

**MISSISSIPPI ALTERNATE ASSESSMENT OF EXTENDED CURRICULUM FRAMEWORKS
(MAAECF)**

**GENERAL PERFORMANCE DESCRIPTORS
Language Arts**

Minimal	Basic	Proficient	Advanced
<p>Student currently exhibits 1 or 2 of the entry level skills and knowledge in language arts at an Emerging level. He or she is able to perform simple skills or demonstrate knowledge only with significant prompting and support in a highly structured setting.</p>	<p>Student attends to language arts instruction and participates in activities with extensive support. Student responds or performs several reading and writing skills, typically at the Emerging level, in a limited number of settings.</p>	<p>Student demonstrates the ability to communicate ideas when provided moderate support. The student's understanding of basic concepts and performance of many reading and writing skills are inconsistent, but typically at the Progressing level across two or more settings.</p>	<p>Student demonstrates a consistent understanding of the basic concepts and skills contained in the language arts items. He or she requires minimal support to demonstrate many of the reading and writing skills at Progressing or Accomplished levels in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.</p>
<p>For example:</p> <ul style="list-style-type: none"> • Demonstrates very limited ability to express him or herself orally, in writing, or other modalities with extensive support from adults. 	<p>For example:</p> <ul style="list-style-type: none"> • Can communicate personal wants, needs, and opinions verbally or through the use of assistive technology. • Uses drawings, pictures, symbols, and some written words to express ideas and feelings with extensive adult support. 	<p>For example:</p> <ul style="list-style-type: none"> • Listens to others, participates in discussions, and effectively expresses his or her opinions, ideas, and feelings using words or assistive technology. • Writes or types simple short responses and stories with moderate support from adults or peers. 	<p>For example:</p> <ul style="list-style-type: none"> • Successfully participates in class discussion, group work, and unstructured social interactions with minimal adult support. • Writes or types simple stories, journal entries, and letters with minimal support. • Reads and recognizes names of classmates and family members.

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**GENERAL PERFORMANCE DESCRIPTORS
Math**

Minimal	Basic	Proficient	Advanced
<p>Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in mathematics at an Emerging level. He or she is able to perform simple skills or demonstrate knowledge with significant prompting and support in a highly structured setting.</p>	<p>Student attends to mathematics instruction and participates in activities with extensive support. Student responds or performs several mathematics skills, typically at the Emerging level, in a limited number of settings.</p>	<p>Student demonstrates the ability to perform mathematical operations and solve problems with moderate support. Student's understanding of basic concepts and performance of many mathematical skills are inconsistent, but typically at the Progressing level across two or more settings.</p>	<p>Student demonstrates a consistent understanding of the basic concepts and skills contained in the mathematics items. He or she requires minimal support to demonstrate many of the mathematical skills at a Progressing or Accomplished levels in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations.</p>
<p>For example:</p> <ul style="list-style-type: none"> • Demonstrates very limited understanding of the most elementary numerical and mathematical concepts. 	<p>For example:</p> <ul style="list-style-type: none"> • Demonstrates a basic understanding of numbers and counting (e.g., one-to-one correspondence) • Can perform simple calculations with extensive adult support. • Can differentiate between objects by size, color, and shape. 	<p>For example:</p> <ul style="list-style-type: none"> • Can independently identify and use numbers. • Can perform simple calculations with some adult support. • Recognizes and labels some shapes. • Can use measurement tools with adult support. 	<p>For example:</p> <ul style="list-style-type: none"> • Limited achievement of expected conceptual knowledge and skills. • Can perform basic calculations independently. • Consistently recognizes and describes shapes. • Can use some measurement tools independently.

**Mississippi Alternate Assessment of the Extended Curriculum Frameworks
2005/2006
Recommended Proficiency Level Cuts**

Office of Research and Statistics
June 30, 2006

MSIS Grade or Peer Grade¹	Minimal	Basic	Proficient	Advanced
Language Arts				
3	0 – 8	9 – 38	39 – 119	120 – 204
4	0 – 9	10 – 44	45 – 122	123 – 204
5	0 – 11	12 – 49	50 – 124	125 – 204
6	0 – 13	14 – 54	55 – 129	130 – 204
7	0 – 16	17 – 59	60 – 134	135 – 204
8	0 – 19	20 – 64	65 – 139	140 – 204
Mathematics				
3	0 – 9	10 – 29	30 – 99	100 – 177
4	0 – 12	13 – 39	40 – 109	110 – 177
5	0 – 14	15 – 50	51 – 119	120 – 177
6	0 – 19	20 – 61	62 – 129	130 – 177
7	0 – 24	25 – 70	71 – 139	140 – 177
8	0 – 29	30 – 80	81 – 144	145 – 177

¹ For students enrolled in Grades 56 or 58, a peer grade was calculated; otherwise, MSIS Grade was used.

MSIS Grade or Peer Grade¹	Minimal	Basic	Proficient	Advanced
Language Arts				
3	10.3%	22.7%	44.9%	22.1%
4	10.9%	14.2%	43.2%	31.7%
5	9.2%	17.8%	43.2%	29.8%
6	13.5%	17.4%	37.1%	32.0%
7	12.0%	18.9%	39.6%	29.4%
8	13.5%	14.8%	38.1%	33.6%
Mathematics				
3	14.0%	18.5%	46.5%	21.0%
4	13.8%	15.8%	46.6%	23.7%
5	14.6%	20.6%	43.8%	21.1%
6	20.6%	19.5%	43.3%	16.6%
7	19.2%	22.4%	44.7%	13.7%
8	19.0%	21.6%	39.3%	20.0%