


**STAR Tests for Students with Disabilities:
Focus on CMA**

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STAR Tests for Students with Disabilities: Pre-test Quiz

- Individually complete the pre-test quiz.
- Use your best judgment based on your current knowledge and experience.

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Session Outcomes

- Participants will:
 - Identify the STAR Program options for students with disabilities.
 - Discuss the participation criteria and decision-making process for students to take the CMA.
 - Understand the accountability requirements and implications related to CMA and CAPA.
 - Discuss how to ensure students with disabilities have grade-level, standards-based IEP goals and access to core curriculum.

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The Standardized Testing and Reporting (STAR) Program
2011-2012

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Purpose of the STAR Program

- To measure how well students are learning the knowledge and skills identified in the California content standards.

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Participation in the STAR Program

- All students in grades two through eleven (including students with disabilities) must participate in the Standardized Testing and Reporting (STAR) Program, if enrolled in a California public school.

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Participation in the STAR Program

- Students with disabilities can participate in the STAR program in the following ways:
 - CST with or without accommodations and/or modifications
 - CMA with or without accommodations
 - CST and CMA combined – subject specific
 - CAPA only
 - STS with or without accommodations and/or modifications

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Participation of Students with Disabilities in STAR Assessments

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CMA and CAPA Participation

- Nationwide, about 10% of students are classified as students with disabilities
 - About 10% of these are estimated to have significant cognitive impairment
 - These students require **alternate** standards and assessment methodologies (e.g., CAPA)
 - 10% of 10% = 1% of overall student population

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CMA and CAPA Participation

- Nationwide, about 10% of students are classified as students with disabilities
 - About 20% are estimated to be unlikely to meet regular grade-level standards even with high-quality standards-based instruction and intervention with appropriate accommodations
 - They may work toward **modified** achievement standards and use **modified** standards-based assessments (e.g., CMA)
 - 20% of 10% = 2% of overall student population

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2011 ELA STAR Participation: San Diego County Students with Disabilities

	Total Tested	SWD Tested	SWD CST	SWD CMA	SWD CAPA
Students	372,621	40,395	20,779	15,782	3,834
Actual SWD % of All by Test		11%	6%	4%	1%
<i>Expected SWD % of All by Test</i>		<i>10%</i>	<i>7%</i>	<i>2%</i>	<i>1%</i>
Actual % of SWD by Test			51%	39%	10%
<i>Expected % of SWD by Test</i>			<i>70%</i>	<i>20%</i>	<i>10%</i>

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2011 ELA STAR Participation San Diego County Students with Disabilities

Grade	Total Tested	CST		CMA		CAPA	
2	3,240	2,864	88%	0	0%	376	12%
3	4,040	2,080	52%	1,592	39%	368	9%
4	4,215	1,709	41%	2,115	50%	391	9%
5	4,468	1,678	38%	2,392	53%	398	9%
6	4,336	1,780	41%	2,215	51%	341	8%
7	4,175	1,689	41%	2,100	50%	386	9%
8	4,113	1,774	43%	1,969	48%	370	9%
9	4,086	2,338	57%	1,341	33%	407	10%
10	3,964	2,442	62%	1,121	28%	401	10%
11	3,758	2,425	65%	937	25%	396	10%
TOTAL	40,395	20,779	51%	15,782	39%	3,834	10%

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2011 Math STAR Participation: San Diego County Students with Disabilities

	Total Tested	SWD Tested	SWD CST	SWD CMA	SWD CAPA
Students	369,749	38,370	22,753	11,788	3,829
Actual SWD % of All by Test		10%	6%	3%	1%
<i>Expected SWD % of All by Test</i>		10%	7%	2%	1%
Actual % of SWD by Test			59%	31%	10%
<i>Expected % of SWD by Test</i>			70%	20%	10%

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2011 Math STAR Participation San Diego County Students with Disabilities

Grade	Total Tested	CST		CMA		CAPA	
2	3,240	2,865	88%	0	0%	375	12%
3	4,030	2,278	57%	1,384	34%	368	9%
4	4,210	2,054	49%	1,768	42%	388	9%
5	4,469	1,993	45%	2,078	46%	398	9%
6	4,333	1,921	44%	2,071	48%	341	8%
7	4,122	1,611	39%	2,125	52%	386	9%
Gr 8-11 Math	13,966	10,031	72%	2,362	17%	1,573	11%
TOTAL	38,370	22,753	59%	11,788	31%	3,829	10%

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STAR Program Participation for Students with Disabilities

- Table Talk
 - Review the number and percentage of students tested with each STAR program test for the county and the SELPA in which your district / school is located.
 - What trends do you notice?
 - What do you think led to these results?

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California Modified Assessment

Overview

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The CMA is...

- ... an alternate assessment of the California content standards based on modified achievement standards for children with disabilities who have an Individualized Education Program (IEP).
- *Modified achievement standards, while aligned to the California content standards, are less difficult than the grade-level academic achievement standards.*

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CST and CMA 2012

CST	CMA
<ul style="list-style-type: none">• ELA<ul style="list-style-type: none">• Grades 2-11 (including writing in grades 4 & 7)• Mathematics<ul style="list-style-type: none">• Grades 3-7• Grades 7-11 Algebra I• Grades 8-11 Geo, Alg 2, HS Summative, Integrated 1-2-3• Science<ul style="list-style-type: none">• Grades 5 and 8• Grade 10 Life Science• Grades 9-11 Bio, Chem, Earth, Physics, Int/Coord• History-Social Science<ul style="list-style-type: none">• Grades 8, 11 US History• Grades 9-11 World History	<ul style="list-style-type: none">• ELA<ul style="list-style-type: none">• Grades 3-11 (including writing in grades 4 & 7)• Mathematics<ul style="list-style-type: none">• Grades 3-7• Grades 7-11 Algebra I• Grades 8-11 Geometry• Science<ul style="list-style-type: none">• Grades 5 and 8• Grade 10 Life Science

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Assessment Blueprints

- The content standards chosen to be tested are identified in the assessment blueprints
 - CST Blueprints:
<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>
 - CMA Blueprints:
<http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>
 - CAPA Blueprints:
<http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>

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CST & CMA Comparison Grade 3 ELA

CST (65 Items)	CMA (48 Items)
<ul style="list-style-type: none">• Word Analysis<ul style="list-style-type: none">• 20 Items / 31%• Reading Comp.<ul style="list-style-type: none">• 15 Items / 23%• Literary Response<ul style="list-style-type: none">• 8 Items / 12%• Written Conventions<ul style="list-style-type: none">• 13 Items / 20%• Writing Strategies<ul style="list-style-type: none">• 9 Items / 14%	<ul style="list-style-type: none">• Word Analysis<ul style="list-style-type: none">• 14 Items / 29%• Reading Comp.<ul style="list-style-type: none">• 10 Items / 21%• Literary Response<ul style="list-style-type: none">• 7 Items / 14%• Written Conventions<ul style="list-style-type: none">• 11 Items / 23%• Writing Strategies<ul style="list-style-type: none">• 6 Items / 13%

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CST & CMA Comparison: Grade 7 Mathematics

CST (65 Items)	CMA (54 Items)
<ul style="list-style-type: none">• Number Sense<ul style="list-style-type: none">• 22 Items / 34%• Algebra & Functions<ul style="list-style-type: none">• 25 Items / 38%• Measurement & Geometry<ul style="list-style-type: none">• 13 Items / 20%• Statistics, Data Analysis & Probability<ul style="list-style-type: none">• 5 Items / 8%	<ul style="list-style-type: none">• Number Sense<ul style="list-style-type: none">• 18 Items / 34%• Algebra & Functions<ul style="list-style-type: none">• 29 Items / 37%• Measurement & Geometry<ul style="list-style-type: none">• 11 Items / 20%• Statistics, Data Analysis & Probability<ul style="list-style-type: none">• 5 Items / 9%

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CST/CMA Test Items

Samples - ELA (Grade 3)

CST

CMA

CMA has:

- Shortened passage length
- More white space
- Different font (Helvetica)

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CST/CMA Test Items

Samples - Mathematics (Grade 5)

CST

CMA

CMA has:

- One column for most items
- Graphics for most items
- Larger font
- Three answer choices


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CST/CMA Answer Document

CMA section has:

- Different subject icons from CST
- Alternate row shading for the response bubbles
- Three options choices
- Fewer number of questions

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California Modified Assessment

Participation Criteria

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CMA Participation Criteria (Subject Specific)

1. Previous participation
2. Progress based on multiple measures and objective evidence
3. Response to appropriate instruction
4. High school diploma
5. Parents are informed



CMA Participation Criteria found at CDE Web site:
<http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp>

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CMA Participation Criteria

- Previous Participation
 - Participated in the “CST in a previous year and scored below basic or far below basic in the **subject area** being assessed by the CMA and may have taken the CST with modifications.”

OR

- Previous participation in “CAPA Levels II-V in two previous years and received a performance level of proficient or advanced.”

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CMA Participation Criteria

- Progress based on multiple measures and objective evidence
 - The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by such objective evidence as the student's performance on the CST and other assessments that can validly document academic achievement within the year covered by the student's IEP plan.
 - Must be based on multiple measurements over a period of time.

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CMA Participation Criteria

- Response to Appropriate Instruction
 - The student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the students will not achieve grade-level proficiency within the year covered by the student's IEP plan.

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CMA Participation Criteria

- Response to Appropriate Instruction (cont)
 - Student has access to the curriculum, including instruction and materials for the grade enrolled
 - IEP includes grade-level CA content standards-based goals and support in the classroom
 - Student has received special education and related services to support access to and progress in general curriculum
 - IEP team determined that student will not achieve grade-level proficiency even with instructional intervention

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CMA Participation Criteria

- High School Diploma
 - The student who takes alternate assessments based on modified academic achievement standards is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.

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CMA Participation Criteria

- Parents are Informed
 - Parents of the students selected to be assessed with the CMA are informed that their child's achievement will be measured based on modified achievement standards.*

* Parents should be informed that the CMA, while based on grade level content, is less rigorous than the CST.

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CMA Participation: Additional Decision Making Considerations

- The decision to participate in the CMA
 - Is NOT based on the amount of time student is receiving special education services
 - Is NOT based on excessive or extended absences
 - Is NOT based solely on the student's disability but rather IS based on the student's inability to appropriately demonstrate his/her knowledge on the CA content standards through the CST
 - IS an IEP team decision based on student needs

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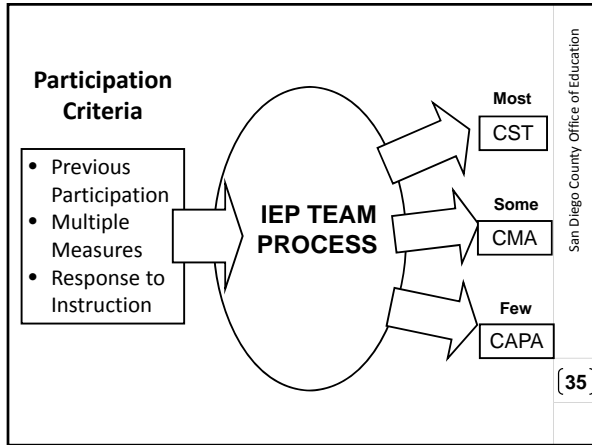
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Steps to Decision-Making

- ANNUALLY the IEP Team Must:
 - Determine how students participated in the STAR program in a previous year
 - Collect objective evidence based on multiple measures
 - Evaluate student response to appropriate instruction
 - Select the appropriate assessment
 - Document decisions on the IEP

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Participation in the STAR Program

- Decision-making processes and practices
- Documentation samples

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**Participation in the STAR Program
Decision-Making Scenarios....**

- Nicolas – Grade 4
- Viktoria – Grade 8
- Timothy – Grade 10

• How should these students participate in the STAR program?

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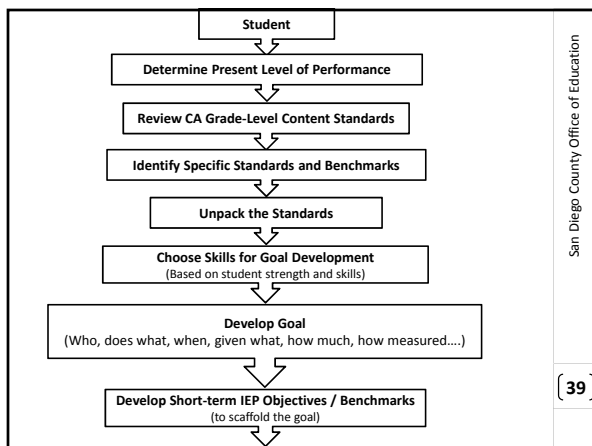
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Participation in the STAR Program
Access to Standards-based Instruction
Standards-based IEP Goals

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Standards Based Goals:

4th Grade:


- By January 19, 2013, Nicolas will demonstrate how to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly as evidenced by observations with scripted data and 8/10 on-topic student conversations in class and at recess per month. (SL-1)

9th Grade

- By January 19, 2013, Timothy will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies as evidenced by reading observations, teacher records and 8/10 student writing samples. (VA & U-4)

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STAR Program Tests and State & Federal Accountability

Implications for AYP and API

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Assessments Used for Accountability

API	AYP
<ul style="list-style-type: none">Grades 2-8<ul style="list-style-type: none">CST/CMA/CAPA: ELA, Math, ScienceCST: HSSGrades 9-11<ul style="list-style-type: none">CST/CMA/CAPA: ELA, Math, ScienceCST: HSSCAHSEE: ELA, Math	<ul style="list-style-type: none">Grades 2-8:<ul style="list-style-type: none">CST/CMA/CAPA: ELA, MathGrades 9-11<ul style="list-style-type: none">CAHSEE/CAPA: ELA, Math

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Accountability Calculations: API

- CST, CMA, CAPA, CAHSEE included as taken
- All performance levels included as received except:
 - CST General Math
 - Score reduced one performance level at Grade 8
 - Score reduced two performance levels at Grade 9
 - CST with Modifications
 - Counted as Far Below Basic

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Accountability Calculations: AYP

- CST, CMA, CAPA included equally except:
 - CAPA: Cap of 1.0 percent on the percentage of proficient & advanced scores that may be counted toward AMO
 - CMA: Cap of 2.0 percent* on the percentage proficient & advanced scores that may be counted toward AMO
 - Not applicable at high school

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CMA and CAPA Caps

- There is no cap on the number of students who can TAKE the CMA or CAPA
- Cap only applies to the number of proficient scores that can be counted toward meeting the AMOs

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CMA and CAPA Caps: Rough Definitions

- CAPA = Hard 1.0% Cap
 - The number of proficient and advanced scores from CAPA test takers cannot exceed 1% of the total number of students tested

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CMA and CAPA Caps: Rough Definitions

- CMA cap = Flexible 2.0%
 - The number of proficient and advanced scores from CMA test takers cannot exceed 2% of the total number of students tested
 - If the number of CAPA proficient scores is LESS THAN 1.0%, then the CMA cap can “fill the difference” as long as the combined total does not exceed 3.0%

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**CMA and CAPA Caps:
Where did they come from?**

- Nationwide, about 10% of students are classified as students with disabilities
 - About 10% of these are estimated to have significant cognitive impairment
 - These students require **alternate** standards and assessment methodologies
 - 10% of 10% = 1% of overall student population *therefore the 1% cap for CAPA*

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CMA and CAPA Caps:

Where did they come from?

- Nationwide, about 10% of students are classified as students with disabilities
 - About 20% more are estimated to be unlikely to meet regular grade-level standards even with high-quality standards-based instruction and intervention with appropriate accommodations
- They may work toward **modified** achievement standards and use **modified** standards-based assessments
- 20% of 10% = 2% of overall student population
therefore the 2% CMA cap

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CAPA and CMA Caps: District A

- 5,000 students tested across all grade levels
- CAPA cap:
 - 1% of 5,000 = 50
 - Up to 50 proficient or advanced CAPA scores can be counted in AYP calculations
- CAPA scores:
 - District assessed 54 students with CAPA and 40 scored Proficient or Advanced
 - 40 Proficient/Advanced divided by 5,000 tested = 0.8%
 - School did NOT exceed cap and all CAPA proficient & advanced scores can be counted for AYP

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CAPA and CMA Caps: District A (cont)

- 5,000 students tested across all grade levels
- CMA cap options:
 - Regular cap: 2% of 5,000 = 100
 - Combined cap: 3% total cap – 0.8% CAPA scores = 2.2%; 2.2% of 5,000 = 110
 - Up to 110 proficient or advanced CMA scores can be counted in AYP
- CMA scores:
 - District assessed 125 students with CMA and 95 scored Proficient or Advanced
 - 95 Proficient/Advanced divided by 5,000 tested = 1.9%
 - School did NOT exceed cap and all CMA proficient & advanced scores can be counted for AYP

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CAPA and CMA Caps: District B

- 7,500 students tested across all grade levels
- CAPA cap:
 - 1% of 7,500 = 75
 - Up to 75 proficient or advanced CAPA scores can be counted in AYP calculations
- CAPA scores:
 - District assessed 70 students with CAPA and 55 scored Proficient or Advanced
 - 55 Proficient/Advanced divided by 7,500 tested = 0.7%
 - School did NOT exceed cap and all CAPA proficient & advanced scores can be counted for AYP

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CAPA and CMA Caps: District B (cont)

- 7,500 students tested across all grade levels
- CMA cap options:
 - Regular cap: 2% of 7,500 = 150
 - Combined cap: 3% total cap – 0.7% CAPA scores = 2.3%; 2.3% of 7,500 = 173
 - Up to 173 proficient+ CMA scores can be counted in AYP
- CMA scores:
 - District assessed 300 students with CMA and 210 scored Proficient or Advanced
 - 210 Proficient/Advanced divided by 7,500 tested = 2.8%
 - School EXCEEDED CMA cap by 0.5%
 - CMA proficient & advanced scores exceeding 0.5% of total students tested must be reassigned to Not Proficient
 - 0.5% of 7,500 = 37.5; thus 38 CMA scores must be reassigned

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Exceeding CMA and CAPA Caps

- If a district exceeds the CAPA and/or CMA cap, excess Proficient/Advanced scores are assigned back to Not Proficient for AYP purposes only
- Scores are reassigned in a particular order to limit the impact on individual schools

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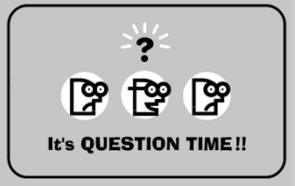
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Exceeding CMA and CAPA Caps

- Reassignment order
 - Scores that do NOT affect any individual school
 - Scores for students in district programs
 - Scores for students not continuously enrolled
 - Scores for students with blank district of residence code or district code that is the same as district where student was tested
 - Scores that DO affect individual schools
 - Remaining proficient and advanced scores are ranked from lowest scale score (closest to 350) to highest
 - If there is a "tie" (more students with a particular scale score than need to be reassigned), birthdate is used as tie-breaker, starting with missing DOB then most recent – youngest - DOB

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STAR Tests for Students with Disabilities

QUESTIONS?

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STAR for Students with Disabilities Quiz Answers

1. True	8. True
2. False	9. False
3. True	10. False
4. False	11. False
5. False	12. False
6. False	13. False
7. True	14. True

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