construct.

The evidence presented in this manual supports inferences of student achievement on the content represented on the Missouri Content Standards for communication arts and mathematics for the purposes of program and instructional improvement and as a component of school accountability. As reflected in the most recent Standards for Educational and Psychological Testing, validity has grown to be understood as a unitary concept with content, criterion-related, and construct validity describing three aspects of validity rather than three

separate types of validity. In addition to validity being viewed from a unitary perspective, the concept of validity has been broadened to address issues related to social consequences and value implications of test interpretations and uses (Messick, 1989a, 1989b). It is in the same spirit that the validity evidence in this manual is presented.

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APPENDICES

A. Stakeholder Lists
B. Surveys
C. Student Samples and Activities for Training
D. Decision Accuracy and Consistency Tables
E. Standard Setting Overall Feedback
F. Report Shells
G. Achievement Level Descriptors

Stakeholder Lists

November 4, 2004 Advisory Meeting Participants

Name	Role
Karen Allan	Special Education, DESE
Nikki Beichler	Administrator,
Walt Brown	Curriculum and Assessment, DESE
Merv Blunt	SSSH, DESE
Lynn Fain	Curriculum Coordinator
Deborah Fisher	Curriculum and Assessment, DESE
Melodie Friedebach	Special Education, DESE
Susan Izard	Measured Progress
Karen-Leigh Kral	Special Education Teacher, Mt. Vernon R-V
Robin Krick	Curriculum Coach, St. Louis Public Schools
Pat Lane	Special Education Teacher Mehlville R-IX/Washington Middle School
Carol Martin	State Schools
Cheryl McCutcheon	Special Education Director Joplin Schools
Sheri Menscher	Special School District, St. Louis
John Palmer	Special Education Administrator Gateway/Hubert Wheeler SSSH State Schools
Tim Parshall	Assessment Resource Center
Susie Register	Special Education Teacher Jefferson City Schools
Cheri Roth	Special Education Teacher Columbia Schools
Carrie Sleep	St/ Louis Public Schools
Barbara Stevens	State Schools
Tana Stewart	Special Education Director/School Principal, Pemiscot County Special School District
Joy Waddell	Assistant Superintendent, Missouri School for the Blind
Rebecca Walk	Measured Progress
Vicki Walz	Process Coordinator, Meramec Valley R-III
Bill Wells	Assessment Resource Center

February 2, 2006 Advisory Meeting Participants

Name	Role
Karen Allan	Special Education Director
Nikki Beichler	
Walt Brown	Curriculum and Assessment, DESE
Susan Kasper	Kansas City RPDC
Mary Coker	Central RPDC
Katie Cook	RTAC, Kansas City RPDC
Kathy Diehl	St. Louis RPDC/CSD
Lynn Fain	Curriculum Coordinator Columbia Schools
Deborah Fisher	Curriculum and Assessment, DESE
Melodie Friedebach	Special Education, DESE
Connie Hebert	Southeast RPDC
Diana Humphreys	RTAC, Heart of Missouri RPDC
Susan Izard	Measured Progress
Robin Krick	Curriculum Coach, St. Louis Public Schools
Kris Luginbill	RTAC, Southwest RPDC
Dawn Maddox	Curriculum and Assessment, DESE
Carol Martin	State Schools
Cheryl McCutcheon	Special Education Director Joplin Schools
Michael Muenks	Curriculum and Assessment, DESE
John Palmer	State Schools
Tim Parshall	Assessment Resource Center
Susie Register	Special Education Teacher Jefferson City Schools
Julia Schmitz	RTAC, Northwest RPDC
Lisa Sireno	Assessment Resource Center
Charlotte Spencer	RTAC, South Central Regional Professional Development Center
Barbara Stevens	State Schools
Tana Stewart	Special Education Director/School Principal, Pemiscot County Special School District
Megan Thompson	Special Education, DESE
Joetta Walter	SPED Consultant, Northeast RPDC
Kathie Wolff	St. Louis Special School District

March 2006 Sample Pulling Participants

Participant Name	Role	Region
Katie Cook	RTAC	Kansas City RPDC-University of Missouri, Kansas City
Lynn Fain	Curriculum Coordinator	Columbia Public Schools
Susan Kasper	Improvement Consultant	Kansas City RPDC
Connie Hebert	Special Education Consultant	Southeast RPDC
Kris Luginbill	Improvement Consultant	Southwest RPDC
Kathy Diehl	Improvement Consultant	St. Louis RPDC/CSD
Charlotte Spencer	RTAC	South Central RPDC-University of Missouri, Rolla
Julia Schmitz	RTAC	Northwest RPDC-Northwest Missouri State University
Diana Humphreys	RTAC	Heart of MO RPDC-University of Missouri, Columbia
Karen Allan	Special Education Director	Mexico Public Schools
Cheryl McCutcheon	Special Services Secondary Facilitator	Joplin R-VIII
Terri Dunlap	RTAC	Cooperating School District
Megan Thompson	Supervisor, Effective Practices	DESE, Special Education

Technical Advisory Committee Members

Participant Name	Background/Role
Walt Brown	Coordinator, Curriculum Services, Assessment and Gifted, DESE
Dr. Gregory Cizek	University North Carolina, Chapel Hill, School of Education
Dr. Steve Elliot	Vanderbilt University
Dr. Robert Linn	Professor Emeritus, University of Colorado
Dr. Ron Mertz	Research Consultant, retired from the St. Louis Public Schools as the Director of Student Assessment
Michael Muenks	Director of Assessment, DESE
Dr. Barbara Plake	University of Nebraska, Buros Center for Teaching
Dr. Andy Porter	Vanderbilt University, Learning Sciences Institute
Dr. Ed Roeber	Michigan Department of Education
Bert Schulte	Deputy Commissioner, DESE
Orlo Shroyer	Consultant, Jefferson City, Missouri
Dr. Phoebe Winters	CCSSO

Pilot Teacher and Scorer Survey Results

Missouri Assessment Program-Alternate, Pilot
Teacher Survey Results

PART 1 Background Information

1. How many years have you taught students with significant cognitive disabilities?

   1-5 **33** 6-10 **21** 11-15 **11** 16-20 **6** 21+ **18**

2. How many years of experience do you have with the MAP-A?

   1 **36** 2 **12** 3 **6** 4 **13** 5 **20** **(0) 2**

3. Where do you currently teach?

   Public School **79** State-operated School **9** Other **(Private)** **1**

4. What is the grade level of the student(s) to whom you administered the MAP-A Pilot?

   Elementary (3rd-5th) **24** Intermediate (6th-8th) **34** High School (9th-12th) **35**

   (Teachers Listing Multiple Levels) 4

5. In what kind of community do you teach?

   Rural **49** Urban **23** Suburban **23**

   (Nothing Marked) 4 **(Columbia) 1**

6. How many students completed the MAP-A Pilot?

   1 **79** 2 **9** **(3) 1**

7. Approximately how much time outside of your school day did you use assembling the MAP-A Pilot?

0-5 hours **12** 6-10 hours **33** 11-15 hours **19** 16-20 hours **10** More than 20 hours **15**

1. Average: 4.07 (2 did not attend training)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The training prepared me for completing the MAP-A Pilot.	**1 0**	**2 3**	**3 8**	**4 58**	**5 20**

What did you like?

- The opportunity to meet other professionals and share what goes on in their districts
- Grouped in grade levels promoted discussion (3)
- Excellent presentation of information (8)
- Good presenters—knowledgeable and concise (7)
- Good materials—will be easier 2nd time around (7)
- All of it
- Going through the materials in step-by-step fashion (6)
- We did a sample as a group
- Answered many questions
- The organizational skills displayed. (2)
- Question/Answer time (2)
- Easy format (6)
- Information on the differences between the old MAP-A and the Pilot (2)
- What to expect when we do this next year (2)
- Examples (5)
- Seeing the APIs
- CD Demo (9)
- Doing the Pilot plus having 2 other MAP-A's to complete.
- Good overview (2)
- Detailed directions
- Hands-on experience (4)
- Information was clear (3)
- Finished by 3:00

What did you not like?

- Doing a sample of a student we were unfamiliar with
- Quick pace (9)
- Choosing appropriate tasks/skills (2)
- Traveling to Kansas City from St. Joseph
- I feel like I repeated myself a lot
- I would have liked one completed MAP-A
- Late date for training—not enough time to get set up
- Work samples required for each collection period
- The food (2)
- Only one in my district—no one to bounce off questions.
- It wasn't as easy as I thought (seemed simple but time consuming) (2)
- Lack of support: Question responses of "We don't know yet." & "We're not sure."
- The training was only 1 day
- Computer time to figure out how to get several copies of doc. sheets per period.
- Having to print one page at a time
- Information sent ahead of time was conflicting—Unsure of grade levels wanted
- I got a bit nervous (applying everything)
- It did not appear that all school districts were represented.
- Opportunity to read the material ahead of time.
- Too many strands because of additional goals students must have
- Overwhelming amount of information in one setting (2)

What would you change?

- Need hands on experience with computer program (5)
- Time spent on application, independence, and data collection should increase
- Easier skills selection wording applicable to my students' skill levels
- More In-service/sessions (4)
- I need step-by-step from beginning to end
- Smaller training groups broken out by grade level
- Training closer to actual time
- Only 1 work sample required per API
- Provide training 3-4 weeks in advance (2)
- Inform more people about Pilot. This may need to happen at the district level.
- Add more APIs under each strand.
- Use actual pilot selections for examples
- Printing
- longer training/More practice time (10)
- Encourage all from district to come to be trained including administration
- Only one being trained from my district—many will be affected next year
- Make it easier than the current MAP-A.
- More opportunity at the end for discussion after working in small group
- Ask/Invite more state school more to this inservice
- Have training closer to home.
- Have more than just myself attend the training (2 minds better than1)
- Length of time periods
- Too much information for my students—5 math strands during a period of MAP testing, spring break (2)
- Would have liked worksheet we used in meeting to set up objectives.

2. Average: 4.16 (2 did not attend training)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The training materials were useful once I began work on the MAP-A Pilot	**1 0**	**2 1**	**3 11**	**4 50**	**5 27**

What did you like?

- CD (13)
- Detailed/organized manual (13)
- Format
- Easy to use (3)
- All of the sheets worked together
- Especially like the Level of Independence being addressed
- Overhead presentation
- The rubric
- The way the strands were set up with choices of APIs
- Explanations of the manual sections
- I remembered the training so I didn't need/use materials
- I was well-prepared to complete the MAP-A
- Sample entries/examples to refer to (18)
- Everything spelled out/simple guidelines (4)
- Gave me resource to go with notes (5)
- Step-by-step timeline (3)
- Different data collection forms
- Materials in a binder (3)
- Group work
- Good Materials/complete (2)
- Post-it notes available for marking
- APIs very helpful and manageable.

What did you not like?

- Hard to flip through pages/no tabs (3)
- Whatever the "graders" might determine that I did not do "well-enough."
- There was a copy of the step-by-step process forms included
- Some strand word/meaning different on CD than on the handout
- Some questions I had I could not easily find the answer
- The ProFile CD did not work for me
- Did not explain you can only show 1 DC/AR per collection period.
- It did not apply to my students.
- Spring break occurred after training and notes/materials seemed foreign when I returned
- The attachments for work samples was a little different for examples than forms. I was unsure of what to put exactly for evaluation of student performance. (2)
- Long day
- Uncertain of determining data collection procedures
- CD only worked on 2 computers and would not store information on the CD itself
- Volume of materials overwhelming and took time to review before beginning Pilot
- Many APIs were high level so difficult to pick appropriate APIs

What would you change?

- Send materials to teachers before training
- Frequently Asked Questions section using mistakes from the pilot
- I would add the step-by-step forms and then get ideas on how to pick the API to work on and what all could be part of the collection.
- Train in a shorter period
- More explicit directions for completing the forms
- Picture of computer screen every time—like this is what it will look like by each step
- Better instructions
- Have more options for students with severe disabilities.
- Able to cut/paste into application worksheet from word document.
- More examples (2)
- Tabs for each section (3)
- CD was impossible for me to figure out
- Check for consistency.
- Less amount of work—too too time consuming
- More data collection charts in manual
- CD should store information
- More guidance on figuring Independence Level
- Have evaluation form available at training so we knew what we were to evaluate before the end of the collection periods.
- More space to explain application (expands for typing but not printing)
- Unsure of number of Anecdotal Records required since that was an option under data collection.

3. Average: 4.10	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The manual was helpful to me as I assembled the MAP-A Pilot. (1 did not use manual)	**1 0**	**2 2**	**3 11**	**4 52**	**5 24**

What did you like?

- Examples/Samples (16)
- Liked seeing what was expected
- Gave information in easy to understand terms/"down to earth" vocabulary (3)
- Timeline (2)
- Blueprint
- Good layout (2)
- Great reference (4)
- Table of Contents (4)
- All teachers doing the MAP-A should have the manual!
- APIs
- training provided
- Easy to use/read (8)
- Clear/Organized (4)
- Amount of materials
- The step-by-step process (3)
- Data collection charts (2)
- Checklist
- The CD was key to putting everything together (2)
- I read it daily (I was so nervous about this)
- Yellow pages
- Very helpful
- Notebook
- It told exactly how to assemble it/Detailed (2)

What did you not like?

- Sometimes it felt like there was too much material
- Unclear on variety of worksheets and/or alternatives to worksheets required for each strand
- I did not realize at first that the original student work label could be printed and attached.
- The divisions made information accessible
- Method of choosing APIs is ambiguous
- Too much information—cut to the chase
- Too short—crash course
- Wasn't as easy to use as I thought
- Not easy to find areas as not all pages were numbered (3)
- Data collection a little unclear so we did worksheets
- More information on how to do a work sample/anecdotal record (3)
- Not enough time to prepare before beginning
- It is so much overload work—so smart to have only picked one student
- Finding work samples when most of teaching done with manipulatives
- It was confusing looking for examples/samples
- Information given at training was one student one area. Manual did not state this
- More examples identifying various API's of Application vs. Acquisition

What would you change?

- I would like a full sample to see
- Number the pages or add tabs instead of only post-its from the training (4)
- Provide more information on how to use the CD more easily.
- Fewer APIs or fewer (3 at most) dates per collection period.
- 2 training dates (initial and then step-by-step another time)
- Print whole document vs. 1 click per page
- Make it more user friendly
- Need lower level ways of documenting abilities other than worksheets
- Accept some anecdotal records instead of all work samples
- No one has the time to read through everything
- Add an example of a fully assembled MAP-A

4. Average: 4.12 (1 did not use at all)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The sample entries provided in Appendix D were helpful.	**1 0**	**2 2**	**3 12**	**4 48**	**5 27**
What did you like? • Very helpful in assembling BOE (7) • Great resource (5) • In the manual and easy to find • Examples from various strands • Used them a lot! • Made things easy to implement • Very self-explanatory • Documentation process		• Good visuals (3) • All of them! • Specific/clear examples (10) • Guidelines on how to phrase things (3) • They made sense • Good range of ability levels/variety (6) • Gave me good ideas • More helpful than the instructions • Liked the fact that there were examples			
What did you not like? • Too few (2) • No upper level skills represented (4) • Not enough examples of different types of students • Example forms were not the same • Separation of sample entries to know where one ended and next started		• Need more of an ability level range • Not relevant to functioning level of my students • There was a little different from than actual attachments (?) • For my students I had to write all anecdotal records • Most were higher level than my student (3) • Narratives were long—is that really necessary?			
What would you change? • More of them on different levels (5) • Can't really change much because of the huge range of abilities of students taking the MAP-A • If you want 3rd/4th graders tested, you must realize they are functioning like 2 year olds • Use 1. 2. 3. steps or brief description—long narrative will be time consuming to do and grade		• More variety to data collection sheets—became confusing (2) • What kind of work sample can be produced when student is doing hands on/manipulatives? • I'm not an expert at this—I lost interest because I became so overwhelmed • Separate samples • More lower functioning examples (2)			

5. Did you use ProFile? **Yes 82 No 7** **Average: 4.38**	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The directions provided with ProFile were easy to follow.	**1 1**	**2 3**	**3 3**	**4 32**	**5 43**

What did you like?

- Easy to see what was complete and what still needed to be done
- Easy to use (29)
- Organized (2)
- Program itself handy
- Made putting portfolio together much easier
- Drop down menu of APIs and dates (5)
- Saved a lot of time (5)
- Made scoring easier
- Data easy to enter
- Similar to other programs
- Use in 2 places
- Highly recommend it be continued
- Forms look nice
- Additional info along side the charts
- The auto-math that computes the %'s (2)
- The copy and paste
- Easy installation (2)
- Great program (2)
- All of it (4)
- Spell check
- Very straight forward
- Could have para type and then I revised
- When finished item is checked off on Table of Contents (3)
- Convenient
- Glad it came with the MAP-A Pilot
- Change as needed
- Format
- Task description transferred to work and anecdotal
- Data summary sheets

What did you not like?

- Installation was tough
- Could not use disc on 2 different computers (4)
- Did not like being able to copy and paste in some areas
- Time consuming
- Sometimes the boxes weren't large enough
- Some difficulty getting into work sample place initially (2)
- Words/meanings on disk different from handouts
- Had to open program from the Settings in Start menu
- No where to save
- Directions seemed to be incomplete
- Always going back to contents page after completing work sample (2)
- Difficulty with doc. sheets—only able to get one copy per recording period (3)
- Confused about the student worksheets (2)
- Not able to get a clean copy of work sample cover sheet or anecdotal record once it has been used in a collection period.
- When printing, some things were checked on computer but not on printed copy
- Could not print everything out at once (2)
- Impossible/Difficult to use
- CD changed dates when you entered in new work sample data

What would you change?

- Easier installation
- Have an icon or tab that says "next" when going from the WS data to the DC data-to save time and steps
- Fix the CD so it can store data (3)
- Make it possible to get to a work sample label for each date listed on the Data Summary Sheet
- Chance to work with it before beginning program
- I don't think I could have done this without para's help
- Need a manual to go along with this
- Web based or save to disk
- Include either a "print all" or multiple pages button (2)
- Add more details on using program
- Make CD usable on multiple computers
- Add grammar check
- Add help menu
- Make the sheets connect—data sheets and summary sheet (2)
- Allow for typing in of staff member name instead of signature
- Watch for consistency
- More user friendly (printing and cutting and pasting)
- Couldn't save and always lost information I was working on

6. Average: 4.39 (7 did not use ProFile)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
ProFile was easy to use.	**1 1**	**2 2**	**3 4**	**4 32**	**5 43**

What did you like?

- Data summary
- Drop down menu with automatic fill-in (5)
- Everything
- Easy to use (15)
- Process could be computerized
- Ability to type/revise
- I don't think it could get any easier
- Awesome!! (2)
- Copy and Paste is wonderful (3)
- It did everything but collect and enter the data
- Great time saver (2)
- Easy data entry
- Percentages calculated (8)
- Simple click and you are there (3)
- Explanations on the side
- Made keeping track of paper work so much easier (3)
- So much better than typing or writing out (3)
- Fun to use
- I'd have died without it!!
- Saved automatically

What did you not like?

- Where is back button instead of returning to Content Icon and then strand? (3)
- Work sample pages
- Couldn't save—only quit and exit
- Time consuming
- Some trouble with installation—kept saying "not modifiable"
- Difficult to correct entries made on first column
- Sometimes I used the wrong work label
- Printing the info was inconvenient—1 page at a time
- Need to be able to back up work as computers can crash (mine did!)
- Should be able to avoid copy icon if Task/Description can automatically repeat if necessary
- Help button wasn't very useful
- Spaces expanded on computer but not when printed.
- Could not save to disk (3)
- Could not bring up data on other networked computers
- Sometimes the Anecdotal Record would switch to a work label and vice versa
- Could not copy and paste the task/activity description
- Program kept trying to contact the internet whenever I used it….spy ware???

What would you change?

- Work samples
- Needs pagination
- The ability to carry over between computers (3)
- Allow for network access by other persons to make adding data easier
- Ability for everything to print at once
- Better explanation of installation process
- Printing process
- Buy a copy of Word Perfect or Microsoft Office and use it as a guide when writing the MAP-A Program.
- Tab it
- Print preview
- Could there be an additional step/button to go back to the Entry/Data Summary Sheet from the work/anecdotal label? (3)
- Where did all the info I entered go when I had to suddenly quit?
- Fewer APIs
- Fewer dates per collection period
- Need both to come up so you can choose correct label
- More clear on how to enter things in
- Make program easier to use
- Get rid of spyware
- Print better instructions
- Have an auxiliary back-up system

7. Average: 3.96 (7 did not use ProFile)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
ProFile made printing the required forms simple.	**1 5**	**2 12**	**3 2**	**4 25**	**5 38**

What did you like?

- Easy to print (12)
- Easy to make a last minute change/correction (3)
- Saved on writing them out (3)
- Yes
- The double checking
- Easy to use (4)
- Typed data summaries
- Great (2)
- We should have more programs this user-friendly
- Forms really look nice
- Format
- The reminder to change from portrait to landscape (5)
- We could not have completed this paper work without it
- I liked the computer figuring the total % of accuracy and independence (2)
- Lack of confusing directions (2)
- Spell check (2)
- All
- No problem with printing

What did you not like?

- Had to click 3 or 4 times (5)
- Difficulty moving back and forth between forms to correct a mistake
- Adding the work samples was very time consuming
- Couldn't readily/easily locate
- A little time consuming to print each form separately (14)
- Need a "print all" option
- I did not know I could print the student work label
- Not enough space for explanations
- I could not get it to print the text I typed in the task/activity description box on the Entry/Data Summary Sheet

What would you change?

- One button to print the whole document (19)
- Add record keeping forms and Anecdotal Record on line
- Manual with step-by-step directions
- Make all forms either landscape or portrait (2)
- Needed a way to move from form to form without going back to Table of Contents
- Add more space for explanations
- Page numbers would be nice

8. Average: 3.70 (38 NA; All not marked given a 3)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
E-mails and phone calls were returned and/or responded to promptly.	**1 2**	**2 3**	**3 19**	**4 11**	**5 16**

What did you like?

- Everyone was very friendly and helpful.
- Assistance was great!
- Did not use but would be very useful!
- J Cunningham responded quickly and politely. (2)
- John gave directions that were easy to follow
- Questions were answered promptly (2)
- My questions were answered by another teacher after she called for clarification.
- I contacted the designer of the program with a question and he responded by the next morning.
- Shirley Carlson was very helpful in helping to adjust my thinking.
- My computer disk was broken and after I emailed person in charge I received a new one in no time!
- First time we requested additional API's our request was filled right away.
- I liked the forms the presenter sent
- Easy to get a hold of
- My phone call was returned the same day in a short time.

What did you not like?

- Unable to reach contact person and had to leave a message
- Could not answer all my questions
- John Cunningham was or tried to be very helpful but he's not in his office all of the time.
- Too swamped—frustrated—gave up
- Second time we never received a response.
- Question was answered promptly, but not sure we got the correct response.
- If problem is on my home computer, I can't call during the school day
- I made a couple of calls to DESE Assessment that were never returned. I spoke with Mr. Minks;

What would you change?

- You need to be quicker in response time
- Remember we are volunteering our time for this.
- Access to contact person
- More consistency
- Have them answer any question we don't understand

9. Average: 3.63	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Questions were answered clearly.	**1 1**	**2 0**	**3 48**	**4 22**	**5 18**

What did you like?

- Good directions
- Nothing was unimportant
- No problems
- John
- Although I do not know all of the computer lingo, J Cunningham knew what I was trying to convey and answered my questions in a way that I understood
- Very quick response
- Yes
- Made my questions clear
- Training was excellent (2)
- All questions I could think of were answered
- Not sure our question was understood which probably caused unclear response.
- Clear/organized answers provided (2)
- Shirley Carlson helped me to know what to do

What did you not like?

- I am still unclear about <u>who</u> can take the MAP-A (see surveys for more info.)
- Not sure of acceptability of sending anecdotal record instead of work samples
- No one ever called me back

What would you change?

- I still need more info on <u>what</u> a status model measures and what the student needs to do to "get all of the points"
- 1-800 number—we can't dial long distance from school—had to use personal cell phone

10. Average: 4.27 (1 person did not receive materials)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The directions included with the return materials were easy to understand.	**1 1**	**2 1**	**3 5**	**4 47**	**5 34**

What did you like?

- Everything was there
- Easy to understand (12)
- All
- Everything included (2)
- No problems
- All information was clear
- Thanks for the envelope and label
- Step by step (4)
- Very specific
- Hopefully it just needed to be postmarked by May 6th.
- Well organized (3)
- Receiving the packet in the mail reminded you to turn it in (vs. already having the packet)

What did you not like?

- I was not sure where to include this survey
- Return deadline needed to be announced earlier
- Why 2 student profile sheets to complete? (2)
- No binder
- Receiving them so late
- Having to find district codes (3)
- Surprise ending date earlier than stated at training (4)
- Wasn't clear that we had to be sure of a UPS pick up at school and not US Mail

What would you change?

- Send them out sooner
- A flow chart or question sheet or simplified process should be included (Table of Contents, validations, etc. for double checking before sending)
- Add a sheet in manual with all 6 digit county and 4 digit codes so I have them at hand (2)
- Match the dates

11. Average: 4.22 (1 person did not receive materials)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The return materials were easy to use.	**1 2**	**2 1**	**3 7**	**4 44**	**5 34**

What did you like?

- Easy to use (7)
- Everything I needed was there (4)
- Well organized
- Hard to say since survey gets put in envelope with binder so I have not actually used It yet
- Appreciated the self-sealing bag and the mailing label (5)
- Very individualized
- All was fine (3)
- No need to fight to get postage

What did you not like?

- The size of the mailing envelope/too big (3)
- If we have several kids/notebooks to return will that be a problem?
- Survey too long
- No binder
- Getting to UPS center

What would you change?

- The mailing envelope was extremely large
- Is there a website in which to obtain codes?
- Is it necessary to have a binder? Seems like a large envelope could have held the paperwork

12. Average: 4.03	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The Alternate Performance Indicators were easy to understand.	**1 0**	**2 3**	**3 11**	**4 55**	**5 20**

What did you like?

- Like how they were broken down into small segments (3)
- Didn't use them
- Easy to use (7)
- Much less stress on students
- Extremely helpful
- All
- I can make sure the goals fit with state standards!
- Good examples
- Great
- Pull down menu
- Detailed (4)
- Lots of choices (10)
- I helped write them so I know what to expect
- More instruction time
- Wide range of abilities (3)
- The fact that I went to training
- Easy to find ones that fit my students
- That I could apply-this to my student
- Great for low kids and seems to extend nicely for higher level kids
- Applicable to what I was doing in the classroom

What did you not like?

- Need lower APIs for students working at 2 year old level. (2)
- They did not apply to my student
- Too many strands for math
- Too many of them overlapped
- Not enough variety of levels (a little vague) (2)
- Include all APIs in packet so that I can , etc.
- Needed tabs for a way to find section I am looking for
- Difficult to find just one small area when 2 or 3 could be used together.
- Finding ones that "fit" my student (either too high or too low) (2)
- Some seemed to be redundant (hard to choose; i.e. beginning sound vs onset) (2)
- Hard to find good/appropriate API's for some strands
- Strand 4 Writing very difficult to find APIs at upper grade levels.

What would you change?

- Lower the expectations
- Have more samples with different types of disabilities
- Couldn't find one on using decimal point correctly
- Limit the number of each
- Eliminate redundancies and/or more explanations
- Provide more APIs for higher level
- Give examples that could be taught under each strand
- Have people that work with severely handicapped students help write them
- Be sure teachers realize they can print if from the computer CD
- More training on how to use these/how to write IEP obj. using them (2)
- Allow for combining of 1-3 APIs in a broader objective
- Strand 4 Writing does not go well with student with very low academics
- More training on application of APIs
- Make training mandatory for all teachers doing the alternate
- I just need to stay familiar with them.
- More APIs (3)
- Need more examples in ( ) after the API's
- Is there a better way to choose an API? Possibly match with IEP Goals, etc.

13. Average: 3.65	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I was able to align Alternate Performance Indicators to goals or objectives on the IEP.	**1 1**	**2 12**	**3 14**	**4 52**	**5 10**

What did you like?

- That it could give us teachers some examples of activities to d in each area that acceptable
- There were enough APIs (2)
- I will be able to align them when next year comes around
- Choices so I could work with student on his needs and/or level (4)
- MAP-A is no longer tied to the IEP
- Easily fit my class schedule
- I can't wait until next year's IEP meetings—this will be great to share with parents
- With Shirley Carlson's help
- Objectives were easy enough to be aligned (3)
- Precise and to the point
- Some were similar to the goals (2)
- APIs fit my 2 math goals on the IEP
- Indicators will be easy to use as objectives
- Goals and objectives given instead of only standard
- Responsibility of only 1 teacher
- Easy to do (2)
- Took a while but eventually everything fell into place
- Liked the way APIs are set to curriculum

What did you not like?

- 2 strands difficult to align with current IEP (2)
- Not enough lower level activities
- I had to create tasks
- So many not applicable for high school level severely autistic students
- My student didn't have goals in many of the API areas (5)
- This may be easier to do next year (2)
- Too high level for my students
- Some were too limiting/small of a goal
- Finding goals that "fit" my student
- Limit to 7 not 9
- It took longer than I expected
- Too low for my students
- Needed to look at it from a curricula base
- Some goals not lend self to format
- Some were harder
- Too many academic things to report on (2)
- Interfered with other IEP goals: self-care/behavior, etc.
- So many changes increased my student behaviors
- Precise and to the point
- I will need to change the IEPs to match the APIs
- Requires change in mind set (from functional to academic curricululm)
- No goals objectives for geometric relations
- Some are pretty broad and unsure of what is acceptable
- Very rushed to choose APIs
- Transfer student with IEP goals written differently than used to

What would you change?

- Need more clarification in training (3)
- Let the teacher pick only a couple of strands that are most applicable
- Allow for combining of multiple APIs for one goal/objective
- Make sure we have API's revised form before we do IEPs in August
- Add more
- Needed more time
- I did not try to align-for severe kids some strands would be difficult to do and not appropriate
- Need more functional/transitional/social skills items (4)
- Limit # of strands to report on (5)
- Lower expectations for these lower students
- Have options for teachers who have students with severe developmental disabilities (2)
- Goal writing always seems to be the hardest part for me
- Examples are helpful
- It is imperative that teachers are notified about the MAP-A procedure early on in the year and provided inservice and standard indicators

14. Average: 3.08	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The amount of information required to report student performance on the 9 required strands for the MAP-A Pilot was manageable.	**1 10**	**2 23**	**3 12**	**4 38**	**5 6**

What did you like?

- I liked the pull down menu on the computer disk (2)
- Core areas were covered (3)
- # of strands
- Fit my schedule easily
- Cover pages were succinct
- Using 9 strands really shows a wide range of student abilities
- Not only manageable but pertinent
- It was easy once I figured it out
- 3 other people helping me
- Just right for only 1 student (5)
- It is a much more authentic means of demonstrating student ability
- APIs easy to locate and apply (2)
- Manageable for 1 student 1 content area
- Student did not realize he was being tested
- Organized
- Only had to do the math strand
- Only writing out samples on one BOE per period
- I became more familiar with these
- ProFile program helped with managing data

What did you not like?

- The collection period is too long for that
- Too many strands/APIs (17)
- Too much work to do at once (3)
- Trying to match up student goals
- It seemed to be a lot to get samples for all
- All the paper worksheets we had to make
- More difficult with student with autism
- For this pilot needed more time to digest, prepare and complete
- Required 27/36 documents of student work (2)
- Wish the training had been earlier so that I could have gotten more organized
- Very time consuming (10)
- Too much in short window (10)
- Had a hard time fitting in 5 samples in the time given
- It took too long to figure it out
- 100% of our student's IEP goals are not academic so we should not be reporting on 100% of the academic strands
- I thought it was redundant

What would you change?

- For a pilot (1 student)—yes
- For a class of 13 students a definite "no"
- Reduce APIs/strands (14)
- Reduce # of collection dates
- Provide teachers with information in September so skills can be taught and practiced and direction in instruction can be implemented
- Guess I need some examples or not so narrow a topic given
- Make it easier to figure out.
- Make collection periods earlier in the school year
- 27 documents per student was a lot (2)
- Change the collection period to 2 to 4 weeks (more like MAP)
- Cut out at least 1 strand
- Not such a lengthy process
- Reduce to 2 work samples (2)
- Math at 10th and Com. Arts at 11th
- 2 reporting periods instead of 3
- Do not have the collection periods during regular MAP testing time (2)
- Someone should come up with worksheets so we don't have to reinvent the wheel (I use mostly manipulatives)

15. Average: 4.0	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The original Student Work Label and Anecdotal Record Form provided for the student work piece were helpful.	**1 1**	**2 3**	**3 12**	**4 52**	**5 21**

What did you like?

- Examples of various Anecdotal Record forms was helpful
- I liked how the API was typed in when selected
- Good format (8)
- Very handy
- Computer and printing directions (3)
- Anecdotal Record Sheet (2)
- Excellent (3)
- Yes (2)
- Student work labels made it much easier to write down progress as I worked with student
- Options to choose from
- I could not have completed this without the computer generated work labels
- Uniformity (2)
- Easy to enter in the data (2)
- Not to have it shrunk down and put on just 1 page
- Very helpful
- Easy to assemble (4)
- Covered what was being evaluated
- I helped my whole staff to look for functional applications of goals (Really good for us) (2)
- Gives the teacher a chance to explain the what, why and how the students are doing an assignment

What did you not like?

- The activity description and student involvement could be one section
- Tracking prompts for independence difficult on longer tasks
- The narrative part was not necessary
- No way to flip between forms
- Original Student Work label didn't have enough room to report evaluation (3)
- Work Label
- More directions on how to complete or expand task/activity area
- My student uses manipulatives, points, touches, etc.—How is a work sample captured on a sheet?
- Too much info needed
- Need examples of type of info wanted (4)
- I got confused on which to use
- Too time consuming (2)
- % independent difficult for anecdotal sometimes
- The % accuracy and independence would automatically come up on the work label for the date given.
- It's too easy to fabricate something
- Found myself being repetitive (2)
- Evaluation of student performance (more comfortable with narrative for independence than %)

What would you change?

- Provide way to use more than 1 for a reporting period on the computer program (2)
- Anecdotal Record
- Why not just record the data since the percentages give you an indication of accuracy and independence
- More space.
- Not make this a requirement
- Be sure teachers realize they can print it from the computer CD
- Number of pieces of evidence is too many.
- One is sufficient per strand
- Need more training on this
- Need a way to transfer all data from one form to another
- Note if it was sample 1, 2, or 3
- Allow for work label to be put in front of work sample (2)
- I wasn't as detailed—I'd run out of gas in my room
- Wish work label had "describe student interaction."

16. Average: 3.80	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The MAP-A Pilot provided an accurate assessment of the student's abilities or performance.	**1 3**	**2 2**	**3 17**	**4 55**	**5 12**

What did you like?

- Random samples more like regular MAP
- Lends itself to use with more students than old one
- Data collected over a period of time to allow student to show progress (2)
- The accumulation of data provided me with a good idea where individual has difficulties and needs more assistance.
- I think so
- Great for higher functioning students
- Good way to evaluate existing lessons/unit
- The work sample sheets
- Documentation dates given
- Student needed the APIs
- Easy once I figured it out
- Not sure (2)
- Differentiation between accuracy and independence seemed appropriate
- Simplicity
- To the point
- Not a lot of extra paperwork
- Much more authentic
- Provided teacher enough time to change strategy if student wasn't progressing
- Provided a pretty accurate report of my student's ability. (3)
- The computer program
- Multiple collection dates
- Love the idea of the philosophy behind it in comparison to the present MAP-A (3)
- Simple to track and complete
- Percents
- No stress on student
- Could do many different activities that were on the same subject/concept
- It will provide accountability to people not teaching these students, just playing games.
- Focused on measurable goals and objectives
- Being able to fit student work samples to the APIs

What did you not like?

- No it did not
- Situation seems contrived (2)
- Measures academic goals but does not address behavioral/functional skills (3)
- Very time consuming (2)
- Student varies all of the time—these weeks may/may not have been good weeks
- Didn't give a clear picture of my student's abilities
- Did not like this with student who had very little prior training
- Hard to judge progress with autistic child who sometimes refuses to work and wants to be left alone.
- 2 months ok, but 1 month would be better (2)
- Too rushed to choose APIs
- Too much going on in building at this time (see survey for list)
- Shows point in time, not progress
- Calculating averages were ridiculous
- Areas not worked on during the school year are not accurate
- MAP-A Pilot still includes some subjectivity
- We already to IEPs—why this too

What would you change?

- Put data sheets on computer program (I think she means Appendix C)
- Extend the time period for possible data collection (2)
- If multiple data collections must be required—count the highest performance
- So does the IEP goal progress sheets (Again, double work) (3)
- Different time than MAP
- Have options for severely disabled students
- Lower levels of expectations
- If we are truly trying to model MAP-A after MAP, then the collection window needs to be similar (2 weeks to 1 month)
- Snapshot only isn't value added assessment more valuable
- Add a social skills component for this population (2)
- Shorten every aspect (2)
- Spread the goals out
- Guidelines/more samples on how to determine levels of independence
- Make evaluation of performance a little clearer

Additional Comments:

- First time doing anything like this and I was blown away by all the extra work (2)
- I would like to see some way to incorporate a type of student profile (brief) as lack of progress is sometimes due to other factors like physical changes/limitations
- I want the 3 month data period at the end of the IEP year, not school year
- I like that you are trying to provide accountability for teaching and learning
- Teachers need to make API selections before writing IEP
- I thought we were going to get the opportunity to describe the student
- I will be curious how you regulate people from just put in numbers and information—not everyone is as honest as I!
- Is there some way to allow students to do part MAP and part MAP-A?
- When I volunteered for this training, I thought it was training on being better at giving the MAP-A. I did not realize it was a pilot (My director probably told me, thought)
- Don't think it will be hard to learn
- Adds a lot of paperwork to a sped teacher's life
- We have to have this MAP-A completed at end of the IEP cycle for each student and this is not necessarily at the end of the school year.
- The MAP-A Pilot could have less performance events and still be effective.
- Big improvement over what we had
- I love this method!
- I am so glad I only did one student!
- Keep the computer program!
- To show true growth, show papers from beginning, middle, and end of year.
- Encourages selection of "wimpy" goals
- Teachers lack incentive to choose rigorous goals
- Aren't we wanting to measure growth and progress?
- Make sure we have revised materials by beginning of school year so we can align our IEPs and curriculum with them
- Average is so inappropriate to calculate
- This should be matched up to what we are doing by grade levels in our district (in 3rd grade our district only did Com. Arts)

What did you like?

- Instructions were very clear
- Far surpassed the old way
- The CD was wonderful! (15)
- The strands correlated with goals set for the students/units/lessons (2)
- Training is essential (2)
- Use of IEP goals
- It is better not to have the inclusion, choice making, etc. (3)
- Time frame instead of specific dates
- APIs provide uniform guideline for assessment (2)
- Repetition of the work
- I liked the strands and how to apply them to my lower functioning students
- On the entry/data summary sheet, the task/activity description allowed the teacher leeway to interpret the student's individual needs
- Gave a lot of options
- Took less time than current MAP-A
- Once I understood the components of the MAP-A, I simply made a schedule and did 2 APIs a day.
- This made the MAP-A much easier (6)
- Gave a clearer picture of what the student could/could not do (4)
- Easier to track, chart, and report (5)
- Only 3 collection periods
- Organization (2)
- Know what I need to do to plan for next year for data collection
- Notebook (2)
- Work sample forms (2)
- The way it mirrors the GLE's and MAP assessment standards
- Appreciated the chance to do the pilot before the real MAP-A next year (2)
- Manual (3)
- Training Session (2)
- Spell Check
- Trainer available by email
- I loved this concept—first time I've felt we have something for the majority of our MR kids

What did you not like?

- I think aligning it to the individual student's IEP would be more productive, but understand why we are doing it the way we are. (2)
- Will not be manageable for multiple students (10)
- Evaluation of student performance did not automatically figure %-if more than 1 piece of data collected during a collection period, only the last one was saved on program.
- Number and/or level of strands (7)
- Completing the anecdotal record sheet for 9 strands
- Trying to get worksheets out of students working at a 2 year old level
- I picked the wrong strand and there was nothing in the program that would let me unselect it.
- Extensive amount of data collection (2)
- Some people had difficulty with wording on the Table of Contents on the ProFile
- Identifying the level of independence was difficult.
- Thought WS in blue was to be the one submitted—now unsure
- Too short of time to perform along with my existing MAP-As
- I am concerned about teachers who are not computer literate
- I've taught sped kids for 30 years and find I have less and less time to teach because of all of the paperwork
- More and more states are going to progress model and we are going backward
- I want my students assessed by growth and value added.
- Concerned with teachers making up information
- Continues to be very time consuming at a very busy time of year (13)
- Work sample per collection period is too much
- ProFile could not be read on my computer at school (I-MAC)
- Finding the right API to collect data on
- I couldn't change the first sample in collection period to DC instead of WS
- Some of the APIs were too easy for a bright autistic child
- Student's mood or behavior determines success or failure, not abilities
- ProFile needs to transfer data from school to home (2)
- I trusted computer calculations of percentages and don't know if these were all accurate
- More life-based goal/performance indicators
- Linking the acquired skills to acquisition skills
- Too many APIs
- MAP-A drives the curriculum for 3 months (2)
- Assessment is not a good fit for functionally based curriculum
- Still unsure of application
- Sped kids are tested enough
- I disagree with doing a MAP-A just "because"
- Unclear on acecdotal record sheet counting as work sample
- Periods 1 and 2 are unnecessary if average is calculated
- Basing score on average was ridiculous
- Independence level is not necessary…….we need to have them always at 100% to show true ability.

What would you change?

- Have it due after school year is out (2)
- Application documentation for 3 month period/anecdotal takes time and if next year whole class participates—time consuming!
- Condensed so it is more appropriate for every child (2)
- Reduction of APIs/Strands (4)
- Extend collection periods (3)
- Reduce # of collection periods (2)
- Examples of detail wanted on anecdotal
- More functional options for low functioning students (2)
- MAP-A authors to visit and watch some of the behaviors these students exhibit when you try to get a worksheet out of them.
- All Special Ed teachers should have to go through this training. (2)
- Have summary sheets in a different color paper or dividers for each strand
- Next year I will allow others to gather data with methods I provide
- Print button on ProFile (3)
- Samples make it look like you need three separate settings or tasks or sets of curriculum for each strand and for each student
- Need feedback so we can evaluate what we did right/wrong to do better in future
- Reduce required amounts of work samples to turn in (2)
- Another category for determining level of independence so the % ranges could be smaller
- I question the validity of 9 strands with 4 Bodies of Evidence per student
- IEP goals are monitored for progress and reporting every 6 weeks and repetition is overwhelming. (2)
- Make the software easier to use.
- Would have liked the worksheet she used for setting up

- Include strand # on the work sample forms
- Extensive list of application skills you are looking for
- Separate windows for Math and ELA (one spring and one fall?)
- Add science APIs
- Choose one area and one strand to evaluate
- Add APIs
- Additional info on finding independence levels
- Add copy/paste to CD
- Better instruction on how to install CD permanently
- Do not require any work samples—to much to document on top of current IEP goals/objective, etc.
- Design a "progressive" assessment like the Woodcock Johnson administered in Sept. and April

objectives that was used at the training.

- Way to note if student has been retained prior to this year.
- Definitely off MAP-A on disk
- Put data collection sheets on computer program (3)
- Great assessment for mild/moderate impairments but not a good fit for severely impaired (Full write up on survey)
- If 2 month window, February/March would be best
- Make CD able to store information
- Regular students and teachers aren't required to give their lives to MAP testing for that long of a time.
- Good thinking to move away from year-long portfolio, but his snapsot/average does our students a disservice (see survey for further comments)
- Still confused over the difference between accuracy and independence

Pilot Scoring Survey Results

MO Alternate Assessment
Pilot Scoring
June 16-17, 2005

The Missouri Department of Elementary and Secondary Education, Measured Progress, and the Assessment Resource Center wish to thank you for your participation in the MAP-A Pilot Scoring and for taking the time to complete the following survey.

This survey is instrumental for teacher input and feedback regarding the MAP-A Pilot. Information gathered through this survey will be helpful in determining any needed changes before full implementation of this process in the 2005-2006 school year.

PART 1 Background Information (Circle the response that best fits your current situation.)

1. How many years have you taught students with significant cognitive disabilities?

   1-5 **10** 6-10 **3** 11-15 **4** 16-20 **1** 21+ **5**

2. What grade level do you teach?

   Elementary School **8** Middle School **13** High School **8** (NA) **1** (More than 1) **6**

3. Did you submit a completed MAP-A Pilot?

   Yes **21** N0 **2**

4. Have you participated in the scoring of the current MAP-A?

   Yes **7** No **16**

5. How many years of scoring experience do you have?

   1 **5** 2 **2** 3 **0** 4 **0** 5 **1** (0) **15**

PART 2 Scoring Information

1. Average: 4.22	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Overall, the scoring training worked well.	**1 0**	**2 0**	**3 1**	**4 16**	**5 6**

What did you like?

- The scoring guide information
- PowerPoint presentation
- Good examples of what would be ok for anecdotal pages
- The large rubric! (2)
- Good review before scoring (2)
- Clarification of pilot components
- Explanations were clear and concise (4)
- People available to ask questions
- Participating in the scoring training is an educational experience and my colleagues will benefit from my participation in the process
- It was over 2 days
- Organization and flow of activities (2)
- Hands on examples (4)
- I like the fact that I have a better insight of what good sumittions (submissions?) look like
- Comfortable with staff and table leader
- Small groups

What did you not like?

- All the papers need to be portrait or landscape.
- Flipping back and forth was tedious
- Unsure of my judgment
- Ability to take home notebooks with information as I can use this info in my class now!
- I felt overwhelmed
- More examples given
- No examples given of work page
- Long hours ☺
- How difficult it was to choose acquisition vs application
- Not enough time to interact with peers to discuss what learned

What would you change?

- There needs to be samples of what to do when MAP-A wasn't filled out correctly
- More examples of good/bad samples
- More work space
- Give a participation certificate
- More examples/expansion of scoring rules
- Go over real examples of student work before scoring
- Change/simplify the process
- Make it into 3 days (2)
- A bit more discussion for clarification
- More explanation on application vs acquisition (3)
- Comfortable chairs

2. Average: 4.40	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The review of the documentation requirements and the scoring rubric worked well.	**1 0**	**2 0**	**3 1**	**4 12**	**5 10**

What did you like?

- Scoring rubric was easy to follow (2)
- All good
- Information was presented well (2)
- Knew what was expected
- Lots of discussion
- Open floor format
- Person at table to ask questions (2)
- Large visual copy on the table (3)
- Organization

What did you not like?

- Application vs. Acquisition was difficult to understand at first
- Not all rules covered
- Paper print out too small to read easily and quickly
- Documentation requirements training went too fast

What would you change?

- Clearer instruction on acquisition vs. application (2)
- Enlarge individual page in case large page not easily
- MAP-A form had numbers going up/down—score sheet had the same numbers going right to left
- Add rules not covered

accessible • Make it more user friendly

3. **Average: 4.30**	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The Step-by-Step walk through of the scoring process was informative.	**1 0**	**2 0**	**3 1**	**4 14**	**5 8**
What did you like? • The whole process • Review of pilot training to refresh our memories • Opportunity to have questions answered • Information was easily understood • The handouts we could refer back to			• Informative (2) • Small groups • Felt really good about the process of scoring • Very detailed • Fine • Having to qualify		
What did you not like? • I'd like to keep handouts of my experience			• Too fast—or maybe I am just slow (2)		
What would you change? • Slow down a little? • More info on acquisition vs. application (3) • Have a few more challenging samples (2) • More training with different scenarios • 1st reading at different table than 2nd			• There needs to be samples of what to do when a MAP-A wasn't filled out correctly • Not sure if extending the practice session would help • Be sure not to leave out steps • More time to interact/exchange ideas, thoughts with table mates		

4. **Average: 4.18** (1 not marked)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The scoring manual and directions were clear and concise	**1 0**	**2 0**	**3 1**	**4 16**	**5 5**
What did you like? • Easy to understand (2) • Organization			• Very clear and concise • Liked being able to look back for help		
What did you not like? • I needed a little more time to process the information • Not very helpful in answering questions of difficult MAP-A			• Didn't use the manual once scoring began • Sections not tabbed ahead of time		
What would you change? • Add suggestions submitted by scorers to clear up process • Make it more user friendly • More of a flow chart: If you see this, do this			• More examples of acquisition vs. application • Thinner binder • Need a cheat sheet		

5. **Average: 4.22**	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The sample scoring clarified my understanding of the scoring process.	**1 0**	**2 0**	**3 2**	**4 14**	**5 7**
What did you like?			• It was easier to score the MAP-As after the second or third		

• This session provided a better understanding of how to write future MAP-A submissions • Practice followed by discussion was good • Broad range of examples	one • Hands on • Examples (3) • It is always helpful to have a sample—especially 3 different ones
What did you not like? • Confusion I felt	•
What would you change? • Needed more discussion • Have more than 1 example of the scoring process	• More examples (3) • Variety of different situations • Still confused about application

6. Average: 4.05 (2 not marked)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The qualifying process was clearly explained.	**1 0**	**2 1**	**3 4**	**4 9**	**5 7**
What did you like? • Good • Gave us more practice before we started • Learn by doing! • I qualified the first take		• Very clear (2) • The opportunity to have guided practice • Opportunity to take it a second time • It done while I was present			
What did you not like? • A little scary for teachers to take a test • A bit nerve-racking but not too bad • Not sure of what it was until we saw the paper • I'm slow • We were tested on work samples but did not practice this (test what you teach)		• Qualifier had work labels and our training only included anecdotals • I had no idea we had to take a qualifying test • It wasn't clear how many you could miss and still qualify until after the process was completed • I wasn't sure of what they wanted/looking for			
What would you change? • Could be explained prior to start of qualifying process-in agenda or in overview of the day • I was nervous about qualifying and unsure what that meant until I went through the process • Tell us what we did wrong and the changes we needed to make		• Include both anecdotal and work labels • More information on what to expect before hand • Have examples of application vs. acquisition practiced before hand as well as work sample scoring • More examples before doing one on my own • Review work samples first			

7. Average: 4.38 (2 not marked)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The scoring worksheet was useful in the scoring process.	**1 0**	**2 0**	**3 0**	**4 13**	**5 8**
What did you like? • Very concise • Liked being able to write notes • Very easy to understand		• Very organized (3) • Helped keep track of what was done (2) • Easy to transfer numbers • Easy to read and fill out			
What did you not like? • Papers need to be portrait or landscape, not both		•			
What would you change? • More information of what was to be put in notes section		• More room for notes/comments • Clearer instructions for acquisition vs. application • Separate the meets the API and Application vs. Acquisition			

• Should be in the order of how we reviewed the MAP-A

8. Average: 4.0 (2 not marked)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The comment sheet provides useful information to teachers regarding the MAP-A Pilot scores.	**1 0**	**2 2**	**3 2**	**4 11**	**5 6**

What did you like? • We were able to clarify our reasoning for a decision (2) • Precise information	• List format • Comment sheet will help correct errors for next year • We need feedback!!
What did you not like? • Unclear how many checks to mark for each space (2) • Needs more comments • Could not write additional comments on it (2) • All papers need to be portrait or landscape	• I felt like this was not necessary—I also came to score and those who did not may like it • It was a separate page • Need other sentences to choose from in positive section
What would you change? • Needs to have a space to add comments or address issues not on checklist (5) • Put ideas on post-it notes • Add more positive statements • Teachers not present these 2 days will not understand the comment sheet or scores	• See my notes • Add more choices (2) • Add "did not complete the evaluation of student performance" • Add suggested comments from debriefing • Make the positive feedback a separate section for overall BOE

9. Average: 3.91 (1 not marked)	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The amount of paperwork completed by the scorer during scoring was manageable.	**1 0**	**2 2**	**3 2**	**4 14**	**5 4**

What did you like? • Good organization (2) • Once I got a rhythm it flowed	• Kept me on task • Fairly easy to follow • It just needs to be made into longer days
What did you not like? • After a while it was hard to stay focused • Transferring the comments to a second sheet • It was somewhat boring	• Time consuming to write everything down • Time consuming to calculate everything over • Needed more table space (2)
What would you change? • Let us have drinks at the table, we are not little kids!! • I was a little overwhelmed since this was my first time scoring • More table space needed (2) • Need a few more scorers	• Shorten the process? • Too many strands—took 2 hours or more for one if there were both math and CA—even longer when there was a problem • Could save time if we knew which ones were computer generated as there would be no need to recalculate or check API

10. Average: 4.04	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Scorers were given sufficient time for scoring submitted MAP-As	**1 0**	**2 0**	**3 3**	**4 16**	**5 4**
What did you like? • It started promptly • We could work at our own pace		• No pressure put on us to hurry and get done (4) • The opportunity for breaks when needed (2)			
What did you not like? • Rushed at the end (2) • No end in sight • I did feel a little rushed		• At times BOEs were pretty overwhelming • Took longer than anticipated per MAP-A • Some took 2 hours to score			
What would you change? • Some people may need pressure to stop talking and get done! ☺ • Have more scorers • Add a little more room		• Better training for teachers • I am not sure if I had another day to score the tests I would have made better judgments			

11.	Math	Communication Arts
What was the average time it took to complete the scoring process for each content area?	46 minutes	48 minutes
Comment: It was hard to tell because there is not a clock in the room. I didn't know you would ask this.		

12. Average: 4.48	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The facility worked well for scoring the MAP-A	**1 0**	**2 0**	**3 0**	**4 12**	**5 11**
What did you like? • Wonderful facility/hotel (5) • Greatly appreciated the room, pool, and food (3) • Comfortable setting/chairs (3) • Nice staff • No time wasted driving anywhere		• Space (2) • Did not have to travel to eat or sleep while at the conference (3) • Location (2) • Good lighting • Cooler climate			
What did you not like? • Smell of room we scored in • Too cold (2)		• Tables too small (4) • Not allowed to have drinks at the table			
What would you change? • Put a clock in the room • Need brighter lighting in scoring room		• Needed more room for our paperwork (2) • The temperature			

13. Average: 4.0	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The food was good.	**1 0**	**2 1**	**3 3**	**4 13**	**5 5**

What did you like?

- Fantastic
- Ample
- Smoked meat was excellent
- Snacks were great! (2)
- Fast and easy
- Continental breakfast
- Crunchy snacks for those of us who do not eat sweets
- Light
- Liked 2nd day catered meal much better
- The warm cookies!
- Variety
- The food bar—own choices

What did you not like?

- Box lunch (3) ☹
- No hot food
- The buffet took too long

What would you change?

- Diet drinks offered 2nd day
- Provide something besides sandwiches on both days
- Get rid of the buffet
- Give $10 a day for dinner (those scoring MAP-A receive $ for dinner)
- Cater all days buffet style
- Would have liked iced tea
- Hot food for one day? (2)
- Add fresh fruit and veggies

Additional Comments:

- My biggest concern is the number of strands and the amount of work that is required for one student, especially when we will be doing the MAP in grades 3-8. (2)
- Another concern is that this could be a reflection of the teacher and their work, not the students
- People can change a work in API for a task/activity and still get high scores.

Three things I liked best about this experience….

- Helped me to better understand the process of putting the MAP-A together (15)
- Gave better understanding of acquisition vs. application (3)
- Meeting other teachers/administrators from other districts (7)
- I got learn more about the MAP-A
- Chance to see the process to the end
- I have learned that double checking entries and figures is a must
- I have learned many things not to do (2)
- Seeing real teachers/students work as compared to generated examples
- Increased confidence facing upcoming MAP-A (2)
- The facilities (3)
- Overall, this was really great!
- The chance to get away and enjoy motel facilities
- Excellent learning experience (6)
- The leaders and colleagues were professional and supportive
- Training
- Table leaders (2)
- Application more meaningful to student learning and I will use it more
- I like the examples of work samples from the students. It showed exactly what they did.
- Learning exactly how items are scored (3)
- Understand the stress of scoring
- The organization was precise
- The location was central (2)
- Much improved system over old one.

Three things I would change about this experience…

- Broken up sessions for scoring
- Please don't tell us "Be ready to work at 8:30" this was an insult we are not 1st graders
- Simplify process somehow
- More breaks or longer ones
- Work again after dinner at least an hour to shorten the next day
- More clarification about acquisition vs. applications
- Qualifying expectations
- Tell the teachers what you are looking for. There was nothing about acquisition vs. application in the MAP-A instructions when I did the Pilot.
- Increase the stipend
- Felt pressured by time
- Have more scorers (2)
- Begin earlier (early riser ☺)
- Bigger tables (5)

- Brighter lights
- Let me see my student's scores so I know what to improve on and ask questions in person
- Let me take handouts home!
- If financially possible, extend the amount of work over more days.

Questions I still have…….

- The "borderline" examples of tasks that match with API
- What is done with the data?
- Will the changes to the MAP-A be done before school starts?
- How time consuming will it be?
- I am still unclear about some NS situations and felt more comfortable checking with our team leader, John. He was great!
- Is it necessary to have so many strands?
- Will training be provided? (5)
- How can I have a chance of scoring MAP-As in the future?
- What do the final scores mean for our school districts?
- Will there be 4 core subjects for next year?
- See my notes
- How can portfolios submitted with poor application of APIs still receive 4's on accuracy and independence?
- Will the teachers who did the MAP-A wrong be told about it?
- Can I do the MAP-A with 15 students? (2)
- Is it really time effective?
- Is it necessary to have such detailed descriptions?
- Acquisition vs. application is still somewhat difficult. (3)
- Will there be suggestions/training on how to intertwine MAP-A tests into my daily curricula?
- Who will pay for training?
- How do you show application appropriately on extremely low functioning students?

Student Samples and Activities for Training

Student Samples

MAP-A Teacher Observation & Anecdotal Record Form

(Student Work Sample)

Student Name: Jake	**Date: 4/15/05**
Content Area (Circle One): **Mathematics** **Communication Arts**	**Strand** (Circle One): **1 or 2**
API: AR 3.1a	**Description: Given a class of objects, engage in informal sorting experiences**

Student's Interaction in Task/Activity: (Write a brief description of the task/activity. Be sure to include information on how the student participated in the activity.)

Jake was given a container of 4 items, 2 items of each color, red and blue. Jake was to remove the red items. Jake was given this task at intervals during the day for a total of 5 trials. Verbal prompts were required.

Activity is acquisition (skill and drill) not application and would not count for Connection to the

If Jake was sorting the items by color to set up for a science experiment this would become application.

Evaluation of Student's Performance: (Describe the student's actual performance. Include information on how the percentages were determined for both Accuracy and Independence)

7/10 6/10

Not enough information. We do not know how the student was scored or percentages were determined. There were 4 items and 5 trials, but score indicates 10 of something. How often were prompts given? What was the prompt? This score

Level of Accuracy	Level of Independence
70 %	**60 %**

MAP-A Teacher Observation & Anecdotal Record Form

(Student Work Sample)

Student Name: Sarah	**Date: 4/15/05**
Content Area (Circle One): **Mathematics** **Communication Arts**	**Strand** (Circle One): **1 or 2**
API: RP2.1	**Description: Attend to the reading of the story and to the pictures**

Student's Interaction in Task/Activity: (Write a brief description of the task/activity. Be sure to include information on how the student participated in the activity.)

Sarah pointed to different characters and other pictures throughout the story of the *Bearnstein Bears*. She participated with this activity completely and pointed upon request.

This would be an example of application. The student is looking for pictures and attending to a story. The description would be stronger if the teacher indicated what types of pictures to which Sarah has been asked to attend.

Evaluation of Student's Performance: (Describe the student's actual performance. Include information on how the percentages were determined for both Accuracy and Independence.)

Sarah was consistent with pointing to objects within the pictures of the storybook. She pointed to the bear inside, outside, upside down and other objects as well. This was done without hand over hand instruction.

There is some description of the student's performance in that we know some of the things she pointed to during the story. However, we do not know how the percentage scores were determined. These scores would not be counted. **Did the teacher count minutes, seconds, or responses? How many opportunities were there?**

Level of Accuracy	**Level of Independence**
__95__%	**_95__%**

MAP-A Tangible Work Product Label

(Attach to actual student work product)

Student Name: Mark		**Date: 3/9/05**
Content Area (Circle One): **Mathematics** **Communication Arts**		**Strand** (Circle One): **1** **or 2**
API: NO8.17	**Description: Make change from $1.00 or less**	

Task/Activity Description: (Write a brief description of the task/activity that resulted in the attached work product.)

Mark looked in the ads and chose 5 things to purchase. Next, he had to make change from $1.00 for each item chosen.

This is an example of **application**. The student uses actual prices from the newspaper ads to practice making change.

Evaluation of Student's Performance: (Describe the student's actual performance. Include information on how the percentages were determined for both Accuracy and Independence.)

Using the cash drawer, Mark had to select the exact coins to give as change. He used the count back method. Mark was able to count back 3 of the amounts independently. For 2 of the items, he needed verbal prompts to help with the count back process. He did get all 5 items correct.

The evaluation described here is complete. We know how many items there were in all, how many were done independently, how many required prompts, and how many were accurate. The information here matches the markings on

Level of Accuracy	Level of Independence
100 %	**60 %**

Date: 3/9/05

Accuracy: 5/5

Independence: 3/5

Step-by-Step Process Planning Sheet
Trainer's Guide

Slide 15: Introduction of the Step-by-Step Process

- ✓ Explain the procedures that will be followed as you complete the Step-by-Step Process in small groups.

"The next part of our training will be a walk-through of the Step-by-Step Process. Each step will be introduced and discussed in large group. Following this large group discussion, small groups will then complete the step using the profile provided to them. The process will be applied to each student profile for both of the required content areas, Mathematics and Communication Arts. Once we have completed the entire Step-by-Step Process, each small group will share their work. The student profile planning sheets will then be posted."

- ✓ In the past, teachers have wanted to take these completed samples with them.

One option would be to make these planning sheets available after the training.
Another would be to give every member of the group a copy of the profile planning sheet so they could make an individual copy to take with them. If a copy machine is available at the facility where the training is being held, copies could be made for teachers to take with them.

"When you came in this morning, we asked that you sit according to the grade level of your students. You will work in groups of 3 or 4. Four student profiles will be used. The profiles represent students of varying abilities who are eligible for the MAP-A."

- ✓ At this time, read the 4 profiles to the group so that everyone is aware of the student levels represented.

"Notice that no grade level has been assigned to these students. Each group will determine the grade level for the student."

- ✓ Pass out the student profile sheets.

Student Name: _____ Grade Level: _____

Slide 16: Step 1 Determine Student eligibility

- ✓ In the large group, review the eligibility criteria from the Implementation Manual, page 3.

Step 1	Determine student eligibility

"In your group, review and discuss the eligibility criteria. From the brief student profile you have been given, discuss the eligibility for this student"

- ✓ Allow 3-5 minutes for small group discussion. When you call the group back together, you may want to check to see if anyone has any questions concerning the eligibility criteria.

"Even if your discussion led you to the conclusion that the student described in your student profile may not be eligible, for the purpose of this activity we will assume eligibility."

Slide 17: Step 2 Determine the instructional team for the MAP-A

- ✓ In the large group, review all of the people involved with the student's instruction. You will want to expand on the different groups identified on the slide. (i.e., support staff could be speech therapists, occupational therapists, etc.)

Step 2 List Instructional Team Members

"In your group, brainstorm all of the people the student might have contact with on a regular basis and could assist with the MAP-A. List these in the space provided for Step 2."

- ✓ Allow 3-5 minutes for small group discussion.

Slide 18: Step 3 Identify mandatory strands

- ✓ In the large group, review the Assessment Blueprint and the required strands for each content area. Be sure to point out that all grade levels must do Mathematics Strand 1 (Numbers and Operations) and Communication Arts Strand 1 (Reading). The second strand for each content area is different for each grade span.

Step 3 Identify Mandatory Strands

Communication Arts	**Strand 1**	**Reading (RD and/or RP)**
	Strand 2	
Mathematics	**Strand 1**	**Numbers and Operations (NO)**
	Strand 2	

"In your group, identify the required strands for the student according to grade level and fill in the chart accordingly."

- ✓ Allow 2-3 minutes for this as there are no decisions to make.

Slide 19: Step 4 Select APIs for each required content area strand

- ✓ In the large group, direct teachers to Chapter 6. Note that Chapter 6 has three sections, divided by grade spans.

"The Alternate Performance Indicators for grades 3-5 begin on page 33, grades 6-8 on page 46, and grades 10 and 11 on page 62. It is important to be sure you choose APIs from the correct grade span to assure you have identified appropriate APIs. Additionally, APIs should reflect goals and objectives from the student's IEP."

Step 4 Select Alternate Performance Indicators (APIs)

Content Area	Strand	API
Communication Arts Strand 1	**RD/RP**	**#1**
	RD/RP	**#2**
Communication Arts Strand 2		**#1**
		#2
Mathematics Strand 1	**NO**	**#1**
	NO	**#2**
Mathematics Strand 2		**#1**
		#2

"Review your student's profile. Using the appropriate section of Chapter 6 according to the grade level you assigned, select APIs for each required Strand. You need a total of 8 APIs, 2 per strand. List the API number and description."

- ✓ Allow 5-10 minutes for step 4. This step will take the most time.

Slides 20, 21: Step 5 Review documentation requirements

- ✓ In the large group, direct teachers to Chapter 3, MAP-A Components. As you discuss each of the components, refer the teachers to the correct sample in the manual. You will not need to spend a lot of time on the Table of Contents and Validation Form as these are not a part of the documentation requirements. You will need to review each of the following:
- ✓ Entry/Data Summary Sheet (sample on page 13)

- ✓ Student Work Sample Options (You will use one of the two options for each collection period for each API. It can be a combination of the two options for an API.)
  - o Tangible Work Product and Label (sample on page 14)
  - o Teacher Observation & Anecdotal Record Form (sample on page 15)

Step 5 Documentation Requirements

API # List APIs selected in Step 4	**Documentation Type** (Worksheet, work sample, observations, etc.)	**Required Form** (Tangible Work Product Label **or** Teacher Observation and Anecdotal Record)

"In your groups discuss the type of work samples possible considering the student profile you are using. If a tangible work product is not probable, what would be the alternative? Remember, if there will be no actual student work product, you will be using the Written Teacher Observation & Anecdotal Record Form."

- ✓ Allow 5-10 minutes for small group discussion.

Slide 22: Step 6 Determine data collection system

- ✓ In large group, direct teachers to Chapter 5, pages 28-31. Determining the type of data that will be collected is of extreme importance. You should plan to spend considerable time on this section. Appendix C contains 3 different types of data collection methods as well as samples for each one. Data collection methods covered include the Single Step Task/Activity, Multi-Step Task/Activity, and Time Segments.

"Setting up a system for collecting data for the MAP-A that is appropriate to both the student and the task requires focus on a variety of issues. You must answer the who, what, where, when, and how questions of the process. You should also keep in mind that all data reported for the MAP-A must be in percentages. Once

you decide how you will collect the data, you need to also decide how the percentage will be determined."

Step 6 Data Collection System

API # List APIs selected in Step 4	**Data Type**	**Frequency**	**% Conversion**

"In your groups, discuss the types of data collection systems that would be appropriate for the student and task. For each API, determine the data type and frequency as well as how the percentages will be determined."

✓ Allow approximately 10 minutes for small group discussion.

Slide 23: Step 7 Collect and record data

✓ In the large group, review the requirements for the MAP-A as outlined on slide 23.

Step 7 Collect and record data throughout the assessment period

"Answer each question within your group. Does everyone agree with the answer? What needs to be reiterated?

- *How many collection periods? ___*
- *How many data points per collection period? ___per API?___*
- *How many work samples per collection period?___*
- *What are the 2 options for the work samples? ___"*

✓ This will take about 5 minutes. Discuss as necessary.

Slide 24: Step 8 Select student work samples

- ✓ As you discuss this step in the process, it may be helpful to refer back to the Scoring Rubric for Connection to the Standards (see manual page 20).

"Remember that the student work samples included will be used to determine the score for Connection to the Standards and must demonstrate application of the API in a standards based activity.

Step 8	Select a student work sample to include in the MAP-A for each collection period.

"In your group, discuss possible work samples for each API that would evidence application. You may want to refer to the chart on page 21 as well as the samples discussed in the Application/Acquisition exercise earlier in the training."

- ✓ Allow 5-10 minutes for small group discussion.

Slide 25: Step 9 Complete the required forms for work samples

- ✓ In the large group, go over the two different options for work sample forms. Be sure teachers understand that they only need to include one sample per collection period. The sample will be either Tangible Work Product Label or the Written Teacher Observation & Anecdotal Record Form.

Step 9	Complete the required form(s) for each student work sample

"In your groups, take a few minutes to review the 2 types of work samples and the appropriate forms."

- ✓ Allow 3-5 minutes for small group discussion.

For the remainder of the steps (10-12) there will be no small group discussions.

Slide 26: Step 10 Complete Entry/Data Summary Sheets

- ✓ In large group, review the different parts of the Entry/Data Summary Sheets.

"When you complete the Entry/Data Summary Sheets for your students, you will need to calculate the collection period averages for Level of Accuracy and Level of Independence as well as the API Entry averages."

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

Slide 27: Step 11 Assemble the MAP-A

- ✓ Refer teachers to the Appendix B, pages 90-93. Discuss the process.

Step 11	Assemble the MAP-A documentation

Slide 28: Step 12 Submit completed MAP-A

- ✓ Refer teachers to the MAP-A Timeline on page 5. Follow the instructions that will be sent out with the return materials packet.

Step 12	Submit completed MAP-A

Groups will share the plans developed for the student profiles. The following order may be followed:

- ✓ Student Profile 1
  - o Grade Span 3-5
  - o Grade Span 6-8
  - o Grade Span 10-11
- ✓ Student Profile 2
  - o Grade Span 3-5
  - o Grade Span 6-8
  - o Grade Span 10-11
- ✓ Student Profile 3
  - o Grade Span 3-5
  - o Grade Span 6-8
  - o Grade Span 10-11
- ✓ Student Profile 4
  - o Grade Span 3-5
  - o Grade Span 6-8
  - o Grade Span 10-11

Collect the plans and post around the room for teachers to look over during the next break.

Step-by-Step Process Student Profiles

Student #1 Grade Level: 3 4 5 6 7 8 11

Jennifer is a student with significant cognitive disabilities. She is non-verbal and communicates mostly with eye-gaze and facial expressions. With hand-over-hand assistance she can communicate some things in writing. Academics are addressed with Jennifer through a life skills, functional curriculum.

Step 1 Determine student eligibility

Step 2 List Instructional Team Members

Step 3 Identify Mandatory Strands

Communication Arts	**Strand 1**	**Reading (RD and/or RP)**
	Strand 2	
Mathematics	**Strand 1**	**Numbers and Operations (NO)**
	Strand 2	

Step 4 Select Alternate Performance Indicators (APIs)

Content Area	Strand	API
Communication Arts Strand 1	**RD/RP**	**#1**
	RD/RP	**#2**
Communication Arts Strand 2		**#1**
		#2
Mathematics Strand 1	**NO**	**#1**
	NO	**#2**
Mathematics Strand 2		**#1**
		#2

Step 5 Documentation Requirements

API # List APIs selected in Step 4	**Documentation Type** (Worksheet, work sample, observations, etc.)	**Required Form** (Tangible Work Product Label **or** Teacher Observation and Anecdotal Record)

Step 6 Data Collection System

API # List APIs selected in Step 4	**Data Type**	**Frequency**	**% Conversion**

Step 10 Discussion Questions:

How many collection periods? ___

How many data points per collection period? ___per API?___

How many work samples per collection period?___

What are the 2 options for the work samples? ___

Step-by-Step Process Student Profiles

Student #2 Grade Level: 3 4 5 6 7 8 11

Kathy is a student with significant cognitive disabilities. Kathy is verbal and communicates with words and phrases. She is learning to write, but the process is very difficult for her. Kathy has difficulty remembering processes and directions. Her teachers provide her with pictorial directions and steps for her to follow in order to increase her independence. Kathy enjoys science class with her typical peers. She loves the experiments and hands-on activities.

Step 1 Determine student eligibility

Step 2 List Instructional Team Members

Step 3 Identify Mandatory Strands

Communication Arts	**Strand 1**	**Reading (RD and/or RP)**
	Strand 2	
Mathematics	**Strand 1**	**Numbers and Operations (NO)**
	Strand 2	

Step 4 Select Alternate Performance Indicators (APIs)

Content Area	Strand	API
Communication Arts Strand 1	**RD/RP**	**#1**
	RD/RP	**#2**
Communication Arts Strand 2		**#1**
		#2
Mathematics Strand 1	**NO**	**#1**
	NO	**#2**
Mathematics Strand 2		**#1**
		#2

Step 5 Documentation Requirements

API # List APIs selected in Step 4	**Documentation Type** (Worksheet, work sample, observations, etc.)	**Required Form** (Tangible Work Product Label **or** Teacher Observation and Anecdotal Record)

Step 6 Data Collection System

API # List APIs selected in Step 4	**Data Type**	**Frequency**	**% Conversion**

Step 10 Discussion Questions:

How many collection periods? ___

How many data points per collection period? ___per API?___

How many work samples per collection period?___

What are the 2 options for the work samples? ___

Step-by-Step Process Student Profiles

Student #3 Grade Level: 3 4 5 6 7 8 11

Jimmy is a student with significant cognitive disabilities. He is non-verbal and has limited mobility. Jimmy attends to things around him in a very limited manner. He communicates through eye gaze, facial expressions and is learning to use a Big Mac Switch. Jimmy's teachers address academic skills through a functional, life skills curriculum that focuses on communication skills.

Step 1 Determine student eligibility

Step 2 List Instructional Team Members

Step 3 Identify Mandatory Strands

Communication Arts	**Strand 1**	**Reading (RD and/or RP)**
	Strand 2	
Mathematics	**Strand 1**	**Numbers and Operations (NO)**
	Strand 2	

Step 4 Select Alternate Performance Indicators (APIs)

Content Area	Strand	API
Communication Arts Strand 1	**RD/RP**	**#1**
	RD/RP	**#2**
Communication Arts Strand 2		**#1**
		#2
Mathematics Strand 1	**NO**	**#1**
	NO	**#2**
Mathematics Strand 2		**#1**
		#2

Step 5 Documentation Requirements

API # List APIs selected in Step 4	**Documentation Type** (Worksheet, work sample, observations, etc.)	**Required Form** (Tangible Work Product Label **or** Teacher Observation and Anecdotal Record)

Step 6 Data Collection System

API # List APIs selected in Step 4	**Data Type**	**Frequency**	**% Conversion**

Step 10 Discussion Questions:

How many collection periods? ___

How many data points per collection period? ___per API?___

How many work samples per collection period?___

What are the 2 options for the work samples? ___

Step-by-Step Process Student Profiles

Student #4 Grade Level: 3 4 5 6 7 8 11

Jason is a student with significant cognitive disabilities. He communicates verbally through words and phrases and in written form. He reads symbols and icons and is working on building a vocabulary of sight words. With the use of a calculator, Jason is learning to do basic math. Jason's teachers address academic skills through a functional, life skills curriculum that focuses on independent living skills.

Step 1 Determine student eligibility

Step 2 List Instructional Team Members

Step 3 Identify Mandatory Strands

Communication Arts	**Strand 1**	**Reading (RD and/or RP)**
	Strand 2	
Mathematics	**Strand 1**	**Numbers and Operations (NO)**
	Strand 2	

Step 4 Select Alternate Performance Indicators (APIs)

Content Area	Strand	API
Communication Arts Strand 1	**RD/RP**	**#1**
	RD/RP	**#2**
Communication Arts Strand 2		**#1**
		#2
Mathematics Strand 1	**NO**	**#1**
	NO	**#2**
Mathematics Strand 2		**#1**
		#2

Step 5 Documentation Requirements

API # List APIs selected in Step 4	**Documentation Type** (Worksheet, work sample, observations, etc.)	**Required Form** (Tangible Work Product Label **or** Teacher Observation and Anecdotal Record)

Step 6 Data Collection System

API # List APIs selected in Step 4	**Data Type**	**Frequency**	**% Conversion**

Step 10 Discussion Questions:

How many collection periods? ___

How many data points per collection period? ___per API?___

How many work samples per collection period?___

What are the 2 options for the work samples? ___

Decision Accuracy and Consistency Tables

Mathematics Grades 3-5

Decision Accuracy: Cross-Tabulation of True and Observed Achievement Levels

		Observed Score Status				
		BB	**B**	**P**	**A**	**Total**
True Score Status	**BB**	0.0210	0.0069	0.0001	0.0000	0.0280
	B	0.0186	0.1014	0.0355	0.0000	0.1555
	P	0.0004	0.0519	0.4547	0.0846	0.5916
	A	0.0000	0.0000	0.0417	0.1832	0.2249
	Total	0.0400	0.1602	0.5320	0.2678	1.0000

Decision Consistency: Cross-Tabulation of Observed Achievement Levels for Two Parallel Forms

		Observed Status: Form 2				
		BB	**B**	**P**	**A**	**Total**
Observed Status: Form 1	**BB**	0.0211	0.0169	0.0020	0.0000	0.0400
	B	0.0169	0.0835	0.0593	0.0006	0.1602
	P	0.0020	0.0593	0.3842	0.0866	0.5320
	A	0.0000	0.0006	0.0866	0.1807	0.2678
	Total	0.0400	0.1602	0.5320	0.2678	1.0000

Overall Indices

Accuracy	**Consistency**	**Kappa**
0.7603	0.6695	0.4652

Indices Conditional on Level

	Accuracy	**Consistency**
BB	0.7514	0.5287
B	0.6521	0.5212
P	0.7686	0.7221
A	0.8145	0.6746

Indices at Cut Points

	Accuracy	**False Positive**	**False Negative**	**Consistency**
BB:B	0.9741	0.0069	0.0190	0.9623
B:P	0.9121	0.0356	0.0523	0.8764
P:A	0.8737	0.0846	0.0417	0.8257

Communication Arts Grades 3-5

Decision Accuracy: Cross-Tabulation of True and Observed Achievement Levels

		Observed Score Status				
		BB	**B**	**P**	**A**	**Total**
True Score Status	**BB**	0.0100	0.0038	0.0000	0.0000	0.0137
	B	0.0134	0.1270	0.0389	0.0001	0.1794
	P	0.0001	0.0562	0.3917	0.0956	0.5436
	A	0.0000	0.0000	0.0503	0.2130	0.2633
	Total	0.0235	0.1870	0.4808	0.3087	1.0000

Decision Consistency: Cross-Tabulation of Observed Achievement Levels for Two Parallel Forms

		Observed Status: Form 2				
		BB	**B**	**P**	**A**	**Total**
Observed Status: Form 1	**BB**	0.0107	0.0121	0.0007	0.0000	0.0235
	B	0.0121	0.1086	0.0645	0.0018	0.1870
	P	0.0007	0.0645	0.3173	0.0984	0.4808
	A	0.0000	0.0018	0.0984	0.2085	0.3087
	Total	0.0235	0.1870	0.4808	0.3087	1.0000

Overall Indices

Accuracy	**Consistency**	**Kappa**
0.7416	0.6451	0.4437

Indices Conditional on Level

	Accuracy	**Consistency**
BB	0.7244	0.4541
B	0.7077	0.5809
P	0.7206	0.6598
A	0.8091	0.6755

Indices at Cut Points

	Accuracy	**False Positive**	**False Negative**	**Consistency**
BB:B	0.9827	0.0038	0.0135	0.9744
B:P	0.9047	0.0390	0.0563	0.8660
P:A	0.8540	0.0957	0.0503	0.7996

Mathematics Grades 6-8

Decision Accuracy: Cross-Tabulation of True and Observed Achievement Levels

		Observed Score Status				
		BB	**B**	**P**	**A**	**Total**
True Score Status	**BB**	0.0369	0.0117	0.0003	0.0000	0.0489
	B	0.0281	0.1079	0.0437	0.0001	0.1798
	P	0.0012	0.0594	0.4138	0.0913	0.5657
	A	0.0000	0.0000	0.0430	0.1626	0.2056
	Total	0.0662	0.1789	0.5009	0.2540	1.0000

Decision Consistency: Cross-Tabulation of Observed Achievement Levels for Two Parallel Forms

		Observed Status: Form 2				
		BB	**B**	**P**	**A**	**Total**
Observed Status: Form 1	**BB**	0.0365	0.0250	0.0047	0.0000	0.0662
	B	0.0250	0.0852	0.0671	0.0015	0.1789
	P	0.0047	0.0671	0.3381	0.0909	0.5009
	A	0.0000	0.0015	0.0909	0.1615	0.2540
	Total	0.0662	0.1789	0.5009	0.2540	1.0000

Overall Indices

Accuracy	**Consistency**	**Kappa**
0.7212	0.6213	0.4158

Indices Conditional on Level

	Accuracy	**Consistency**
BB	0.7546	0.5507
B	0.5999	0.4761
P	0.7316	0.6751
A	0.7908	0.6359

Indices at Cut Points

	Accuracy	**False Positive**	**False Negative**	**Consistency**
BB:B	0.9587	0.0120	0.0293	0.9405
B:P	0.8952	0.0442	0.0606	0.8532
P:A	0.8656	0.0914	0.0430	0.8151

Communication Arts Grades 6-8

Decision Accuracy: Cross-Tabulation of True and Observed Achievement Levels

		Observed Score Status				
		BB	**B**	**P**	**A**	**Total**
True Score Status	**BB**	0.0306	0.0101	0.0001	0.0000	0.0408
	B	0.0258	0.1533	0.0513	0.0004	0.2308
	P	0.0003	0.0646	0.3902	0.0988	0.5540
	A	0.0000	0.0000	0.0415	0.1329	0.1745
	Total	0.0566	0.2281	0.4831	0.2321	1.0000

Decision Consistency: Cross-Tabulation of Observed Achievement Levels for Two Parallel Forms

		Observed Status: Form 2				
		BB	**B**	**P**	**A**	**Total**
Observed Status: Form 1	**BB**	0.0304	0.0239	0.0023	0.0000	0.0566
	B	0.0239	0.1249	0.0763	0.0030	0.2281
	P	0.0023	0.0763	0.3111	0.0935	0.4831
	A	0.0000	0.0030	0.0935	0.1356	0.2321
	Total	0.0566	0.2281	0.4831	0.2321	1.0000

Overall Indices

Accuracy	**Consistency**	**Kappa**
0.7071	0.6020	0.3947

Indices Conditional on Level

	Accuracy	**Consistency**
BB	0.7494	0.5371
B	0.6644	0.5476
P	0.7045	0.6438
A	0.7619	0.5843

Indices at Cut Points

	Accuracy	**False Positive**	**False Negative**	**Consistency**
BB:B	0.9637	0.0102	0.0261	0.9476
B:P	0.8833	0.0518	0.0649	0.8369
P:A	0.8593	0.0992	0.0415	0.8070

Mathematics Grade 10

Decision Accuracy: Cross-Tabulation of True and Observed Achievement Levels

		Observed Score Status				
		BB	**B**	**P**	**A**	**Total**
True Score Status	**BB**	0.0706	0.0176	0.0007	0.0000	0.0889
	B	0.0320	0.1058	0.0436	0.0000	0.1814
	P	0.0014	0.0532	0.4726	0.0734	0.6007
	A	0.0000	0.0000	0.0296	0.0993	0.1290
	Total	0.1041	0.1766	0.5466	0.1728	1.0000

Decision Consistency: Cross-Tabulation of Observed Achievement Levels for Two Parallel Forms

		Observed Status: Form 2				
		BB	**B**	**P**	**A**	**Total**
Observed Status: Form 1	**BB**	0.0673	0.0310	0.0058	0.0000	0.1041
	B	0.0310	0.0820	0.0632	0.0003	0.1766
	P	0.0058	0.0632	0.4066	0.0709	0.5466
	A	0.0000	0.0003	0.0709	0.1015	0.1728
	Total	0.1041	0.1766	0.5466	0.1728	1.0000

Overall Indices

Accuracy	**Consistency**	**Kappa**
0.7484	0.6574	0.4557

Indices Conditional on Level

	Accuracy	**Consistency**
BB	0.7945	0.6466
B	0.5831	0.4645
P	0.7868	0.7439
A	0.7702	0.5876

Indices at Cut Points

	Accuracy	**False Positive**	**False Negative**	**Consistency**
BB:B	0.9483	0.0183	0.0334	0.9264
B:P	0.9011	0.0443	0.0546	0.8612
P:A	0.8969	0.0734	0.0296	0.8575

Communication Arts Grade 11

Decision Accuracy: Cross-Tabulation of True and Observed Achievement Levels

		Observed Score Status				
		BB	**B**	**P**	**A**	**Total**
True Score Status	**BB**	0.0867	0.0229	0.0006	0.0000	0.1102
	B	0.0403	0.1642	0.0576	0.0042	0.2663
	P	0.0008	0.0726	0.2512	0.1306	0.4552
	A	0.0000	0.0019	0.0647	0.1017	0.1683
	Total	0.1279	0.2616	0.3740	0.2365	1.0000

Decision Consistency: Cross-Tabulation of Observed Achievement Levels for Two Parallel Forms

		Observed Status: Form 2				
		BB	**B**	**P**	**A**	**Total**
Observed Status: Form 1	**BB**	0.0820	0.0405	0.0051	0.0003	0.1279
	B	0.0405	0.1294	0.0759	0.0159	0.2616
	P	0.0051	0.0759	0.1824	0.1106	0.3740
	A	0.0003	0.0159	0.1106	0.1098	0.2365
	Total	0.1279	0.2616	0.3740	0.2365	1.0000

Overall Indices

Accuracy	**Consistency**	**Kappa**
0.6039	0.5036	0.3100

Indices Conditional on Level

	Accuracy	**Consistency**
BB	0.7872	0.6414
B	0.6166	0.4945
P	0.5518	0.4877
A	0.6045	0.4642

Indices at Cut Points

	Accuracy	**False Positive**	**False Negative**	**Consistency**
BB:B	0.9354	0.0234	0.0412	0.9083
B:P	0.8623	0.0624	0.0753	0.8057
P:A	0.7986	0.1348	0.0665	0.7465

Standard Setting Overall Feedback

Standard Setting Evaluation Results
Overall

	Very Good	Good	Unsure	Poor	Very Poor		N
What is your overall impression of the process used to set performance standards for the Missouri Alternate Assessment?	30/38%	43/54%	4/5%	2/3%	0/0%		79
	Very Clear	**Clear**	**Somewhat Clear**	**Not Clear**			**N**
How clear were you with the achievement level descriptors?	16/20%	41/51%	20/25%	3/4%			80
	About Right	**Too little time**	**Too much time**				**N**
How would you judge the length of time of this meeting for setting performance standards	73/91%	2/3%	5/6%				80
What factors influenced the standards you set?	**Not at all Influential 1**	**2**	**Moderately Influential 3**	**4**	**Very Influential 5**	**Ave. Score**	**N**
The achievement level descriptors	0	2	20	36	21	3.91	80
The assessment samples	1	3	4	28	44	4.39	80
Other panelists	1	16	34	23	6	3.21	80
My experience in the field	2	2	12	26	38	4.2	80
	Definitely Yes	**Probably Yes**	**Unsure**	**Probably No**	**Definitely No**		**N**
Do you believe the cut scores set by the panel are correctly placed on the exam score scale?	27/36%	41/55%	6/8%	1/1%	0/0%		75
How could the standard setting process have been improved?	See Grade Span/Content Area Results						
For each statement below, please circle the rating that best represents your judgment.	**Not at all Useful/Clear 1**	**2**	**3**	**4**	**Very Useful/Clear 5**	**Ave. Score**	**N**
The opening session was:	0	8	25	24	19	3.71	76
The achievement level descriptors were:	1	5	18	43	9	3.71	76
Providing additional details to the achievement level descriptors was:	1	2	19	28	24	3.97	74
The discussion with other panelists was:	1	2	7	20	46	4.42	76
The portfolio rating task was:	0	2	9	37	26	4.18	74
The impact data provided prior to the last round of ratings was:	0	2	12	29	27	4.16	70
Please provide any additional comments or suggestions about the standard setting process.	See Grade Span/Content Area Results						

Report Shells

MAP-A 2006
Missouri Assessment Program - Alternate

Student Report Mathematics (Parent Copy)

Name: Sample Student

MOSIS: 1234567890 MAP A #: 1234
Date of Birth: 01/01/91 Grade: 7

School of Residence:
School District
School Building
001-001-1234

School of Attendance:
School District
School Building
001-001-1234

MAP-A Mathematics Achievement Level: **Basic**

Advanced: Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Proficient: Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Basic: Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Below Basic: Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Level Not Determined (LND): Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.

	API Description		
Strand 1	NO1.2.a Use number words together to create the counting sequence (e.g., 1s: Start counting sequence with 1 (e.g., 1, 2,...)	Level of Accuracy	4
		Level of Independence	4
		Connection to Standards	1
	NO1.4.a Represent and number collections of items. Show 1 to 100 items.	Level of Accuracy	0
		Level of Independence	0
		Connection to Standards	0
Strand 2	DP1.1 Formulate questions that can be addressed with data collection.	Level of Accuracy	3
		Level of Independence	4
		Connection to Standards	1
	DP1.2 Collect data.	Level of Accuracy	4
		Level of Independence	4
		Connection to Standards	4

Dear Parent or Guardian,

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that students with disabilities participate in the general education curriculum with supplementary aides and supports when necessary. IDEA 2004 further requires students with disabilities be included in all state 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 assessments in English language arts, mathematics, and science and that DESE report student performance to the public.

In Missouri, students with significant cognitive disabilities participate in the MAP-Alternate (MAP-A), ensuring that each student has the opportunity to acquire the knowledge and skills addressed in the Missouri Show-Me Standards.

The MAP-A is a performance-based assessment in which teachers collect data and student work. The collected evidence provides documentation of the student's accuracy and independence and ensures that there is 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 participation criteria;
- reflective of input from an IEP team, which may include teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, if appropriate;
- administered at the same grade levels as students participating in Missouri's general assessment; and
- scored using the MAP-A Scoring Rubric; raw scores are then converted to reported achievement levels.

The MAP-A documents student learning directly connected to the Show-Me Standards, through the Alternate Grade-Level Expectations (Alternate-GLEs) for students who are MAP-A eligible. The MAP-A assesses student performance in each of two strands in Communication Arts and Mathematics, as shown in the table below. Two Alternate Performance Indicators (APIs), component concepts of the strands, are assessed for each strand. The specific APIs assessed in this student's MAP-A are listed on the reverse side of this report.

Content Area	Strand	Required at:
Mathematics	Numbers and Operations	All Grade Levels
	Algebraic Relationships and/or Geometric and Spatial Relationships	Elementary
	Data and Probability	Middle School
	Measurement	High School
Communication Arts	Reading	All Grade Levels
	Writing Composition	Elementary
	Writing Process	Middle & High School

The MAP-A is assessed over three criteria, or scoring dimensions:

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

Each dimension is assigned a score from 0 to 4. The raw scores for each API assessed are reported on the reverse side of this report. Raw scores are totaled; then converted to the overall achievement level reported for the subject area.

MAP-A 2006
Missouri Assessment Program - Alternate

Student Report Mathematics (Teacher Copy)

Name: Sample Student

MOSIS: 1234567890 MAP-A #: 1234
Date of Birth: 01/01/91 Grade: 7

School of Residence:
School District
School Building
001-001-1234

School of Attendance:
School District
School Building
001-001-1234

MAP-A Mathematics Achievement Level: **Basic**

Advanced: Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Proficient: Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Basic: Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.

Below Basic: Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.

Level Not Determined (LND): Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.

	API Description		
Strand 1	NO1.2.a Use number words together to create the counting sequence by 1s. Start counting sequence with 1 (e.g., 1, 2,…)	Level of Accuracy	4
		Level of Independence	4
		Connection to Standards	1
		Comments	17
	NO1.4.a Represent and number collections of items. Show 1 to 100 items.	Level of Accuracy	0
		Level of Independence	0
		Connection to Standards	0
		Comments	04, 08
Strand 2	DP1.1 Formulate questions that can be addressed with data collection.	Level of Accuracy	3
		Level of Independence	4
		Connection to Standards	1
		Comments	17
	DP1.2 Collect data.	Level of Accuracy	4
		Level of Independence	4
		Connection to Standards	4
		Comments	

See comment definitions on reverse side.

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that students with disabilities participate in the general education curriculum with supplementary aides and supports when necessary. IDEA 2004 further requires students with disabilities be included in all state 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 assessments in English language arts, mathematics, and science and that DESE report student performance to the public.

In Missouri, students with significant cognitive disabilities participate in the MAP-Alternate (MAP-A), ensuring that each student has the opportunity to acquire the knowledge and skills addressed in the Missouri Show-Me Standards.

The MAP-A is a performance-based assessment in which teachers collect data and student work. The collected evidence provides documentation of the student's accuracy and independence and ensures that there is 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 participation criteria;
• reflective of input from an IEP team, which may include teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, if appropriate;
• administered at the same grade levels as students participating in Missouri's general assessment; and
• scored using the MAP-A Scoring Rubric; raw scores are then converted to reported achievement levels.

The MAP-A documents student learning directly connected to the Show-Me Standards, through the Alternate Grade-Level Expectations (Alternate-GLEs) for students who are MAP-A eligible. The MAP-A assesses student performance in each of two strands in Communication Arts and Mathematics, as shown in the table below. Two Alternate Performance Indicators (APIs), component concepts of the strands, are assessed for each strand. The specific APIs assessed in this student's MAP-A are listed on the reverse side of this report.

Content Area	Strand	Required at:
Mathematics	Numbers and Operations	All Grade Levels
	Algebraic Relationships and/or Geometric and Spatial Relationships	Elementary
	Data and Probability	Middle School
	Measurement	High School
Communication Arts	Reading	All Grade Levels
	Writing Composition	Elementary
	Writing Process	Middle & High School

The MAP-A is assessed over three criteria, or scoring dimensions:
• Level of Accuracy
• Level of Independence
• Connection to the Standards

Each dimension is assigned a score from 0 to 4. The raw scores for each API assessed are reported on the reverse side of this report. Raw scores are totaled; then converted to the overall achievement level reported for the subject area.

Comments and Comment Codes
The codes reported on the reverse side of this report correspond to the following table of comment codes. They identify irregularities that may have been encountered in the API entry. Up to three codes per API may be reported. Codes 01-18 may have an impact on the entry's rubric score. Codes 80-83 have no impact on the entry score. This information is provided as feedback for your use.

Comment Code	Irregularity
01	No dates given on Entry/Data Summary Sheet and on Student Work Samples.
02	Tangible Work Product Label not submitted with a piece of work.
03	Teacher Observation and Anecdotal Record Form missing either student interaction or evaluation piece.
04	A collection period does not have a minimum of three data points.
05	A collection period does not include at least one Student Work Sample.
06	A submitted Student Work Sample for a collection period does not connect to the API.
07	One out of three collection periods is incomplete.
08	Two out of three collection periods are incomplete.
09	No API identified.
10	API evidenced is from an incorrect grade span.
11	The same API is used twice for a strand.
12	Missing API Entry.
13	API is not consistent across the 3 collection periods.
14	Dates on the Entry/Data Summary Sheet and Student Work Samples are not within the timeframes of the collection periods.
15	Submitted percentages were miscalculated, percentages were corrected by scorer.
16	Percentage calculations for Accuracy and/or Independence cannot be verified for a Student Work Sample.
17	One or more Student Work Samples shows acquisition rather than application of the API.
18	A required Entry/Data Summary Sheet is missing.
80	MAP-A contains a letter addressed to DESE.
81	Student Work Samples appear to be at a higher skill level than MAP-A eligibility criteria.
82	The MAP-A evidence is questionable/suspect.
83	The MAP-A evidence is duplicated.

MAP-A 2006
Missouri Assessment Program - Alternate

District Report

Your District School District

Your City, Missouri

Your County
001-123

Grade 3, 4, 5	Mathematics				Communication Arts			
	District results		State results		District results		State results	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced	3	42.90%	482	31.40%	2	28.60%	483	31.40%
Proficient	4	57.10%	742	48.30%	5	71.40%	727	47.30%
Basic			189	12.30%			234	15.20%
Below Basic			57	3.71%			32	2.08%
Level Not Determined			66	4.30%			60	3.91%
Total Count	7		1536		7		1536	

Grade 6, 7, 8	Mathematics				Communication Arts			
	District results		State results		District results		State results	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced			415	25.70%	2	100%	354	22.00%
Proficient	2	100%	792	49.10%			787	48.80%
Basic			237	14.70%			323	20.00%
Below Basic			92	5.71%			77	4.78%
Level Not Determined			76	4.71%			71	4.40%
Total Count	2		1612		2		1612	

Grade 10	Mathematics				
	District results		State results		
	Count	Percent	Count	Percent	
Advanced			99	19.40%	Communication Arts not tested at Grade 10.
Proficient			238	46.80%	
Basic			84	16.50%	
Below Basic			43	8.45%	
Level Not Determined	1	100%	45	8.84%	
Total Count	1		509		

Grade 11	Mathematics not tested at Grade 11.	Communication Arts			
		District results		State results	
		Count	Percent	Count	Percent
Advanced				124	25.30%
Proficient				178	36.30%
Basic				107	21.80%
Below Basic				57	11.60%
Level Not Determined				25	5.09%
Total Count		0		491	

Achievement Level Descriptors

Grades 3-5	Mathematics
Level not Determined	Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.
Below Basic	Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Basic	Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Proficient	Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Advanced	Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Grades 6-8	Mathematics
Level not Determined	Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.
Below Basic	Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Basic	Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Proficient	Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Advanced	Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Grade 10	Mathematics
Level not Determined	Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.
Below Basic	Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Basic	Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Proficient	Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Advanced	Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Grades 3-5	Communication Arts
Level not Determined	Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.
Below Basic	Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be loosely connected to the standards. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Basic	Student has a limited understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be somewhat connected to the standards. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Proficient	Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Advanced	Student has a high level of understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be closely connected to the standards and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Grades 6-8	Communication Arts
Level not Determined	Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.
Below Basic	Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be loosely connected to the standards. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Basic	Student has a limited understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be somewhat connected to the standards. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Proficient	Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Advanced	Student has a high level of understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be closely connected to the standards and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Grades 11	Communication Arts
Level not Determined	Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.
Below Basic	Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be loosely connected to the standards. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Basic	Student has a limited understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be somewhat connected to the standards. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.
Proficient	Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.
Advanced	Student has a high level of understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be closely connected to the standards and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.