

OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES
Summary of State Board of Education Agenda Items
August 16-17, 2007

OFFICE OF ACADEMIC EDUCATION

Office of Student Assessment

13. Approval to begin the Administrative Procedures Act process: To approve the High School Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) Student Performance Level Descriptors for Language Arts and Mathematics

In compliance with the *No Child Left Behind Act of 2001 (NCLB)*, the Mississippi Department of Education, through the Office of Student Assessment (OSA), solicited educators to work with E & R Assessments to develop a high school level alternate assessment, the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF), specifically for students with significant cognitive disabilities (SCD). The assessment is administered to SCD students in grade 12 or who are 18 on September 1 of the current school year. The MAAECF will be used to meet NCLB reporting requirements based on its alignment with our state's general curriculum framework. The first live administration of the MAAECF was held during the 2006-2007 school year as required by the USDE. The participants in the MAAECF standard setting including special education supervisors, special education teachers, parents of significantly cognitively disabled students (SCD), and a speech-language pathologist participated in the development of these performance level descriptors.

Recommendation: Approval

Back-up material attached

High School Mississippi Alternate Assessment of Extended Curriculum Frameworks
(MAAECF) Student Performance Level Descriptors

Language Arts Performance Level Descriptor

HIGH SCHOOL LANGUAGE ARTS

Language Arts involves development of skills and understanding of concepts in five interrelated strands: (1) reading, (2) writing, (3) speaking, (4) listening, and (5) viewing. The skills and concepts in these five strands vary in complexity and importance for students at each grade level. A critical component at each grade level is text complexity in terms of sophistication of language, content, and syntax. As students progress through the grades, the skills and concepts required to comprehend and compose texts become increasingly complex.

To develop and demonstrate skills in language arts, students require varying levels of support especially as text complexity increases. This support or accommodation is intended to facilitate access and/or responds of knowledge and skills the student has developed.

Minimal	Basic	Proficient	Advanced
<p>Student is able to perform simple skills, but has difficulty to communicating, understanding, and demonstrating most discrete pre-literacy skills. Student currently exhibits 1 or 2 of the entry-level skills and knowledge in reading at a barely <i>emerging</i> level.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • matches print words to objects or pictures. • uses words, pictures, signs, or objects to create a personal message. • identifies the purpose of verbal or written communication. 	<p>Student attends to language arts instruction and participates in activities. Student responds or performs several skills in at least one language arts strand, typically at the <i>emerging</i> level in at least one setting.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • predicts events from what he/she read or heard read. • decodes phonetically regular words. • uses punctuation marks correctly. • judges actions of characters in stories. 	<p>Student demonstrates the ability to communicate ideas, and decode and comprehend text. The student's understanding of basic concepts and performance of many skills in two or three language arts strands are typically at the <i>progressing</i> level across two or more settings.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • reads compound sentences fluently. • spells high frequency words accurately. • identifies the solution to a problem in a story. • uses a computer or other tools to record information or take notes. 	<p>Student demonstrates a consistent understanding of the basic concepts and skills contained in the language arts items. He or she performs many of the skills in four or more language arts strands at the <i>progressing level</i> and some skills at the <i>accomplished</i> level in multiple settings.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • creates a simple resume. • answers questions about a passage where the answer isn't directly stated. • edits own work to improve punctuation and capitalization. • presents information on a researched topic in a meaningful way.

Mathematics Performance Level Descriptor

HIGH SCHOOL MATHEMATICS

Mathematics involves development of skills and understanding of concepts in five interrelated content strands: (1) number and operations, (2) algebra, (3) geometry, (4) measurement, and (5) data analysis and probability. The skills and concepts in these content strands vary in complexity and importance for students at each grade level. As students progress through these grades, the application of skills and concepts is required to demonstrate proficiency in each of these strands.

To develop and demonstrate skills in Mathematics, students require varying levels of support especially as task and conceptual complexity increases. This support or accommodation is intended to facilitate access and/or responds of knowledge and skills the student has developed.

Minimal	Basic	Proficient	Advanced
<p>Student is able to perform simple skills, but has difficulty communicating, understanding, and demonstrating most discrete mathematics skills. Student currently exhibits 1 or 2 of the entry-level skills and knowledge in reading at a barely <i>emerging</i> level.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • sorts objects into categories. • identifies value of coins and currency. • tells time to the minute. 	<p>Student attends to mathematics instruction and participates in activities. Student responds or performs several skills in at least one Mathematics strand, typically at the <i>emerging</i> level in at least one setting.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • uses calculator or manipulatives to multiply or divide. • measures with a ruler, tape measure, or yardstick. • explains a correct solution to an everyday math problem. • identifies basic units of measurement. 	<p>Student demonstrates the ability to perform multiple mathematical operations. The student's understanding of basic concepts and performance of many skills in two or three Mathematics strands are typically at the <i>progressing level</i> across two or more settings.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • uses symbols and vocabulary of multiplication. • creates a graph, table, or chart from data. • identifies an event is impossible or unlikely to occur. • uses simple fractions appropriately. • recognizes place value of decimals to the hundredths column. 	<p>Student demonstrates a consistent understanding of the concepts and skills contained in the Mathematics items. He or she performs many of the skills in four or more Mathematics strands at the <i>progressing level</i> and some skills at the <i>accomplished</i> level in multiple settings.</p> <p>Student typically:</p> <ul style="list-style-type: none"> • recognizes place value of thousands column. • uses basic probability concepts to make predictions about an event. • uses simple mixed numbers appropriately. • uses the symbols and vocabulary of percentages. • identifies a right angle and perpendicular lines.