



Update for Modified Proficiency Scores for Students with Disabilities

Spring 2016





Update for Modified Proficiency Score

- **210:10-13-16. Student exceptions and exemptions related to graduation requirements for end-of-instruction exams**
- (b) **ACE graduation requirements.**
- (5) Students who have an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) may demonstrate mastery of state academic content standards through a modified proficiency score on the state assessment(s) as established by the IEP Team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established on the student's IEP, and shall be recorded on the student's cumulative record.
- http://www.oar.state.ok.us/viewhtml/210_10-13-16.htm



Update for Modified Proficiency Score

- Guidance based on the Achieving Classroom Excellence Act (ACE) was provided on September 23, 2010.
- This guidance is being updated in light of a new Alternate Assessment system used for the Oklahoma Alternate Assessment Program (OAAP)
- A student who does not pass the End of Instruction (EOI) exam may re-take the assessment and, if still not proficient but there was an increase in the test score, the Individualized Education Program (IEP) team can identify the student as passing with a modified proficiency score for ACE graduation purposes.



Update for *Modified Proficiency Score*

- The student must demonstrate an increase in the score on the same type of assessment.
- If a general assessment was taken in the first administration then the general assessment would have to be administered again to be able to identify an increase in the score.
- A third administration would be required if two different types of assessments were utilized.



Update for Modified Proficiency Score

- The IEP team cannot issue a modified proficient score unless the additional criteria has also been met by the student:
 - The student must have a passing grade in the EOI course that was assessed;
 - The student must meet the district's attendance policy; and
 - The student's IEP team must recommend the student for graduation.



Update for *Modified Proficiency Score*

- The student's transcript will not reflect that a modified proficiency score was used.
- The student's ACE Demonstration of Mastery Cumulative Record will have that information.



Update for Modified Proficiency Score

- There is no specified amount of progress that must be demonstrated.
 - The IEP Team will determine the appropriate amount of progress for the individual child in order to state that the child has demonstrated mastery in the required subject areas.
- There is no specified timeframe for determining how much progress must be demonstrated.
 - The IEP Team will examine all data available to determine if an individual child has shown enough progress to state that the child has demonstrated mastery in the required subject areas.



Update for Modified Proficiency Score

- For the Oklahoma Core Curriculum Test (OCCT) an increase in the Oklahoma Performance Index (OPI) score is used.
 - The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of the number-correct scoring. There is a one-to-one relationship between the raw score and the OPI score; for each raw score there is a corresponding OPI score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place students in one of the four performance levels.



Update for Modified Proficiency Score

- For the Oklahoma Alternate Assessment Program (OAAP) Portfolio Assessment an increase in the raw score is used.
 - The OAAP Portfolio reports raw score and performance level. The task raw score is the score earned on an individual task and the total score is the sum of all tasks of a subject the student earned. Performance level is decided on the total score level.



Update for Modified Proficiency Score

- Since that time, the Oklahoma Alternate Assessment Program has moved to a new Alternate Assessment system – Dynamic Learning Maps (DLM). This system is used for Math, ELA, and Science.
- DLM utilizes a different method of scoring, which necessitates revision to previously approved guidance.



Update for Modified Proficiency Score

- DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling.
- This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill.
- For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels.
- The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels.



Update for Modified Proficiency Score

- To utilize a modified proficiency score, the OSDE recommends that IEP teams use the number of skills mastered in making a determination for students taking DLM assessments for the OAAP. Updated Changes to Form:
- Original Language:
 - The student has demonstrated an increase in the score on the same type of assessment. (OCCT: increase in OPI Score; OMAAP: increase in OPI Score; OAAP: increase in raw score)
- Updated Language:
 - The student has demonstrated an increase in the score on the same type of assessment. (OCCT: increase in OPI Score; OMAAP: increase in OPI Score; OAAP Portfolio: increase in raw score; OAAP DLM: increase in skills mastered)