

**OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES**  
**Summary of State Board of Education Agenda Items**  
**April 19-20, 2007**

**OFFICE OF ACADEMIC EDUCATION**

**Office of Student Assessment**

01. Approval to begin the Administrative Procedures Act process: To revise State Board Policy 7608 Procedures for Setting Student-Level Standards on the Mississippi Curriculum Test (MCT) and the Subject Area Testing Program (SATP) and to adopt performance level descriptors for language arts, mathematics, and science

**Executive Summary**

As part of the requirements under the *No Child Left Behind Act*, all states must develop descriptions of the knowledge and skills necessary for their students to achieve specific performance levels on their state assessments. The Mississippi Department of Education has endeavored to create a consistent process for the development of performance level descriptors, across content areas that are grade-level and content specific. The priority has been to create performance descriptors that fully align with the standards specified in the Mississippi Curriculum Frameworks so that teachers, students, and parents understand the expected level of performance based on the curriculum standards. The descriptors will also guide the assessment-development and standard-setting processes to maximize the alignment of cut scores with the expectations specified in the standards. These performance level descriptors were developed by committees of practitioners guided by experts from EdVantia and MDE staff. Performance level descriptors have been established for:

Language Arts: Grades K-8, English I, English II, English III, and English IV

Math: Grades K-7, Pre-Algebra, Transition to Algebra, Algebra I, Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, Statistics, and Discrete Math

Science: Grade 5, Grade 8, and Biology I

These performance level descriptors will be effective beginning July 1, 2007.

State Board Policy 7608 has been revised to reflect the broader application of student-level standards to all state assessments, to better represent current practice, and to provide consistency in the language used across different documents.

Back-up material attached

Recommendation: Approval

DESCRIPTOR TERM:  <b>Setting Student-Level Standards <del>on the MCT &amp; SATP</del> for State Assessments</b>	CODE:  <b>7608</b>
ADOPTION DATE:  <b>July 20, 2001</b>	REVISION:  <b><u>May 18, 2007</u></b>

## STATE BOARD POLICY

### Procedures for ~~Setting Student-Level Standards on the Mississippi Curriculum Test (MCT) and the Subject Area Testing Program (SATP) for State Assessments~~

#### STEP 1. Descriptor Development.

~~The Committee of Practitioners on Assessment and Accountability develops general descriptors. General student performance level descriptors are relatively broad and are used across grade levels and subject areas. These descriptors answer questions such as, "What does it mean for a student to be advanced, proficient, basic, or minimal on the test?" General descriptors have been written for the following (see page 2-3 below):~~

- ~~Proficiency Performance~~ levels for the ~~MCT and the English II component of the SATP State Assessments:~~
  - Advanced
  - Proficient
  - Basic
  - Minimal
- ~~Grade 3 and 7 Benchmarks for the MCT.~~
- Pass/Fail Scores for the SATP: Algebra I, Biology I, English II, U.S. History from 1877

~~A committee of practitioners will assist the Department of Education in developing performance level descriptors that are grade, subject, and course specific.~~

#### STEP 2II. Public Review of ~~Standard Setting Process and General Descriptors.~~

~~This process will ensure broad-based input from educators, parents, community leaders, and other stakeholders in the development of student-level standards. Public comment required by the Administrative Procedures Act will serve as the means for collecting broad-based input.~~

#### STEP 3IIIa. Standard Setting for the ~~Mississippi Curriculum Test State Assessments.~~

~~This process will establish points on the score scale that differentiate the proficiency performance levels and serve as the grade-level benchmarks.~~

#### STEP IIIb. Standard Setting for the ~~Subject Area Testing Program.~~

~~This process will establish points on the score scale that differentiate the proficiency levels for English II and serve as the passing scores on the subject area tests.~~

**STEP 4IV. Technical Advisory Committee Review.**

The Technical Advisory Committee reviews the results of the MGT standard setting process.

**STEP 5V. Mississippi Board of Education Approval of Student-Level Standards.**

The Mississippi Board of Education approves the points on the score scale that differentiate the performance levels.

**General Performance Level Descriptors: ~~Student Proficiency Levels on the Mississippi Curriculum Test~~**

<u>Proficiency Performance Level</u>	<u>General Descriptor</u>
Advanced	<u>Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the content standards.</u>
Proficient <sup>1</sup>	<u>Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency as specified by the content standards. Students who perform at this level are well prepared to begin work on even more challenging material that is required at in the next grade or course in the content area.</u>
Basic	<u>Students at the basic level demonstrate partial mastery of the content area knowledge and skills required for success at the next grade in the grade or course in the content area and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency specified by the content standards. Remediation may be necessary is recommended for these students.</u>
Minimal	<u>Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade inconsistently demonstrate the knowledge or skills that define basic level performance. These students require additional instruction and remediation in the basic knowledge and skills that are necessary for success at the grade tested in the grade or course in the content area.</u>

<sup>1</sup> *The goal is for all students in Mississippi to perform at the proficient level or above.*

**General Descriptors: Benchmark Performance for Students  
in Grades 3 & 7 on the Mississippi Curriculum Test**

<u>Performance</u>	<u>General Descriptor</u>
Met the Benchmark	Students meeting the benchmark can be successful at the next grade level with no remediation or with limited remediation.
Did Not Meet the Benchmark	Students not meeting the benchmark are below basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the grade tested.

**General Descriptors: Student Proficiency Levels on the SATP English II Test**

<u>Proficiency Level</u>	<u>General Descriptor</u>
Advanced	Students at the advanced level consistently perform in a manner clearly beyond that required to be successful in a more advanced course in the content area.
Proficient <sup>†</sup>	Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in a more advanced course in the content area.
Basic	Students at the basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in a more advanced course in the content area.
Minimal	Students at the minimal level are below basic and do not demonstrate mastery of the knowledge and skills required for success in the course.

<sup>†</sup>*The goal is for all students in Mississippi to perform at the proficient level or above.*

**General Descriptors: Student Pass/Fail Score on the Subject Area Tests**

<u>Pass/Fail Status</u>	<u>General Descriptor</u>
Pass	Students passing the test demonstrate partial or full mastery of the knowledge and skills in the course.
Fail	Students failing the test are below basic and do not demonstrate mastery of the knowledge and skills required for success in the course.