MAP-A 2009 – 2010
Administration Training

Department of Elementary and Secondary Education
Assessment Resource Center
Measured Progress
MAP-A Administration Topics

- Timeline
- What’s new this year?
- Process Overview
  - What is the MAP-A?
  - Who are MAP-A students?
  - Design
- Documentation
  - Forms
- Scoring Criteria
  - Level of Accuracy
  - Level of Independence
MAP-A Administration Topics

- Data Collection & MAP-A Activities
  - Alternate Performance Indicators
  - Activity Design
- ProFile
- Lessons Learned
- Timeline
- Q & A
2009-2010 MAP-A Timeline

Enrollment Window Opens  
September 21

MAP-A Materials Ship  
December 7 – January 8

Transfer Student Participation Deadline  
January 8

Collection Period 1  
January 11 – February 5

Collection Period 2  
February 8 – March 5

Return-by Date  
March 10

ProFile Closes  
March 26
What’s New?

- Exemplar Samples
  - 3 new samples, one in each subject
- ProFile
  - See Chapter 4
  - Time-outs, Save Features, Login and Passwords
  - Close Date: March 26, 2010
What is the MAP-A?

- Large-Scale Assessment
- No Child Left Behind
  - All students participate in state tests
- Missouri Assessment Program
  - Mathematics, Communication Arts, and Science
  - Links Missouri’s Show-Me Standards, Curriculum, Instruction, and Assessment
  - Alternate assessment provides opportunities for all Missouri students
Who are MAP-A Students?

- IEP team makes eligibility decisions
- DESE-determined eligibility criteria
  - 5 yes-no questions
  - 5 yes responses – the student is MAP-A eligible

http://www.dese.mo.gov/divimprove/assess/MAP_A/eligibility_criteria_10_07.pdf
Who are MAP-A Students?

- Severe cognitive disabilities
- Do not keep pace with peers
- Educational focus centers on essential skills
- IEP team recommends alternate assessment
- Excessive absences, visual or auditory disabilities, social, cultural, language, or economic differences alone don’t call for MAP-A
Who are MAP-A Students?

- Primary Disability Diagnosis
  - 60% MR
  - 15% Autism
  - 12% Multiple Disabilities
  - 5% Other Traumatic Injury
  - Remainder, Various Diagnoses
Creating MAP-A Assessment

- Know your student
- Select/design assessment tasks
  - Know and can do
  - Grade-appropriate APIs
  - Consider student accuracy and independence
- Write brief description
- Administer activities & record data
  - 6 data points
- Describe student performance
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Title of Strand</th>
<th>Grade Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics MA</strong></td>
<td>Numbers and Operations (NO)</td>
<td>3 – 8 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Algebraic Relationships (AR)</td>
<td>3, 4, &amp; 5</td>
</tr>
<tr>
<td></td>
<td><em>and/or</em> Geometric and Spatial Relationships (GS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data and Probability (DP)</td>
<td>6, 7, &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Measurement (ME)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Communication Arts CA</strong></td>
<td>Develop and apply skills and strategies to the reading process. (RD and/or RP)</td>
<td>3-8 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Compose well-developed text using standard English conventions. (WC)</td>
<td>3, 4, &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Apply a writing process in composing text or write effectively in various forms and types of writing. (WP)</td>
<td>6 – 8 &amp; 11</td>
</tr>
<tr>
<td>Content Area</td>
<td>Title of Strand</td>
<td>Grade Focus</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Scientific Inquiry (IN)</strong></td>
<td>5, 8, &amp; 11</td>
</tr>
<tr>
<td>SCI SCI</td>
<td><strong>Impact of Science, Technology, and Human Activity (ST)</strong></td>
<td>5, 8, &amp; 11</td>
</tr>
<tr>
<td><strong>Process Strands</strong></td>
<td><strong>Characteristics and Interactions of Living Organisms (LO)</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Changes in Ecosystems and Interactions of Organisms with Their Environments (EC)</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Properties and Principles of Matter and Energy (ME)</strong></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Properties and Principles of Force and Motion (FM)</strong></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Processes and Interactions of the Earth’s Systems (ES)</strong></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Composition and Structure of the Universe and the Motion of the Objects within It (UN)</strong></td>
<td>11</td>
</tr>
</tbody>
</table>
Design

- Mathematics
  - 3-8 and 10
- Communication Arts
  - 3-8 and 11
- Science
  - 5, 8, and 11
Design

- Status model assessment
  - Snapshot
- Collection of information
  - Description of assessment activities
  - Evaluation of student participation
  - May include student work samples
MAP-A Entry
- Building block of the MAP-A assessment
- Demonstration of what a student knows and can do
- Used to Assess APIs
- Student Work Record
  - Basic component
  - Description of assessment activity
  - Evaluation of student participation
Design

- MAP-A Entry
  - 2 Student Work Records
  - 1 Entry Data Summary Sheet
### MAP-A Entry

**Student Name:** John  
**Grade:** 10

**Content Area:** Mathematics  
**Strand:** 1

**API/NOE:8**  
**API Description:** Identify a 2-digit number.

#### Task/Activity
Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.

While working at the community center, John had a customer ask if he could tell the customer the carbohydrates of some of the products the customer wanted to buy. The customer had two different items that he asked John to read the carbohydrates for. The carbohydrates are generally listed as 2-digit numbers on the item’s box that John will have to identify.

#### Evaluation of Student’s Performance:

**Describe and evaluate the student’s actual accuracy performance.** Describe how the percentages were determined for Level of Accuracy.

**Describe and evaluate the student’s actual independence performance.** Describe how the percentages were determined for Level of Independence.

**Level of Accuracy:** 100%  
**Level of Independence:** 100%

---

**Student Work Record**  
**Student Name:** John  
**Grade:** 10

**API/NOE:8**  
**API Description:** Identify a 2-digit number.

#### Task/Activity
Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.

While working at the Community Center, students were working on identifying the fats in products. John got up and helped another student read the labels on their box. He identified how many fats, carbohydrates, proteins, saturated fats, and unsaturated fats were on the case of the box. This helped the student answer whether or not the product was healthy or unhealthy. John had not been asked to help the other student, but chose to help on his own. Identifying the nutrients on the label requires identifying 2-digit numbers.

#### Evaluation of Student’s Performance:

**Describe and evaluate the student’s actual accuracy performance.** Describe how the percentages were determined for Level of Accuracy.

**Describe and evaluate the student’s actual independence performance.** Describe how the percentages were determined for Level of Independence.

**Level of Accuracy:** 80%  
**Level of Independence:** 100%

---

**Student Work Record**  
**Student Name:** John  
**Grade:** 10

**API/NOE:8**  
**API Description:** Identify a 2-digit number.

#### Task/Activity
Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.

While working at the community center, students were working on identifying the fats in products. John got up and helped another student read the labels on their box. He identified how many fats, carbohydrates, proteins, saturated fats, and unsaturated fats were on the case of the box. This helped the student answer whether or not the product was healthy or unhealthy. John had not been asked to help the other student, but chose to help on his own. Identifying the nutrients on the label requires identifying 2-digit numbers.

#### Evaluation of Student’s Performance:

**Describe and evaluate the student’s actual accuracy performance.** Describe how the percentages were determined for Level of Accuracy.

**Describe and evaluate the student’s actual independence performance.** Describe how the percentages were determined for Level of Independence.

**Level of Accuracy:** 80%  
**Level of Independence:** 80%
Design

- MAP-A Entry
  - 2 Student Work Records
    - Actual student work may be attached
  - 1 Entry Data Summary Sheet
- How many entries in a MAP-A?
  - 2 Science (SCI)—4 APIs
  - 4 Mathematics (MA)—4 APIs
  - 4 Communication Arts (CA)—4 APIs
# Assessment Requirements

## MAP-A Entry and API Requirements

<table>
<thead>
<tr>
<th></th>
<th>Science</th>
<th>Communication Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entries</strong></td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>APIs per Entry</strong></td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total APIs</strong></td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Science

- Grades 5, 8, and 11
- Selection of APIs is different than Communication Arts & Mathematics
- Only requires 2 Entries
- Each entry must assess 2 different APIs
  - **ONE** from each grade-specific science CONTENT Strand (Strands 1-6), and
  - **ONE** from each grade-specific Science PROCESS Strand (Strands 7 & 8)
- MAP-A Science assesses 4 APIs
- APIs are paired, and a SCIENCE activity that addresses both is designed and assessed
Paperwork for Science Entries

- Entry/Data Summary Sheet
- Student Work Record
- Actual Student Work Product
  - May or may not be attached
Paperwork for Mathematics or Communication Arts Entries

- Entry/Data Summary Sheet
- API Duplication Justification Form
  May or may not be attached
- Student Work
- Student Work Record
- Actual Student Work Product
  May or may not be attached
Documentation

- Table of Contents Checklist
- Validation Form
- Entry/Data Summary Sheet
- API Duplication/Justification Form
- Student Work Record
# Table of Contents Checklist

<table>
<thead>
<tr>
<th>Student:</th>
<th>School Year:</th>
<th>Grade: 3 4</th>
</tr>
</thead>
</table>

(Organize MAP-A in the following manner)

- Table of Contents Checklist
- Validation Form

## Communication Arts Strand 1: Reading (RD/RP)
- Alternate Performance Indicator #1
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Mathematics Strand 1: Numbers & Operations (NO)
- Alternate Performance Indicator #1
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Communication Arts Strand 1: Reading (RD/RP)
- Alternate Performance Indicator #2
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Mathematics Strand 1: Numbers & Operations (NO)
- Alternate Performance Indicator #2
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Communication Arts Strand 2: Writing (WC)
- Alternate Performance Indicator #1
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS)
- Alternate Performance Indicator #1
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Communication Arts Strand 2: Writing (WC)
- Alternate Performance Indicator #2
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record

## Mathematics Strand 2: Algebraic Relationships and/or Geometric & Spatial Relationships (AR/GS)
- Alternate Performance Indicator #2
  - Entry/Data Summary Sheet
  - Collection Period 1 Student Work Record
  - Collection Period 2 Student Work Record
# Validation Form

**Student:** ___________________________  
**Grade:** _______

**District & School of Attendance:** ___________________________

This form provides documentation of the individuals who administered, contributed to and/or reviewed this MAP-A.

<p>| Individual responsible for MAP-A administration (typically the student’s classroom teacher): |</p>
<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
<th>Contribution:</th>
</tr>
</thead>
</table>

<p>| Individuals who contributed to this MAP-A: |</p>
<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
<th>Contribution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Position:</td>
<td>Contribution:</td>
</tr>
<tr>
<td>Name:</td>
<td>Position:</td>
<td>Contribution:</td>
</tr>
<tr>
<td>Name:</td>
<td>Position:</td>
<td>Contribution:</td>
</tr>
</tbody>
</table>

**OPTIONAL:** Use this space to provide information regarding the student’s mode of communication.

Please obtain administrator’s (principal, assistant principal, or special education director) signature prior to submission.

**Signature**  
**Date**

**Print Name**

---

2008-2009
Mode of Communication

**OPTIONAL** - Use this space to provide information regarding the student’s mode of communication.

Grant is an eleven-year-old student with an educational diagnosis of autism that affects his ability to access the academic curriculum in the following ways: difficulty with task focus, adapting to change and effectively communicating his wants, needs and ideas. Grant responds best to a highly structured environment, predictable routine, visual support strategies, direct instruction of target skills with opportunity to generalize those skills.

Grant’s oral communication is significantly limited. His spontaneous language typically consists of single words (including immediate echolalia) and occasional short, telegraphic phrases. Grant tends to be prompt dependent, waiting for an initial sound cue to respond verbally.

**OPTIONAL** - Use this space to provide information regarding the student’s mode of communication.

Dane is non-verbal. He uses a wrist talker to say a variety of phrases and words. He also uses two different communication boards in the classroom that are not as portable.

Dane expresses his displeasure with grunts and whines quite often. He laughs a lot when he is enjoying activities.
# Entry/Data Summary Sheet

## Science

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Process Strand:</th>
<th>Big Idea:</th>
<th>Concept:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Content Strand:</th>
<th>Big Idea:</th>
<th>Concept:</th>
</tr>
</thead>
</table>

| Content API: | |
|--------------| |

<table>
<thead>
<tr>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12 – February 6</td>
<td>February 9 – March 6</td>
</tr>
</tbody>
</table>

Dates below do not need to be in chronological order.

<table>
<thead>
<tr>
<th>Date</th>
<th>Data Type</th>
<th>Accuracy %</th>
<th>Independence %</th>
<th>Average % for Collection Period</th>
<th>API Entry Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Work Record</td>
<td>Data Point</td>
<td>Data Point</td>
<td>Student Work Record</td>
<td>Data Point</td>
</tr>
<tr>
<td></td>
<td>Accuracy:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independence:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Accuracy</th>
<th>Level of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Entry/Data Summary Sheet
### Mathematics/Communication Arts

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand:</td>
<td>Big Idea:</td>
</tr>
<tr>
<td></td>
<td>Concept:</td>
</tr>
<tr>
<td>API:</td>
<td></td>
</tr>
</tbody>
</table>

Has this student been assessed on this API in previous years?  Yes □  No □

<table>
<thead>
<tr>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12 – February 6</td>
<td>February 9 – March 6</td>
</tr>
</tbody>
</table>

Dates below do not need to be in chronological order.

<table>
<thead>
<tr>
<th>Date</th>
<th>Data Type</th>
<th>Data Type</th>
<th>Data Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Work Record</td>
<td>Data Point</td>
<td>Data Point</td>
</tr>
<tr>
<td></td>
<td>Student Work Record</td>
<td>Data Point</td>
<td>Data Point</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy %</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independence %</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average % for Collection Period</th>
<th>Accuracy:</th>
<th>Accuracy:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independence:</td>
<td>Independence:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>API Entry Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Accuracy</td>
</tr>
<tr>
<td>Level of Independence</td>
</tr>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Strand:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

API:

You indicated that this student has been assessed on this API in previous years.

The instructional decision to duplicate an API from a prior year’s MAP-A assessment must be justified on this form. The justification must be included with the MAP-A submission.

Justification/Rationale: (Supply specific justification for duplicate use of the API.)

Plan of Student Progress: (Supply specific plans in place to assure student growth across API’s content.)
# Student Work Record

## Science

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process Strand:</th>
<th>Big Idea:</th>
<th>Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process API:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Strand:</th>
<th>Big Idea:</th>
<th>Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content API:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Task/Activity:** (Write a brief description of the task/activity, its connection to both APIs, and how it demonstrates application.)

**Evaluation of Student’s Performance:**

<table>
<thead>
<tr>
<th>Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for <strong>Level of Accuracy.</strong></th>
<th>Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for <strong>Level of Independence.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Accuracy: _____%</th>
<th>Level of Independence: _____%</th>
</tr>
</thead>
</table>
## Student Work Record

**Mathematics/Communication Arts**

Attach student work sample if appropriate.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Big Idea:</th>
<th>Concept:</th>
</tr>
</thead>
</table>

**API:**

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

---

### Evaluation of Student’s Performance:

Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for **Level of Accuracy**.

Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for **Level of Independence**.

<table>
<thead>
<tr>
<th>Level of Accuracy</th>
<th>Level of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____%</td>
<td>_____%</td>
</tr>
</tbody>
</table>
Scoring Criteria

- Level of Accuracy
- Level of Independence
- Connection to Standards
Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.

John had ten opportunities to read 2-digit numbers. John was able to read all of the 2-digit numbers accurately.

<table>
<thead>
<tr>
<th>Level of Accuracy</th>
<th>100%</th>
</tr>
</thead>
</table>

John achieved a Level of Accuracy of 100%.
# Level of Accuracy

**Entry/Data Summary Sheet**  
**Mathematics/Communication Arts**

<table>
<thead>
<tr>
<th>Student Name: John</th>
<th>Grade: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area: Mathematics</td>
<td>Strand: NO</td>
</tr>
<tr>
<td>Has this student been assessed on this API in previous years?</td>
<td>yes □ no X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January 14 – February 8</td>
<td>February 11 – March 7</td>
</tr>
<tr>
<td>Date</td>
<td>1/25</td>
<td>1/20</td>
</tr>
<tr>
<td>Data Type</td>
<td>Student Work Record</td>
<td>Data Point</td>
</tr>
<tr>
<td>Accuracy %</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Independence %</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Average % for Collection Period</td>
<td>Accuracy: 85</td>
<td>Accuracy: 89</td>
</tr>
<tr>
<td>Independence: 90</td>
<td>Independence: 93</td>
<td></td>
</tr>
</tbody>
</table>

| Level of Accuracy | 87 |
| Level of Independence | 92 |

**API Entry Average**

---

*Note: The table and image are for educational and illustrative purposes only.*
# Level of Accuracy Rubric

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Entry Average %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>76 -100</td>
<td>The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 76–100% of the time across the two data collection periods.</td>
</tr>
<tr>
<td>3</td>
<td>51-75</td>
<td>The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 51–75% of the time across the two data collection periods.</td>
</tr>
<tr>
<td>2</td>
<td>26-50</td>
<td>The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 26–50% of the time across the two data collection periods.</td>
</tr>
<tr>
<td>1</td>
<td>0-25</td>
<td>The Entry/Data Summary Sheet indicates the student provided an accurate answer or response an average of 0–25% of the time across the two data collection periods.</td>
</tr>
<tr>
<td>NS</td>
<td></td>
<td>Insufficient information was given. The Entry/Data Summary Sheet was incomplete. Each entry must have six data points (three per collection period) as indicated on the Entry/Data Summary Sheet.</td>
</tr>
</tbody>
</table>
Level of Independence

| Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence. |
| John had ten opportunities to read 2-digit numbers. John read 7 of the 2-digit numbers independently and 3 of the numbers required content assistance from the paraprofessional. For the 3 with assistance, each number was read to John separately. Once this was done he could get the 2-digit number himself. |

| Level of Independence | 70% |
# Level of Independence

**Entry/Data Summary Sheet**  
**Mathematics/Communication Arts**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>John</th>
<th>Grade:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Mathematics</td>
<td>Strand:</td>
<td>NO</td>
</tr>
<tr>
<td>API #:</td>
<td>NO8.5</td>
<td>API Description:</td>
<td>Identify a 2-digit number.</td>
</tr>
</tbody>
</table>

Has this student been assessed on this API in previous years?  

<table>
<thead>
<tr>
<th>Collection Period 1</th>
<th>Collection Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>1/25</td>
<td>2/11</td>
</tr>
<tr>
<td>1/20</td>
<td>2/06</td>
</tr>
<tr>
<td>1/24</td>
<td>2/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Work Record</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Data Point</td>
<td>75</td>
<td>81</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy %</th>
<th>Independence %</th>
<th>Average % for Collection Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Period 1</td>
<td>Collection Period 2</td>
<td></td>
</tr>
<tr>
<td>Accuracy:</td>
<td>85</td>
<td>Accuracy:</td>
</tr>
<tr>
<td>Independence:</td>
<td>90</td>
<td>Independence:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>API Entry Average</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Accuracy</td>
<td>87</td>
</tr>
<tr>
<td>Level of Independence</td>
<td>92</td>
</tr>
<tr>
<td>Score Point</td>
<td>Entry Average %</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>4</td>
<td>76 - 100</td>
</tr>
<tr>
<td>3</td>
<td>51-75</td>
</tr>
<tr>
<td>2</td>
<td>26-50</td>
</tr>
<tr>
<td>1</td>
<td>0-25</td>
</tr>
<tr>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>
Level of Independence

- Task Specific Prompts
- Non-Task Specific Prompts
  - Redirection or focus prompts do not lower independence scores EXCEPT when the API includes “Attend to…”

*Content Area:* Communication Arts
*Strand:* Writing

*API Stem:* Describe a familiar object, person, characters, places and/or events using words/pictures/symbols/objects/actions.

*API:* WP2.9 Attend to descriptions of objects.
Connection to the Standards

- Is the API appropriate to the grade span?
- Does the activity described connect to the API?
- Does the activity demonstrate application?
# Grade-Span Appropriate APIs

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Title of Strand</th>
<th>Grade Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Mathematics</td>
<td>Numbers and Operations (NO)</td>
<td>MAP-A Strand 1 all grade spans Grades 3-8 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Algebraic Relationships (AR) and/or Geometric and Spatial Relationships (GS)</td>
<td>MAP-A Strand 2 elementary Grades 3, 4, &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Data and Probability (DP)</td>
<td>MAP-A Strand 2 middle school Grades 6, 7, &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Measurement (ME)</td>
<td>MAP-A Strand 2 high school Grade 10</td>
</tr>
</tbody>
</table>

**Assessment Blueprint**

<table>
<thead>
<tr>
<th>Student Name: John</th>
<th>Grade: 10</th>
<th>Date: 1/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Mathematics</td>
<td>Strand: 1</td>
</tr>
<tr>
<td>API: NO8.5</td>
<td>Description: Identify a 2-digit number.</td>
<td></td>
</tr>
</tbody>
</table>
Connecting the Activity to the API

- What is the activity?
- What skills does it assess?

<table>
<thead>
<tr>
<th>Content Area: Mathematics</th>
<th>Strand: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>API:NO8.5</td>
<td>Description: Identify a 2-digit number.</td>
</tr>
</tbody>
</table>

Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

While working at the community center, John had a customer ask if he could tell the customer the carbohydrates of some of the products the customer wanted to buy. The customer had ten different items that he asked John to read the carbohydrates for. The carbohydrates are generally listed as 2-digit numbers on the item’s box that John will have to identify.
Connecting the Activity to the API

- Inverted pyramid
- API at the lower point

### Strand 1: Numbers and Operations

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Concept</th>
<th>Alternate Performance Indicators (APIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A: Compute fluently and make reasonable</td>
<td>Recognize numerals.</td>
</tr>
<tr>
<td></td>
<td>estimates</td>
<td></td>
</tr>
<tr>
<td>NO8.1</td>
<td>Represent a number or a quantity (e.g., tap,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>draw objects or tallies)</td>
<td></td>
</tr>
<tr>
<td>NO8.2</td>
<td>Discriminate between numerals and other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>printed symbols.</td>
<td></td>
</tr>
<tr>
<td>NO8.3</td>
<td>Identify/recognize numerals 1 through 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e.g., point out a 5, given a choice of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>numerals).</td>
<td></td>
</tr>
<tr>
<td>NO8.4</td>
<td>Communicate numerals 1 through 9 (e.g.,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>write, use number cards, communication board)</td>
<td></td>
</tr>
<tr>
<td>NO8.5</td>
<td>Identify a 2-digit number.</td>
<td></td>
</tr>
<tr>
<td>NO8.6</td>
<td>Communicate 2-digit numbers.</td>
<td></td>
</tr>
<tr>
<td>NO8.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Does the activity connect to the API?

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Concept</th>
<th>Alternate Performance Indicators (APIs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>During Reading</td>
<td>During reading or read-alouds, develop and utilize strategies.</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>RP2.1. Attend to the reading of the story and to the pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP2.2. Predict and check.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP2.3. Check content and process using cueing systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Meaning: Does the word make sense?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Structure: Does the word sound right?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Visual: Does the word look right?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP2.4. Self-question: who, what, where, when, why, and how?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP2.6. Visualize. (e.g., What does something important in the story or article, not depicted in illustrations, look like?)</td>
</tr>
</tbody>
</table>
Student Work Record
Mathematics/Communication Arts
Attach student work sample if appropriate

<table>
<thead>
<tr>
<th>Student Name: Kayla</th>
<th>Grade: 3</th>
<th>Date: 1/16/2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Communication Arts</td>
<td>Strand: (RD, RP)</td>
</tr>
<tr>
<td>API: RP2.2</td>
<td>Description: Predict and check</td>
<td></td>
</tr>
</tbody>
</table>

**Task/Activity:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)
We are starting a new story in our reading books. Before reading the story, Kayla will do a picture walk through the story. She will go through the book and look at the pictures and discuss what she thinks will happen in the story. She will write her predictions on a piece of paper. After making her predictions, we will read the story together then she will check her predictions.

**Evaluation of Student’s Performance:**

<table>
<thead>
<tr>
<th>Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.</th>
<th>Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before reading the story, Kayla made her predictions about what she thought would happen at the beginning, middle, and end. After reading, she checked her predictions to see if she was correct. She checked two out of three predictions correctly for an accuracy level of 67%.</td>
<td>She was able to make and check all of her predictions with no prompts for an independence level of 100%</td>
</tr>
</tbody>
</table>

| Level of Accuracy 67% | Level of Independence 100% |
Application

What is the purpose of the activity?
- Practice of the skill in the API
- Some purpose other than practice

Content Area: Mathematics

API: NO8.5 Description: Identify a 2-digit number.

Task/Activity: (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

While working at the community center, John had a customer ask if he could tell the customer the carbohydrates of some of the products the customer wanted to buy. The customer had ten different items that he asked John to read the carbohydrates for. The carbohydrates are generally listed as 2-digit numbers on the item’s box that John will have to identify.
## Acquisition or Application?

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Application through Standards-based Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key word drill and skill with flashcards</td>
<td>Key words highlighted in a weekly reader with student identifying highlighted words</td>
</tr>
<tr>
<td>Copy spelling words</td>
<td>Correct use of spelling words in a journal entry</td>
</tr>
<tr>
<td>Flashcard practice of math facts</td>
<td>Application of math facts to determine lunch count</td>
</tr>
</tbody>
</table>
## Acquisition or Application?

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Application through Standards-based Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashcard practice of organism parts</td>
<td>Identifying organism parts to participate in a class game of Organism Bingo</td>
</tr>
<tr>
<td>Sort ingredients by attribute</td>
<td>Sort ingredients of a mixture to identify/communicate their observation of what makes up the mixture</td>
</tr>
<tr>
<td>Sort coins into piles of like coins</td>
<td>Sort coins needed to make a purchase (e.g., quarters for a juice from the vending machine)</td>
</tr>
</tbody>
</table>
Application in Science

- Application is shown when the activity asks the student to apply a set of skills with an objective in mind.

- e.g., Student records temperature using a thermometer (Process Strand). Connecting this Strand to how weather affects humans (Content Strand) – a potential application could be shown when the student selects items of clothing appropriate for the temperature on the thermometer.

- Student MUST USE SKILL to complete an activity for purpose other than practice.
**Student Work Record**

- **Student Name:** Heather  
- **Grade:** 7  
- **Date:** 2/02/2007  
- **Content Area:** Mathematics  
- **API:** NO4.5  
- **Description:** Identify odd and even numbers.

**Task/Activity Description:** (Write a brief description of the task/activity, its connection to the API, and how it demonstrates application.)

Heather was assigned a worksheet in Math class to work on. She was assigned only the evens to work on. This demonstrates an application because she had to apply the skill of identifying even numbers in order to do the correct problems.

**Evaluation of Student's Performance:**

Describe and evaluate the student’s actual accuracy performance. Describe how the percentages were determined for Level of Accuracy.

<table>
<thead>
<tr>
<th>Level of Accuracy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>%</td>
</tr>
</tbody>
</table>

Describe and evaluate the student’s actual independence performance. Describe how the percentages were determined for Level of Independence.

<table>
<thead>
<tr>
<th>Level of Independence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93</td>
<td>%</td>
</tr>
</tbody>
</table>

2006-2007 MAP-A ProFile

MA Page: 7
Adding One-Digit Numbers

A. Add these one-digit numbers.

REMEMBER: Write the definition of one-digit numbers.

Examples:
To add 3, 2, and 5, first find the sum of 3 and 2. Add 5 to this sum.

\[ \begin{array}{c}
3 \\
2 \\
\hline
5 \\
\end{array} \]

\[ \begin{array}{c}
3 \\
2 \\
\hline
5 \\
\end{array} \]

\[ \begin{array}{c}
+ \\
5 \\
\hline
= \\
10 \\
\end{array} \]
# Connection to the Standards Rubric

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The Student Work Records provide documentation of the application of the API/s in two standards-based activities, one per collection period.</td>
</tr>
<tr>
<td>2</td>
<td>The Student Work Records provide documentation of the application of the API/s in one standards-based activity (one out of two collection periods).</td>
</tr>
<tr>
<td>1</td>
<td>The Student Work Records provide documentation of the API/s but do not include application of the API/s in standards-based activities.</td>
</tr>
<tr>
<td>NS</td>
<td>Insufficient information was given. There were no work samples included for the API/s or the work samples submitted were not connected to the API/s.</td>
</tr>
</tbody>
</table>
Data Collection & MAP-A Activities

- API Selection Guidelines
  - Consider depth and breadth
  - Material new to the grade span is bolded
  - Remember the big idea
    (and the concept, and the stem)
  - Justify duplications
Data Collection & MAP-A Activities

- Activity Design
  
  Interpretation of the API and its content is **CRITICAL** to successfully design a MAP-A activity.
  
  - And
  - Or
  - And/or
  - i.e.
    - Inclusive list
  - e.g.
    - Potential list
Data Collection & MAP-A Activities

- AGLEs, APIs, IEPs, and the MAP-A
  - Districts should plan the selection and use of the AGLEs/APIs for MAP-A assessment during development of yearly IEPs.
  - IEP Teams CAN use APIs as the basis for writing goals appropriate for the student.
  - Decisions should include the Instructional Team, which can include non-IEP Team Members (e.g., Science Teacher).
APIs can be selected and developed into measurable and observable goals if they fit the individual student’s learning needs.

- Teachers can collect data for progress toward IEP goals at the SAME time they collect data for MAP-A.

- Teachers can plan (Prior to Administration):
  - student acquisition,
  - practice, and
  - application of the skill(s).
Data Collection & MAP-A Activities

- Teachers may wish to plan more than 1 year out when evaluating which APIs to use, as some students need more than one year to:
  - acquire,
  - practice, and
  - apply a new skill area.
API Glossaries

- Manual Glossary
- API Glossaries are located at the beginning of each content area (Mathematics, Communication Arts, and Science)
  - Reference point for teachers
- Science hierarchy of terms
<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Use of one or more of the five senses*, to participate within a science content activity.</td>
</tr>
<tr>
<td>Identify</td>
<td>Measurable recognition of a science concept (this may be shown in many modes, such as matching, labeling, naming, signing, pointing, and/or touching.)</td>
</tr>
<tr>
<td>Investigate</td>
<td>Conduct an science inquiry for purpose of gaining information.</td>
</tr>
<tr>
<td>Describe</td>
<td>Communicate/convey information about a science concept.</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Identify similarities and differences about a science concept.</td>
</tr>
<tr>
<td>Predict</td>
<td>Use of prior knowledge to determine what will or could happen within the content of a science activity.</td>
</tr>
<tr>
<td>*Five Senses</td>
<td>Use of smell, hearing, sight, taste and/or touch (includes sensory feeling, such as how your body feels when a car slows down).</td>
</tr>
</tbody>
</table>
### Entry/Data Summary Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Kayla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>4</td>
</tr>
<tr>
<td>Content Area:</td>
<td>Reading</td>
</tr>
</tbody>
</table>

**API #: 10**  
**API Description:** Match pictures to printed words to show printed words represent objects or pictures of objects.

#### Collection Period 1  
**January 8 - February 2**  
- Date: 2-2-07
- Data Type: Submitted Student Work Record
- Accuracy %: 100
- Independence %: 100

#### Collection Period 2  
**February 5 - March 2**  
- Date: 2-28-07
- Data Type: Submitted Student Work Record
- Accuracy %: 100
- Independence %: 100

**Average % for Collection Period:**  
- Accuracy: 100
- Independence: 100

**API Entry Average**  
- Level of Accuracy: 100
- Level of Independence: 100
ProFile

Web-Based Version

- 2009 – 2010 web only!
- Use the current version
- Available at any computer that has an internet connection
- Data is secure (SSL is used for encryption - same as banking industry), loss of data is unlikely.
ProFile

Web-Based Version

- Some variability in printing from computer to computer
- Entire portfolio may be printed at once
- Make certain printer has 3/4” margins
- Cannot be saved to external storage device
- Options for local electronic storage
  - Adobe Acrobat Pro may be used to print a page to PDF and store the PDF
  - After pressing “print” in ProFile, select the page or pages, copy and paste into Word

- Save often
  - Data lost if web site times out
ProFile

- Updated Forms
  - Validation Form
  - Entry/Data Summary Sheets
  - Student Work Record
  - API Duplication Justification Form
    - prompted automatically by selecting “Yes” on the Data/Entry Summary Sheet to the question regarding duplicating APIs
ProFile

- ProFile Site
  
  http://www.map-aprofile.org/Login.aspx
12 Step Process

Prior to the Administration Window

- Step 1: Verify student eligibility
- Step 2: Determine instructional team for MAP-A
- Step 3: Identify mandatory strands
- Step 4: Select APIs for assessment
12 Step Process

Prior to the Administration Window

Step 5: Review documentation requirements:

- Entry/Data Summary Sheet
- If assessing APIs from a previous year, fill out the API Duplication/Justification Form
- Student Work Record
  - Student Work Sample, if appropriate
12 Step Process

Prior to the Administration Window

- Step 6: Determine data collection system

<table>
<thead>
<tr>
<th>Descriptions of Data Collection Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chart Type</strong></td>
</tr>
<tr>
<td>Single Step Task/Activity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Multi-Trial/Multi-Step Task/Activity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Time Segments</td>
</tr>
</tbody>
</table>
During the Administration Window

- Step 7: Collect and record data
- Step 8: Select data points and student work to submit
- Step 9: Complete Student Work Record
- Step 10: Complete Entry/Data Summary Sheet
12 Step Process

Following the Administration Window

- Step 11: Assemble the MAP-A

- Step 12: Submit MAP-A by UPS
Lessons Learned

- APIs - What’s the Big Idea?
- Science
  - The science of APIs
  - Website or thermometer?
  - Explore vs. Investigate
- Application vs. Acquisition
  - Setting does not = application
Lessons Learned

- **ProFile**: test it out ahead of time

- Remember, mistakes can and do affect the MAP-A score!
Preventing common mistakes

...which may affect the MAP-A score:

- Avoid Carrots
- No Photographs
- Sample Student Work Properly
- Submit Required Forms and 8 ½ X 11 Ordered Pages
### How Many Pages in a MAP-A?

Table 5: Requirements for Proper MAP-A Data Collection

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>Communication Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Assessed</td>
<td>3-8, 10</td>
<td>3-8, 11</td>
<td>5, 8, 11</td>
</tr>
<tr>
<td># of Strands Assessed</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td># of APIs required per Strand</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td># of Entries Required</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Minimum # of Pages per Entry</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Minimum pages per content area</td>
<td>12</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>
How Many Pages in a MAP-A?

- Entry/Data Summary Sheet
  - Attach API Duplication/Justification Form if appropriate
- Student Work Record
  - Attach tangible student work if appropriate
- Table of Contents Checklist
- Validation Form
Preventing common mistakes

- …which do affect the MAP-A score.
  - Select Grade-Appropriate APIs
  - Connect the Activity to the API
  - Describe Level of Accuracy and Level of Independence Evaluations
  - “Stranger” Read
MAP-A Materials

- Instructor’s Guide & Implementation Manual
- MAP-A Binder
  - Bar-coded, student specific cover sheet
- Hard-copy MAP-A forms
- Prepaid UPS return shipping labels
Remember:
2009-2010 MAP-A Timeline

Enrollment Window Opens
MAP-A Materials Ship
Transfer Student Participation Deadline
Collection Period 1
Collection Period 2
Return-by Date
ProFile Closes

September 21
December 7 – January 8
January 8
January 11 – February 5
February 8 – March 5
March 10
March 26
Welcome To MAP-A Login

User Name

Password

Login
Forgot Password

map-aenrollment.arc.missouri.edu
Regional Professional Development Centers (RPDC)

- Heart of Missouri RPDC -- Columbia
- Kansas City RPDC -- Kansas City
- Northeast RPDC -- Kirksville
- Northwest RPDC -- Maryville
- St. Louis RPDC -- St. Louis
- South Central RPDC -- Rolla
- Southeast RPDC -- Cape Girardeau
- Southwest RPDC -- Springfield
- Central RPDC -- Warrensburg
Policy Questions
Department of Elementary and Secondary Education (DESE)

- Lin Everett
  - Lin.Everett@dese.mo.gov
  - (573) 526-4295

- Martha Leader
  - Martha.Leader@dese.mo.gov
  - (573) 751-2512

http://dese.mo.gov/divimprove/assess/mapa.html
ProFile Questions

- Measured Progress
  - John Cunningham
    - jcunningham@measuredprogress.org  BEST!
    - (866) 834-8880
  - Special Education Department ProFile Help
    - (800) 431-8901
- Information to have ready
  - Your name, school, state
  - Your computer platform
  - What do you want to do that you cannot do?
Materials/Process Questions

Assessment Resource Center
(800) 366-8232

- Josh Green
  - greenjos@missouri.edu

- Becky Hinshaw
  - hinshawb@missouri.edu

- Jon Henry
  - henryjon@missouri.edu

- Paul Hirsch
  - hirschp@missouri.edu

- Lisa Sireno
  - sirenl@missouri.edu
Questions