

## **Alt-MSA Handbook Part 2: Planning the Development of the Alt-MSA Portfolio**

Part 2 of the *Alt-MSA Handbook* describes the procedures for planning the development of the Alt-MSA portfolio, as summarized in Step 1 (Figure 2-1, below):

Figure 2-1

<b>Step 1: Review results and/or conduct pre-assessment (TET) September</b>	
Activities	Handbook References
<ul style="list-style-type: none"> <li>• Principal meets with TETs to plan administration of Alt-MSA.</li> <li>• TET meets to analyze prior year's results or plan pre-assessment and plan collection of baseline data, plan Mastery Objective selection, instruction, and portfolio development.</li> <li>• STC orders portfolio materials.</li> </ul>	<p>Parts 1,2, and 3 Parts 1, 2, 3, 4 and 5</p> <p>Part 8</p>

### **Principal or Designee meets with the STC and TET (September)**

Very early in the school year, the principal or designee will meet with the STC, teachers, related service providers, and instructional assistants to establish the TET for each student participating in the Alt-MSA. Specific roles and responsibilities of the TET and individual TEs are described in detail in Part 1 of this Handbook.

- It is important to include each student's general and special education teachers, related service providers, and instructional assistants on his/her TET.
- The purpose of the TET *is not* to "help" the student's primary classroom teacher construct the Alt-MSA portfolio, but is, rather, to be fully involved in the selection, instruction, and assessment of Mastery Objectives for Alt-MSA.
- All teachers are teachers of reading and mathematics. Students have more opportunities to learn and generalize their learning when reading and mathematics skills are taught by all the students' teachers and service providers in various settings throughout the instructional day.
- The decisions made by the TET will determine the components of students' reading, mathematics, and science instructional programs and the content of students' Alt-MSA Portfolios.
- When TETs establish a reading, mathematics and science program that is then taught by each member of the TET, students' opportunities to increase their reading, mathematics and science skills are fostered.
- Additionally, the TETs benefit from the professional discussions that result from sharing the responsibilities of reading and mathematics instruction and assessment.



**Step 1:**  
Review Results  
or Conduct  
Pre-Assessment

Principal meets with  
staff to plan Alt-MSA.

# Alt-MSA

Alternate Maryland School Assessment

## Agenda: Principal and STC/TE Meeting

### Agenda for Principal Meeting with STC and Test Examiners

During this meeting, to be held very early in the school year, the tasks and decisions listed below must be addressed. This list may be used as an agenda and checklist.

- \_\_\_\_\_ Identify the students who will participate in Alt-MSA.
- \_\_\_\_\_ Identify the Test Examiner Team for each student and complete the TET form on page 7–11 in the *Alt-MSA Handbook*. This form must be placed in each student's portfolio.
- \_\_\_\_\_ Review the individual student results from the previous test administration, including the condition codes assigned at scoring and sent to Principals in the Summer, and identify skills and concepts to be assessed.
- \_\_\_\_\_ Identify the Test Examiners who will select/write the Mastery Objectives, collect baseline data, and submit artifacts for each Mastery Objective of the assessed content standard topics. (See Figure 2-3)
- \_\_\_\_\_ Establish subsequent meeting times for TETs, including the STC, to complete the tasks listed in the TET Meeting Agenda below.
- \_\_\_\_\_ Review the timelines and guidelines for Mastery Objective selection in Part 3 of this Handbook.
- \_\_\_\_\_ Identify professional development that will support the TET in instruction and administration of Alt-MSA.
- \_\_\_\_\_ Monitor the progress of the portfolio development and other requirements. (See Figure 2-2)
- \_\_\_\_\_ Identify instructional materials and resources that will support the TET in instruction and administration of Alt-MSA.

### Agenda for Test Examiner Team Meetings (After meeting with Principal)

- \_\_\_\_\_ (1) Review the test results for each student, and (2) refer to the Mastery Objective Bank for the student's grade level and select skills and concepts that are challenging and attainable that will be taught and assessed for Alt-MSA.
- \_\_\_\_\_ Review IEP for present levels of Academic Achievement and functional Performance and identify reading and mathematics objectives that may be used for Alt-MSA.
- \_\_\_\_\_ Identify Test Examiners who will select/write specific Mastery Objectives to align with the Alt-MSA criteria, collect baseline data for each Mastery Objective, submit the accompanying artifacts, and determine how Mastery Objectives will be electronically entered and submitted by October 16, 2009 (See Figure 2-3)
- \_\_\_\_\_ Establish responsibilities of instructional assistants.
- \_\_\_\_\_ Establish location of the portfolios so that each TET member has access to submit his/her assigned artifacts.
- \_\_\_\_\_ Establish timelines for each task and identify how timeline will be monitored.
- \_\_\_\_\_ Monitor the progress of the portfolio development and other requirements.

## Agenda: TET Meetings

Figure 2-2

**TET Plans Mastery Objective Development, Instruction, and Assessment for Alt-MSA**

Use the chart below to guide TET planning for assigning responsibilities to team members and monitoring the completion of the required components of instruction and Alt-MSA. This will ensure that students receive the necessary instruction to achieve the Alt-MSA MOs.

Student Name \_\_\_\_\_

	September	October	November	December	January	February	March
TET or other staff member	(1) Meet with Principal and TET to plan Alt-MSA (2) Review prior Alt-MSA test results, select skills and concepts to be assessed (3) Select or write MOs (4) Collect baseline data (5) Organize and begin to compile portfolio components	(1) Submit MOs for Principal review (2) Submit Principal-approved MOs to contractor (3) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science and 10), videotape (4) Send MOs to parents/guardians (5) Organize & compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Revise any newly written MOs on which vendor feedback is received (3) Organize and compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Organize and compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Organize and compile portfolio components	(1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Organize and compile portfolio components (3) Parent reviews Portfolio	(1) Complete assessment (2) Collect, label, and pack Portfolios for pickup and scoring
Principal							
STC							
Special Education Teachers							
General Education Teachers							
Related Service Providers (SLP, OT, PT, Vision, D/HOH Service Providers, and home-hospital teachers)							
Instructional Assistants							
Other: (specify)							

**Figure 2-3**

TET Assignment of Mastery Objective Selection, Instruction, Assessment, and Artifact Submission

Student Name \_\_\_\_\_

Reading Mastery Objectives	General Education Classroom/ Science Teacher	Special Education Teacher	Speech Pathologist	Art Teacher	Physical Education/ Health Teacher	Music Teacher	Occupational Therapist/ Physical Therapist	Instructional Assistant	Other
Phonics/Sight Words MO 1-2									
Vocabulary MO 3-4 (#3 or #4 aligned with science)									
General Reading Comprehension MO 5-6									
Informational Text MO 7-8 (#7 or #8 aligned with science)									
Literary Text MO 9-10									

**Figure 2-3 Continued**

TET Assignment of Mastery Objective Selection, Instruction, Assessment, and Artifact Submission

Student Name \_\_\_\_\_

Mathematics Mastery Objectives	General Education Classroom/ Science Teacher	Special Education Teacher	Speech Pathologist	Art Teacher	Physical Education/ Health Teacher	Music Teacher	Occupational Therapist/ Physical Therapist	Instructional Assistant	Other
Algebra MO 1-2									
Geometry MO 3-4									
Measurement MO 5-6 (#5 or #6 aligned with science)									
Data Analysis MO 7-8 (#7 and #8 aligned with science)									
Number Sense MO 9-10									
<b>Science Mastery Objectives</b>									
Earth/Space Science MO 1									
Life Science MO 2									
Chemistry MO 3									
Physics MO 4									
Environmental Science MO 5									



## Review Prior Years' Alt-MSA Results

### Protocol for Reviewing Prior Year's Alt-MSA Results and Selecting Skills and Concepts for Alt-MSA

The TET will review results of each student who participated in Alt-MSA during the prior year.

- Review the condition codes assigned and refer to the Alt-MSA Condition Code packet posted on DocuShare and the Alt-MSA Online Resource Center.
- Identify the MOs that were mastered. The TET will identify different skills and concepts which represent modified grade-level content and materials and level of complexity from the student's grade level VSC content standards.
- For MOs not mastered due to lack of student demonstration of skill, the team may
  - Continue to provide instruction in these skills and concepts.
  - **However, the TET must identify different skills and concepts, which represent modified grade level content and materials and level of complexity from the student's grade-level VSC content standards for Alt-MSA.** It is recognized, however, that some reading objectives are similar for each grade. However, the content of the assessment must differ from previous test years, (e.g., different vocabulary words must be selected, different narrative text must be read). Therefore, a TET might select an MO that a student had in a previous year, knowing that the content has changed in the new grade and the student would be assessed using different material. Mastery Objectives selected must be both challenging and attainable during the test window.
- Use the student-level results from the individual student reports sent to the principal to discuss and plan instructional interventions with your staff.
- The students' reported Alt-MSA proficiency levels reflect achievement in Maryland's reading, mathematics and science VSC/CLG Content Standards. These data should be used in conjunction with other measures of student performance such as IEP progress report data, teacher observations, and other formal and informal assessments, in making instructional decisions.
- Refer to the state's website <http://mdk12.org> for further guidance in understanding standards, assessments, and AYP, leading the school improvement process, analyzing and using data, and teaching and assessing the VSC Content Standards.

The TET must develop an approach for collecting and organizing each student's artifacts that is accessible and usable by all team members.

- This organization system may include a binder with tabs for each Mastery Objective, or a system of folders.
- As baseline data artifacts are collected and when the student reaches the 100% criterion on a data sheet or a work sample, these artifacts can be filed in the appropriate file or binder tab.

Figure 2-4 illustrates this process, and Figure 2-5 provides some tips for Alt-MSA materials organization.

Figure 2-4

## Portfolio Organization System

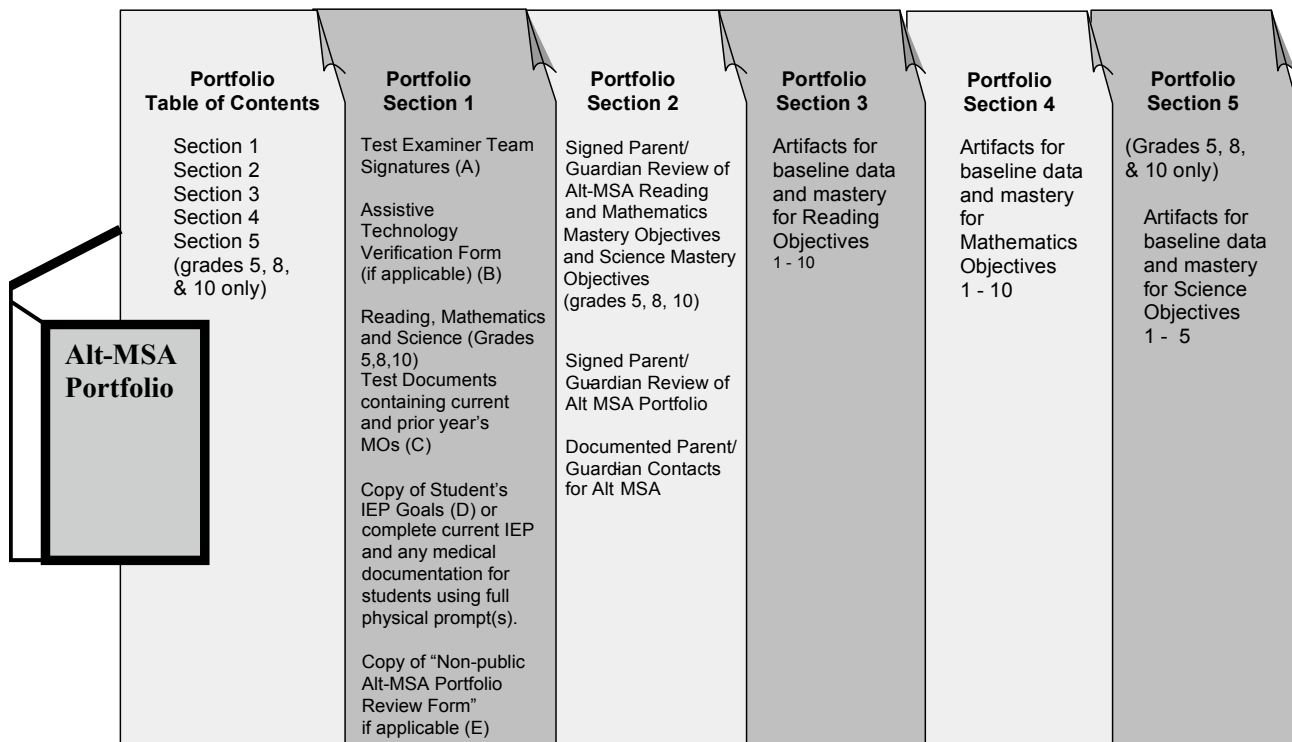


Figure 2-5

## Tips From Teachers to Support Implementation of Alt-MSA

### Tip: Create a Pocket Folder for Each Mastery Objective Being Assessed

This process helps to organize and keep accessible all of the materials needed for instruction and assessment of the Mastery Objectives for the Test Examiner Team (TET).

- Create a color-coded pocket folder for Reading (red), Mathematics (green) and Science (yellow)
- On the cover of each folder record
  - Student's name
  - Grade level
  - Content Area such as: Reading or Mathematics or Science
  - Topic – (write it out from the VSC)
  - Indicator – (write it out from the VSC)
  - Objective – (write it out from the VSC)
- On the inside left pocket insert a print-out of Mastery Objective
- On the inside right pocket insert
  - baseline data
  - Materials of Instruction
  - Student Worksheets
  - Data Collection Sheets
  - Video Script if needed
  - Label for Artifact detail

— Submitted by Carollee Baker, Harford County Public Schools



Timeline for Involving  
Students in the  
Development of Their  
Portfolios

Involve  
Parents/Guardians  
in Portfolio  
Development

## Student Involvement in Portfolio Development

Students should be involved as much as possible in the development of their portfolios. It is their assessment of mastery of reading, mathematics and science skills. Self-advocacy skills are critical for the students who participate in the Alt-MSA.

### Facilitating Active Student Involvement in the Alt-MSA Portfolio

#### September and October

- Discuss and explain the Alt-MSA process with the student.
- Review the Mastery Objectives. Seek input and provide an opportunity for the student to make choices and communicate preferences regarding the MOs.

#### October through January

- Seek student input in the decision-making processes when preparing the instructional and assessment activities.
- Provide an opportunity for the student to review his/her work samples, data collection, and video or audio tapes on a regular basis.
- Demonstrate the review process that is used to select artifacts and show the student what makes a quality work sample or serves as a good demonstration of a target response.
- Provide the student with the opportunity to select artifacts for the Alt-MSA portfolio.
- Meet with the student to review the portfolio contents regularly.

#### February

- Review the completed portfolio with the student before it is submitted for scoring.
- Encourage the student to provide comments for the test examiners related to the assessment process.

## Parent/Guardian Involvement in Portfolio Development

The relationship between parent involvement and the quality of student programs has been long recognized.

- Parents/guardians want the best for their children and can provide excellent support for the academic program.
- Parents/guardians may provide insight into the success of goals evaluated in the past.
- Including parents/guardians in the Alt-MSA process may facilitate the student's ability to generalize the use of the selected objectives in the student's natural environment.



### Section 2 of the portfolio requires that:

- A test examiner will send a copy of the Alt-MSA Test Documents for Reading and Mathematics (printed from the student's record on *Alt-MSA Online*) with the cover form (page 7-19) and the Alt-MSA brochure to the parents/guardians. For students in grades 5, 8, and 10, Alt-MSA Test Documents for Science will also be sent to the parents/guardians.
  - Parents/guardians are invited to review and consider how they could reinforce these skills at home and in the community.
  - They are requested to sign the cover form (page 7-19) and return it to school within two weeks.
  - Parents/guardians are not asked to approve the Mastery Objectives. They should keep the copy of the reading, mathematics and science Mastery Objectives for their use at home.
- Parents/guardians are invited to review a copy of the portfolio before it is submitted for scoring and complete the form found on page 7-21.
  - A test examiner will document attempts to contact parent/guardian and that the portfolio has been reviewed by the parent/guardian (see page 7-23).

Figure 2-6

### Tips from Teachers to Support Implementation of Alt-MSA

#### Tip: Employ "Best Practices" for Communicating With Parents

Most of my students' parents do not have time to meet with me regularly to review their child's progress. To make them feel more connected to their child's Alt-MSA experience I send activities home to each family. By using these materials at home parents get the chance to become involved in their child's progress. To keep parents apprised of their child's progress, I gather student work samples at the end of each week that show progress towards MO mastery and send a copy to parents.

# Alt-MSA

Alternate Maryland School Assessment

Timeline for Facilitating  
Parent/Guardian  
Involvement in the  
Development of the  
Alt-MSA Portfolio

## Facilitating Active Parent/Guardian Involvement in the Alt-MSA Portfolio

### September and October

- Give the parents/guardians the VSC Content Standards or give them the link and directions for accessing the standards.
- Describe the way that the TET uses the VSC Maryland Content Standards with their child.
- Discuss the parents'/guardians' role in the Alt-MSA which includes a review of the MOs and a review of the portfolio, including the videotapes.
- Send a copy of the Alt-MSA Test Documents for Reading and Mathematics and Science (grades 5, 8, 10) with the cover form (page 7-19) to the parents/guardians. Parents/guardians are invited to review and consider how they can reinforce these skills at home and in the community.
- Actively seek feedback and the parent's/guardian's signature affirming they have reviewed the MOs. If unsuccessful, document the attempts made on form found on 7-23 and include in the portfolio. Test examiners will continue to provide instruction on the MOs since parent/guardian approval is not required.

### November through January

- Keep parents/guardians informed on their child's progress with the selected reading, mathematics, and science objectives. Quarterly reports and report cards are established requirements and will facilitate communication about progress toward reading and mathematics objective attainment.
- Suggest ways the selected reading and mathematics objectives can be reinforced at home.

### February

- Invite the parents/guardians in writing to review a copy of the portfolio, including the videotape, before submitting it for scoring. **Note: The actual Alt-MSA Portfolio must NOT be sent home for review, as original portfolio documents are required for scoring. Portfolios that leave the school building prior to pickup for scoring run the risk of not being returned on a timely basis.**
- After the review of the portfolio, have the parents/guardians sign the portfolio review form (page 7-21) indicating that they have reviewed their child's portfolio.
- Encourage parents/guardians to provide comments for their child and the teachers on the portfolio review form.