 ALT-MISA (Alternate Maryland Integrated Science Assessment)

The Alternate Maryland Integrated Science Assessment is a comprehensive assessment system designed to promote higher academic outcomes for students with significant cognitive disabilities. ALT-MISA is required for students in grades 5 and 8, who qualify for the alternate assessment. ALT-MISA is administered online.

High School Assessments (HSA)

The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students including middle school students taking high school level courses must take the High School Assessment after they complete the appropriate course. These courses currently include English 10, Algebra/Data Analysis, and Biology. All students receive a score for each test they take. Scores are also reported for the state, school systems, and schools.

Maryland College and Career-Ready Standards

In school year 2013-2014, Maryland implemented new, higher standards for student learning – the Maryland College and Career-Ready Standards. Maryland’s new standards are best on the Common Core State Standards, a set of consistent, high-quality academic goals for English/language arts (ELA) and mathematics, adopted by Maryland and 40 other states. The Maryland College and Career-Ready Standards define the knowledge and skills all students should master by the end of each grade level in order to graduate from high school fully prepared to enter college and the workforce.

Maryland School Assessment (MSA)

The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about science. The MSA test measures basic as well as higher-level skills. The MSA test produces a score that describes how well a student masters the reading, mathematics, and science content specified in the Maryland Content Standards. Each child will receive a score in each content area, categorizing their performance as Basic, Proficient, or Advanced. This assessment is given in grades 5 and 8.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Maryland is a Governing State in the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of 24 states working together to develop an assessment system aligned to the Common Core State Standards. The new assessments will be anchored in college and career readiness; provide comparability across states; and be able to assess and measure higher-order skills such as critical thinking, communications, and problem solving.

The assessments will be computer-based and will include a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items.

The PARCC assessments will be fully implemented in Maryland in the 2014-15 school year and will replace the Maryland State Assessments (MSA).
**Glossary of Terms**

**Multi-State Alternate Assessment (MSAA)**
The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes. MSAA in ELA/Literacy and Mathematics is required for students in grades 3-8 and 11, who qualify for the alternate assessment. MSAA is primarily administered online, with built-in supports to help students respond independently. Depending on students’ individual needs, some students will interact directly with the computer while others will interact with printed materials prepared by the test administrator.

**Special Education** - The number and percentage of special education program participants - students with disabilities who have current Individualized Education Programs (IEPs).

**Least Restrictive Environment (LRE) codes for ages 6-21**

**LRE A - In general education settings 80 percent or more of the time.** Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services inside general education settings 80 percent or more of the school day.

This may include students with disabilities placed in:

- Classes with special education/related services provided within general classes.
- Classes with special education/related services provided outside general classes.
- Classes with special education services provided in resource rooms.

**LRE B - In regular education settings between 40 percent and 79 percent of the time.** Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings between 40 percent to 79 percent of the school day.

These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be included.

This category may include students receiving services in:

- Resource rooms with special education/related services provided within the resource room.
- Resource rooms with part-time instruction in a general education class.

**LRE C - In general education settings less than 40 percent of the time.** Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings less than 40 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be included.
This category may include students receiving services in:

- Self-contained special classrooms with part-time instruction in a general education class.
- Self-contained special classrooms with full-time special education instruction on a general education school campus.

**LRE D – Homebound placement (Home and Hospital).** Students, ages 6-21, who receive special education instruction at home. Students with disabilities whose parents have opted to home school them and who receive special education at the public expense should not be included.

**LRE F - Public separate day school.** Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a public separate day facility that does not house programs for students without disabilities.

**LRE G - Private separate day school.** Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private separate day facility that does not house programs for students without disabilities.

**LRE I - Private residential facility.** Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private residential facility.