

## Q and A

### Subject: California Modified Assessment (CMA) for Grades 3-8

1. What is the California Modified Assessment?

The *California Modified Assessment* (CMA) is an additional State testing option for students with disabilities. The CMA is aligned with grade-level content standards and covers the same content as the *California Standards Test* (CST) in a modified test format.

2. Who can take the CMA?

Students with disabilities in grades 3-8 who are participating in grade level standards-based instruction if determined to be appropriate by the Individualized Education Program (IEP) team and documented on the IEP (see #4).

3. Which students qualify to take the CMA?

- The student **must have taken the California Standards Test the 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. A student participating in STAR for the first time may not take the CMA. Students in second grade **may not** take the CMA and must participate in the CST or CAPA. (LAUSD administers the STAR assessments to first grade students but the STATE does not count the first grade scores as a year of participation.)

OR

- The student took the CAPA Level 2-5 in **two previous years** and received a performance level of either **"Proficient" or "Advanced."**

4. What decision process does a school need to follow in determining that a student with disabilities will participate in the CMA?

Performance on the CST shall not be the only indicator for making a decision to assess the student using the CMA rather than the CST. The IEP team must consider the student's progress in appropriate grade-level instruction. This includes special education and related services designed to address the student's individual academic needs. The IEP team must assure that:

- The student who is assessed with the CMA has access to grade level curriculum, instruction and materials;
- The student's IEP includes grade-level standards-based goals and supports in the classroom for a subject or subjects assessed by the CMA;
- The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled; and

- The student, even with significant growth and instructional intervention, will not achieve grade-level proficiency within the year covered by the student's IEP.

The "*IEP Team Decision-Making Form*" (Attachment) **must** be used to guide the decision making process. The IEP team must consider all relevant data and other information which will lead to an informed decision regarding how the student will participate in the STAR program and document which accommodations and/or modifications are necessary. Modifications are not allowed on the CMA. The parents must be informed and agree that their son/daughter will be assessed on grade-level modified academic achievement standards. "*IEP Team Decision-Making Form*" must be filed in the student's green folder.

5. How is this decision documented on the IEP?

The IEP team's decision must be documented in the section: "*Participation in State and District-wide Assessments.*" Until Welligent changes are available, please click the button "*Student will participate in Regular State and District assessments*". If the CMA is selected for assessing one or more of the content areas, then document on page 12 the areas to be assessed and the necessary accommodations as outlined on the State Testing Matrix. **Modifications are not allowed on the CMA.**

6. Can the student take one subject using the CMA and another using the CST?

Yes, students can take one subject using the CST and one using CMA. For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA.

7. Are there any ramifications for the District for administering the CMA instead of the CST?

Federal regulations set a 2.0% cap on the percentage of students whose scores can be counted as proficient or above proficient on the CMA. This percentage is based on the total District population. There are no exceptions for exceeding the 2.0% calculation. These capped levels for both CAPA and CMA apply to Annual Yearly Progress (AYP) calculations only. District scores exceeding the 2% cap will be counted as "Below Basic."

The State field tested the CMA test items in grades 6, 7 and 8 in the fall of 2008. The CMA will be operational for eligible students with disabilities in grades 3-8 in spring 2009 for ELA and Math. Middle schools that choose to give the test this year will have the students taken off their base with the likelihood of raising the API requirements for the following year.

**IEP Team Decision-Making Worksheet**

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ IEP Date \_\_\_\_\_

**STEP 1:** Determine how the student participated and what score they received in STAR Program assessments in the previous year. To what extent does the student access the general education curriculum and grade level instruction in each subject area? (Briefly describe)

On the CST did the student score Below Basic or Far Below Basic? On the CAPA did the student score Proficient or Advanced on Level 2-5 of the CAPA?

Document scores:

CST	Yes	No	Score	Notes
E/LA				
Math				
Science				
CAPA				
English/LA				
Math				
Science				

**STEP 2:** Collect objective evidence using multiple measures, to determine how the student may best participate in statewide assessments:

- Test results from STAR assessments – CST or CAPA
- Classroom assessments
- Eligibility assessment data
- Other evaluations and observation

What does assessment data show in regard to the student's progress in the general education curriculum? Check multiple measures over time.

***Elementary:***

Subject Area	List Multiple Measures	Dates
E/LA	SOAR Data	
	Voyager Data	
	Periodic Assessments	
	Other	
Math	Periodic Assessments	
	Other	
Science		

***Middle School:***

Subject Area	List Multiple Measures	Dates
E/LA	Periodic Assessments	
	Other	
Math	Periodic Assessments	
	Other	
Science		

**IEP Team Decision-Making Worksheet**

**STEP 3:** Evaluate student response to appropriate instruction:

- Progress in the general curriculum
- Special education and related service
- Access to the general education curriculum and instruction
- Progress on grade-level, standards-based goals

In response to appropriate instruction will the student make sufficient progress toward grade-level proficiency?

Progress Demonstrated by Classroom Assignments, Assessments and Observations

What special education and related services have been included in the student's IEP? Indicate how they have supported access to the general education curriculum.

Special Education and Related Services	How They Support Access

What instructional accommodations or modifications have been provided based on student needs? Indicate their effectiveness.

Accommodations and Modifications	Effectiveness

**Grade-level, Standards-based Goals**

Did the IEP team review the student's goals to ensure they are based on the academic content standards and were goals met?

Content Standard Goals	Yes	No	Met	No Met/Why
E/LA				
Math				
Science				

**STEP 4.** Select the appropriate assessment.. Considering all the information determine whether the student will take:

- CST, with or without accommodations and/or modifications
- CMA with or without accommodations (no modifications allowed)
- CST/CMA combined – subject specific
- CAPA only

**STEP 5.** Document the decision to participate in the CMA on the IEP in the section on "*Participation in State and District-wide Assessments*". On page 12 indicate the areas to be assessed and the necessary accommodations.