



Tennessee Comprehensive Assessment Program

Modified Academic Achievement Standards Assessment MAAS



Background Information

- ★ April 2007, federal regulations allowed states to develop an assessment for students with disabilities
- ★ TDOE began development on the TCAP-MAAS



Background Information

- ★ Pearson/ETS was awarded the contract for test development for Ach., MAAS, and ELDA
- ★ Spring 2009, field test for MAAS conducted across the state
- ★ MAAS is set to be operational for the Spring 2010 administration (pending Federal approval)



Background Information

- ★ Available for all assessments – grades 3 – 8
- ★ Available for all content areas
- ★ MAAS becomes one component of the NCLB Adequate Yearly Progress (AYP)



Eligibility

★ According to US ED, “there is a small group of students whose disability precludes them from achieving grade-level proficiency in the same time frame as other students.”





Eligibility

- ★ There must be objective evidence demonstrating the student's disability has precluded the student from achieving grade-level proficiency
- ★ The student's progress to date in response to appropriate instruction, including special education services designed to meet the individual needs of the student, is such that even if significant growth occurs, the IEP team is reasonably certain the student will not reach grade level proficiency within the year covered by the IEP
- ★ The student's IEP must include goals that are based on the academic content standards for the grade in which the student is enrolled



Eligibility

★ Standards based IEPs

- Students with disabilities are entitled to genuine access, participation, and progress in the general curriculum (IDEA '97).
- Appropriately connecting IEPs to standards will improve outcomes for students with disabilities
This requires skill.
- A Seven-Step Process to Creating Standards-based IEPs and Standards-based Individualized Education Program Examples:

www.projectforum.org





Eligibility

- ★ Students must have access to the curriculum and instruction in the curriculum for the grade in which the student is enrolled
- ★ “The assumption...is that many students eligible for the modified assessment are in a regular classroom with students of the same chronological age; they are receiving instruction in the grade-level curriculum but because of their disability are not likely to meet grade level academic achievement standards in the year covered by the IEP.”





Eligibility

- ★ Continue to promote inclusive practices. Technically, access to the general curriculum means access to curriculum, not a particular setting, BUT a special education teacher cannot be expected to cover the entire curriculum. Best done in the general ed classroom with supports of special ed.
- ★ Promote special education LEA professional development in the area of curriculum standards, use of large-scale and formative assessment data to design IEPs, writing Standards-based IEPs, and increased expertise in the content areas.



Eligibility

- ★ Participation in the assessment is an IEP team decision
- ★ Flowchart and other guidance on the website below:

SPED:

<http://state.tn.us/education/speced/assessment.shtml#tcap>

Testing and Evaluation:

http://state.tn.us/education/assessment/alt_MAAS.shtml



Assessment Overview

★ **Grades 3-8 now have three**

Assessment options:

- General Achievement
- Modified Achievement
- Portfolio
 - Both Modified and Portfolio are Alternate Assessment Options



Assessment Overview

★ Modified and Portfolio are Alternate Assessments

- Modified is based on the regular curriculum standards with modified achievement standards
- Portfolio is based on alternate content standards and alternate achievement standards





Test Design

- ★ Is aligned to state academic curriculum standards
- ★ Remains challenging for eligible students, but may be easier than the General Achievement Assessment
- ★ Divided into four content areas by grade level



Test Design

- ★ Assess a student's mastery for grade-level content
- ★ The manner in which student's are assessed the same content is more appropriate for this population



Test Design

★ Item revisions include:

- Shorter Assessment
- Three answer options
- Shorter reading passages
- Simplified language
- Decreased cognitive complexity
- Segments culled to be included with the item



Test Design

★ Format revisions include:

- Print styles simplified
- Charts, graphs, tables simplified
- Larger print type
- MAAS specific emphasis words underlined
- Increased “white space” (fewer items per page)



Item Examples

Ach.

★ Ach. Grade 3 RLA:

Performance Indicator: 0301.1.5 Select the simple subject and predicate of a sentence.

Read Sentence 3.

I also enjoy breads from other cultures.

Which word is the simple predicate in this sentence?

F I

G enjoy

H breads

J from



Item Examples

MAAS

★ MAAS Grade 3 RLA

Performance Indicator: 0301.1.5 Select the simple subject and predicate of a sentence.

Read Sentence 3.

I also enjoy breads from other countries.

Which underlined word is the simple predicate in this sentence?

F enjoy

G breads

H countries



Standards Setting

- ★ After performance level descriptors for each achievement level are obtained, appropriate cut scores can be set for each proficiency level.
- ★ Educator committees will be convened to recommend cut scores for this population on this new assessment.



Standards Setting

- ★ Achievement levels are:
Advanced, Proficient, and Below Proficient
- ★ Modified achievement levels and associated level descriptors for each level will express different expectations than Ach.



Accountability

- ★ The 2% cap is a limit on the number of proficient or advanced scores that may count as proficient or advanced for AYP purposes
- ★ The cap is based on the number of students enrolled in the tested grades
 - Includes General and Special Education students as well as those students who are publicly placed in a private school to receive special education services



Accountability

★ 2% Cap example:

- An LEA with 10,000 students in the grades assessed may count for AYP purposes no more than 200 students scoring proficient or advanced on an alternate assessment based on modified academic achievement standards.



Accountability

★ Cap example continued:

- The LEA cap is 200. 250 students participated in the modified assessment. But, only 200 of the 250 scored as proficient. The number of proficient scores does not exceed the cap. The LEA is not over the 2% Cap. The other 50 non-proficient scores would be included in the schools' AYP calculations.
- Because only 200 of the 250 of the students assessed with a modified assessment are proficient, the LEA would not exceed the cap.



Accountability

★ Another 2% cap example:

- The cap for an LEA is 200. 250 students were assessed and scored proficient or advanced and the LEA has reached the 1% for the portfolio. The additional 50 scores will be considered non-proficient.



Accountability

★ **Functionally Delayed**

- Not an IDEA disability
- Scores cannot be counted towards proficiency or participation



Additional Resources

★ Resource:

Non-regulatory guidance from the Office of Elementary and Secondary Education (OESE). (2007, April) Modified Academic Achievement Standards: Non-regulatory Guidance. Washington, DC: U.S.

Department of Education. Available at:
<http://www.ed.gov/admins/lead/account/saa.html>



Additional Resources

★ Resource:

National Center on Educational Outcomes (NCEO)

<http://cehd.umn.edu/AAMAS.html>





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