



Mississippi Academic Assessment Program— Alternate (MAAP-A) Parent

Parent-Student Individual Report Interpretation Guide

Grades 3–8: English Language Arts (ELA) (Alt) and
Mathematics (Alt)

Grades 5 and 8: Science (Alt)

High School: Algebra I (Alt), English II (Alt),
and Biology (Alt)

Mississippi Department of Education
Dr. Paula Vanderford, Chief Accountability Officer

2023–2024

The information in this guide applies to the 2023–2024 score reports, which were released throughout the 2023–2024 school year.

For more information, please contact the Mississippi Department of Education, Office of Student Assessment, by phone at: (601) 359-3052.

For other resources, please refer to the following link:

<https://www.mdek12.org/OSA/SP/MAAP-A>

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Table of Contents



Introduction	4
The Mississippi Academic Assessment Program—Alternate (MAAP-A) Assessments	5
The Scores	7
Raw Score	7
Scale Score.....	7
Performance Levels.....	8
Determining the Passing Score	10
Conditional Standard Error of Measurement	10
How the Scale Score Is Derived.....	10
Score Report Information	11
Individual Student Report	12
Contact Information	17



Introduction

This guide is designed to provide information and explanation to better understand your child’s Individual Student Report for the Mississippi Academic Assessment Program—Alternate (MAAP-A). The MAAP-A results for each student are provided by subject.

This guide describes the MAAP-A test results used across the state of Mississippi and suggests ways in which the test results may be used. Test scores are only one measure of student achievement and should be used in conjunction with other information about the student’s performance in school. For example, individual student performance in the classroom, based on teacher observation, should be considered when reviewing students’ academic progress.

The Mississippi Academic Assessment Program—Alternate (MAAP-A) Assessments

The MAAP-A English Language Arts and Mathematics assessments are based on the 2019 Mississippi Alternate Academic Achievement Standards for English Language Arts and Mathematics (MS AAAS-ELA, MS AAAS-Mathematics). Similarly, the Science assessments are based on the 2019 Mississippi Alternate Academic Achievement Standards for Science (MS AAAS-SCI).

The **English Language Arts (Alt) Grades 3–8** and **English II (Alt)** results are reported through the following strands: **Reading Literature, Reading Information, Writing, and Language.**

The **Mathematics (Alt)** results are reported through the strands indicated below.

Grades 3–5	
<ul style="list-style-type: none"> ★ Operations and Algebraic Thinking ★ Numbers and Operations in Base Ten ★ Numbers and Operations—Fractions 	<ul style="list-style-type: none"> ★ Measurement and Data ★ Geometry
Grades 6–7	
<ul style="list-style-type: none"> ★ Ratios and Proportional Relationships ★ The Number System ★ Expressions and Equations 	<ul style="list-style-type: none"> ★ Geometry ★ Statistics and Probability
Grade 8	
<ul style="list-style-type: none"> ★ The Number System ★ Expressions and Equations ★ Functions 	<ul style="list-style-type: none"> ★ Geometry ★ Statistics and Probability
Algebra I	
<ul style="list-style-type: none"> ★ Number and Quantity ★ Algebra 	<ul style="list-style-type: none"> ★ Functions ★ Statistics and Probability



Introduction

The **Science (Alt)** results are reported through the strands indicated below.

Grades 5 and 8

- ★ **Life Science**
- ★ **Physical Science**
- ★ **Earth and Space**

Biology

- ★ **Cells as a System**
- ★ **Energy Transfer**
- ★ **Reproduction and Heredity**
- ★ **Adaptations and Evolution**
- ★ **Interdependence of Organism and Their Environment**

The Scores

Two types of scores are used to report student results for the Alternate Mississippi Academic Assessment Program: Raw Scores and Scale Scores. These scores are used to identify the strengths and weaknesses of individual students and groups of students on the MAAP-A tests. These scores also determine individual student achievement in the MS-AAAS specified for each subject.

The definitions, uses, and limitations of each of these scores are presented in this section. Understanding these score types is essential to correctly interpreting the descriptions provided in the section titled “Individual Student Report.”

Score reports also include Performance Levels for each test taken. Additional information explaining how passing scores are determined is located on page 10.

Raw Score

Definition: Raw scores are the sum of the core points answered correctly.

Use: Raw scores are used to derive other scores, which are described below.

Limitations: A raw score by itself has no meaning. Because tests may differ in content and difficulty, raw scores across tests cannot be compared directly.

Scale Score

Definition: Scale scores facilitate conversions to performance levels.

A scale score is given only if the student attains a valid raw score on the test.

Uses: Scale scores have several advantages over raw scores. Scale scores can be compared from year to year. Scale scores are the result of a mathematical transformation based on statistical information about the items. Through this transformation, the number of points earned (raw score) is converted to a scale score.

Limitations: Scale scores are not comparable across subjects, e.g., Algebra I (Alt) and English II (Alt).

Performance Levels

A performance level is assigned to a student taking any MAAP-A test and is reported in each *Individual Student Report*. The general performance level descriptors (PLDs) are established by State Board policy as shown below.

Content Areas Mathematics (Alt), Algebra I (Alt), English Language Arts (Alt), English II (Alt), Science (Alt) 5 and 8, and Biology (Alt)

PL1 (Basic)

Students performing at this level are partially meeting academic expectations in the curriculum at their grade level at the basic level of performance.

PL2 (Passing)

Students performing at this level are accomplished in the academic expectations at the basic level of performance and are making progress towards meeting the academic expectations in the curriculum for their grade level at the passing level of performance.

PL3 (Proficient)

Students performing at this level are accomplished in the academic skills at the basic and passing levels of performance and are meeting academic expectations in the curriculum at their grade level at the proficient level of performance.

Note: *The content-based PLDs connect student performance on these tests to the expectation for student learning established in the standards. The content-based PLDs are not linked to the content of any particular form of the test; rather, they represent differing levels of mastery of the curriculum.*

Mississippi Student Performance Standards Performance Levels				
Subject	Grade	Scale Score Values by Performance Level		
		PL1	PL2	PL3
ELA (Alt)	3	200–299	300–364	365–400
	4	200–299	300–364	365–400
	5	200–299	300–364	365–400
	6	200–299	300–364	365–400
	7	200–299	300–364	365–400
	8	200–299	300–364	365–400
Math (Alt)	3	200–299	300–364	365–400
	4	200–299	300–364	365–400
	5	200–299	300–364	365–400
	6	200–299	300–364	365–400
	7	200–299	300–364	365–400
	8	200–299	300–364	365–400
English II (Alt)		200–299	300–364	365–400
Algebra I (Alt)		200–299	300–364	365–400
Science (Alt)	5	200–299	300–364	365–400
	8	200–299	300–364	365–400
Biology (Alt)		200–299	300–364	365–400

Determining the Passing Score

The cut scores and the resulting performance level scale score ranges for each subject were determined based on the recommendation of a committee of Mississippi educators who were asked to review the items and to estimate the performance of the student for each performance level for each item. A research-based standard-setting technique was used to elicit these judgments in a multiple-round rating process. All final cut scores and performance level scale score ranges were approved by the Mississippi State Board of Education.

Conditional Standard Error of Measurement

The CSEM suggests a possible score range that the student might receive at a later date or time. For example, if the CSEM was 4 and the student's score was 350, then the range of likely scores the student might receive on another test would be between 346 and 354.

How the Scale Score Is Derived

A scale score is a conversion of the total number of points a student earned on an assessment into a score along a scale, which allows for consistent reporting of assessment results across years for any specific grade and subject area.

It is important to note that scale scores can only be used to compare students in a single grade and subject area (for example, grade 3 math). Scale scores cannot be compared across other grades and subject areas.

Score Report Information

Students in grades 3–8 enrolled in Mathematics (Alt) and English Language Arts (Alt), grades 5 and 8 enrolled in Science (Alt), as well as Algebra I (Alt), English II (Alt), and Biology (Alt), were tested using the Mississippi Academic Assessment Program—Alternate (MAAP-A) assessment based on the Mississippi Alternate Academic Achievement Standards. Sample student reports for the MAAP-A assessment are included in this guide.





Individual Student Report

The *Individual Student Report* provides the scores for each student who took the Mathematics (Alt), Algebra I (Alt), English Language Arts (Alt), English II (Alt), Science (Alt), and Biology (Alt) tests. The top-left portion of the *Individual Student Report* displays the student's name, date of birth, grade, test date/test administration, district, and school.

The table on page 1 of the *Individual Student Report* includes the Scale Score, Performance Level, and a comparison of the student's score to other students within the state.

Score Comparison Table

- 1 The **Passing** score is the scale score required to pass the test. Refer to the chart on page 9 of this guide.
- 2 The scale score represents the student's total test score after conversion from the raw score. The scores are scaled so that passing scores start at 300 and proficient scores start at 365. A scale score is given only if the student attains a valid raw score. If a student's test is invalidated, "INV" will be present in this section. Please work with your student's school and/or district for more information.
- 3 **Score Comparison** begins with the Student's Score followed by the State Average.
- 4 English (Alt), Mathematics (Alt), and Science (Alt) subjects are comprised of three performance levels: PL3 (Proficient), PL2 (Passing), and PL1 (Basic). The Scale Score range for each performance level is described on page 10 of this guide.



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM - ALTERNATE
 GRADE 10 - ENGLISH II (ALT) STUDENT REPORT
SARAH JOHNSON

Sarah's Results

Proficient
 (999) 2

Name: SARAH JOHNSON
 MSIS: 999999999
 Birth Date: 07-21-2004
 Grade: 10
 Test Administration: 2024 Spring Alternate
 District: Mississippi School District
 School: Mississippi School

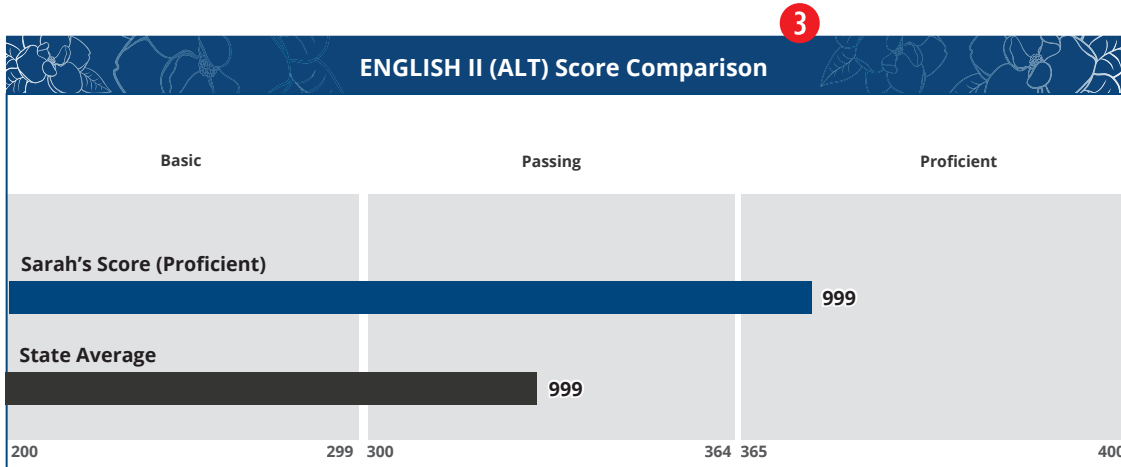
Dear Parents and/or Guardians,

This report is a summary of Sarah's performance on the Mississippi Academic Assessment Program-Alternate (MAAP-A) for English II (Alt). The MAAP-A is designed to assess those students who have a significant cognitive disability (SCD) and for whom the general education assessment (Mississippi Academic Assessment Program: MAAP) is not appropriate. If you have questions about this report's content, please contact your local school and/or district.

These results are used by Sarah's teacher, school, and school district in planning Sarah's coursework. We encourage you to review these results with Sarah and Sarah's teacher.



Dr. Raymond C. Morgigno
 Interim State Superintendent of Education



1

CSEM: -4 to +4 points

District: 9999 | School: 9999-999

These numbers represent the range if the student were to test again; the student's score would likely fall within that range.



MAAP-A ISR-ENGLISH II (ALT)

Your child was administered the Mississippi Academic Assessment Program-Alternate (MAAP-A) for English II (Alt). This assessment was based on the information taught using the *Mississippi Alternate Academic Achievement Standards (MS AAAS) for English II (Alt)*. The result of the assessment is printed on the front which indicates your student's performance level on the MAAP-A. The performance levels below outline the content that should be mastered by your student to be considered proficient in the area of English II (Alt) for your student's grade level.

The goal of the Mississippi Department of Education is for each student to reach the level of proficient.

Please see the "What's Next?" section to help your child move to the proficient level if he or she has not yet reached it.

4

What do Performance Levels mean?

Basic: Students performing at this level are partially meeting academic expectations in the curriculum at their grade level at the basic level of performance.

Passing: Students performing at this level are accomplished in the academic expectations at the basic level of performance and are making progress towards meeting the academic expectations in the curriculum for their grade level at the passing level of performance.

Proficient: Students performing at this level are accomplished in the academic skills at the basic and passing levels of performance and are meeting academic expectations in the curriculum at their grade level at the proficient level of performance.

Students performing at this level ...

Students performing at this level are accomplished in the academic skills at the basic and passing levels of performance and are meeting academic expectations in the curriculum at their grade level at the proficient level of performance. Examples of knowledge, skills and practices at this level include (but are not limited to):

identifying how characters develop; identifying how specific claims support an argument; and making connections between texts with related themes and concepts using grade-appropriate texts; using sentence-level context to determine the meaning of a grade-level academic, content-specific, or multiple meaning word and phrases; using reference materials (e.g., dictionary); using rules of standard English (e.g., making choices about word arrangement and punctuation); spelling multi-syllable words using word chunks; and in writing, developing a topic using reasons, facts, or details.

What's Next?

- Talk with Sarah's school about this report.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with Sarah's school throughout the year regarding progress and performance. Ask the school the following questions:
 - What instructional materials are used for English II (Alt)?
 - How can I get more involved in Sarah's English II (Alt) education?
 - What are the homework expectations and how can I help?
 - What online resources are available?

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MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM - ALTERNATE
 GRADE 5 - ENGLISH LANGUAGE ARTS (ALT) STUDENT REPORT
SARAH JOHNSON

Sarah's Results

Proficient
(999) 2

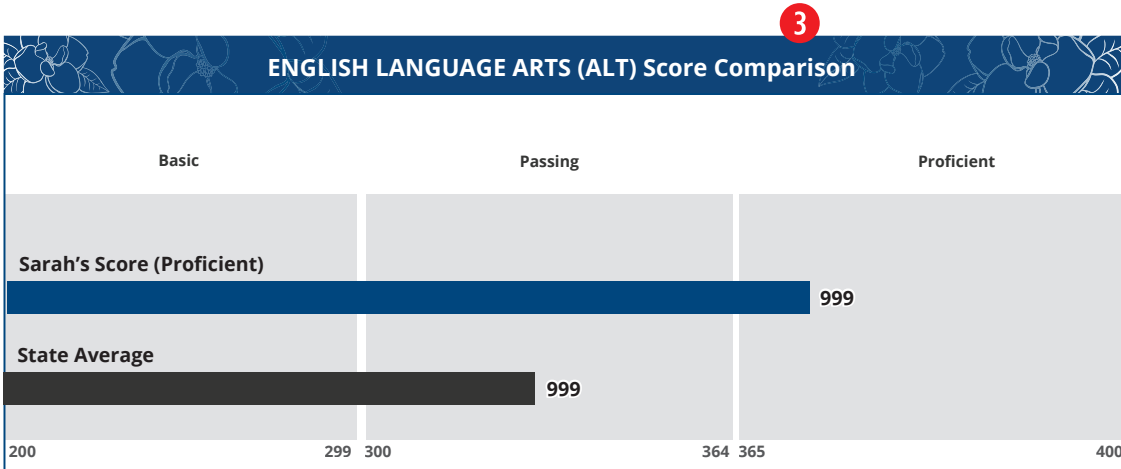
Name: SARAH JOHNSON
 MSIS: 999999999
 Birth Date: 07-21-2004
 Grade: 5
 Test Administration: 2024 Spring Alternate
 District: Mississippi School District
 School: Mississippi School

Dear Parents and/or Guardians,

This report is a summary of Sarah's performance on the Mississippi Academic Assessment Program-Alternate (MAAP-A) for English Language Arts (Alt). The MAAP-A is designed to assess those students who have a significant cognitive disability (SCD) and for whom the general education assessment (Mississippi Academic Assessment Program: MAAP) is not appropriate. If you have questions about this report's content, please contact your local school and/or district.

These results are used by Sarah's teacher, school, and school district in planning Sarah's coursework. We encourage you to review these results with Sarah and Sarah's teacher.

Dr. Raymond C. Morgigno
 Interim State Superintendent of Education



1

CSEM: -4 to +4 points

District: 9999 | School: 9999-999

These numbers represent the range if the student were to test again; the student's score would likely fall within that range.



MAAP-A ISR-ENGLISH LANGUAGE ARTS (ALT)

Your child was administered the Mississippi Academic Assessment Program-Alternate (MAAP-A) for English Language Arts (Alt). This assessment was based on the information taught using the *Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts (Alt)*. The result of the assessment is printed on the front which indicates your student's performance level on the MAAP-A. The performance levels below outline the content that should be mastered by your student to be considered proficient in the area of English Language Arts (Alt) for your student's grade level.

The goal of the Mississippi Department of Education is for each student to reach the level of proficient.

Please see the "What's Next?" section to help your child move to the proficient level if he or she has not yet reached it.

4

What do Performance Levels mean?

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Passing: Students performing at this level are accomplished in the academic expectations at the basic level of performance and are making progress towards meeting the academic expectations in the curriculum for their grade level at the passing level of performance.

Proficient: Students performing at this level are accomplished in the academic skills at the basic and passing levels of performance and are meeting academic expectations in the curriculum at their grade level at the proficient level of performance.

Students performing at this level ...

Students performing at this level are accomplished in the academic skills at the basic and passing levels of performance and are meeting academic expectations in the curriculum at their grade level at the proficient level of performance. Examples of knowledge, skills and practices at this level include (but are not limited to):

identifying the central idea or theme; comparing characters, individuals, events, or ideas in a text; identifying the point of view of the narrator using grade-appropriate texts; using sentence-level context to determine the meaning of a grade-level word; and understanding word relationships (e.g., idioms); using rules of standard English (e.g., conjunctions); spelling words based on how they sound or with common spelling patterns; and in writing, developing a topic using reasons, facts, or details.

What's Next?

- Talk with Sarah's school about this report.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with Sarah's school throughout the year regarding progress and performance. Ask the school the following questions:
 - What instructional materials are used for English Language Arts (Alt)?
 - How can I get more involved in Sarah's English Language Arts (Alt) education?
 - What are the homework expectations and how can I help?
 - What online resources are available?

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Contact Information

This guide is intended to provide information and explanation to better understand your child's Individual Student Report.

★ For questions about public, state, or Department of Education policies, contact:

Office of Student Assessment
Mississippi Department of Education
Phone: (601) 359-3052

For additional statewide data, visit the Mississippi Department of Education website at: <https://www.mdek12.org/OPR/Reporting>