



## Assessment Chart

This chart illustrates the differences among the PARCC, HSA Government, HS MISA, MISA, MSAA, and the Alt-MISA assessments.

	<b>PARCC ELA/Literacy &amp; Mathematics Grades 3-8 &amp; HS</b>	<b>HSA Government High School</b>	<b>HSA MISA HS Science</b>	<b>MISA Science Grades 5 &amp; 8</b>	<b>Alt-MISA Science Grades 5, 8, 11</b>	<b>MSAA ELA/Mathematics Grades 3-8 &amp; 11</b>
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Grade level content standards aligned with MCCRS.</li> <li>ELA and Mathematics grades 3-8; Algebra and English 10.</li> </ul>	<ul style="list-style-type: none"> <li>Course level content standards.</li> </ul>	<ul style="list-style-type: none"> <li>Course level content standards aligned to the High School NGSS.</li> </ul>	<ul style="list-style-type: none"> <li>Course level content standards in Science aligned with the NGSS; grades 5 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Modified course level content standards in Science aligned with the NGSS; grades 5, 8, and 11.</li> </ul>	<ul style="list-style-type: none"> <li>Modified grade level content standards (CCCs) aligned with MCCRS.</li> <li>Does not fully represent grade-level content.</li> </ul>
<b>Achievement Standards</b>	<ul style="list-style-type: none"> <li>Scores define a level of proficient performance equivalent to grade-level achievement on the State's general assessment.</li> <li>Includes five (5) levels of performance (1-5) and descriptors of the content-based competencies associated with each level.</li> <li>Assessments are based on grade level content standards.</li> </ul>	<ul style="list-style-type: none"> <li>Scores define a level of proficient performance equivalent to grade-level achievement on the State's general assessment.</li> <li>Includes three (3) levels of performance (basic, proficient, advanced) and descriptors of the content-based competencies associated with each level.</li> <li>Assessments are based on grade level content standards.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are based on Science content standards.</li> <li>Performance levels TBD by 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are based on Science content standards.</li> <li>Performance levels TBD by 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Scores define a level of proficient performance equivalent to grade-level achievement standards on the State's alternate assessment.</li> <li>Includes four (4) performance levels: emerging, approaching the target, at target, and advanced and descriptors of the content-based competencies associated with each level.</li> </ul>	<ul style="list-style-type: none"> <li>Scores define a level of proficient performance equivalent to grade-level achievement standards on the State's alternate assessment.</li> <li>Includes four (4) performance levels (1-4) and descriptors of content-based competencies associated with each level.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Selected response, constructed response, and technology enabled item types.</li> </ul>	<ul style="list-style-type: none"> <li>Selected response and brief constructed response item types.</li> </ul>	<ul style="list-style-type: none"> <li>Constructed response, multiple choice, fill-in-the-blank, matching, and other technology-enabled item types.</li> </ul>	<ul style="list-style-type: none"> <li>Constructed response, multiple choice, fill-in-the-blank, matching, and other technology-enabled item types.</li> </ul>	<ul style="list-style-type: none"> <li>Selected response and brief constructed response item types.</li> </ul>	<ul style="list-style-type: none"> <li>Selected response and brief constructed response item types.</li> </ul>

	<b>PARCC ELA/Literacy &amp; Mathematics Grades 3-8 &amp; HS</b>	<b>HSA Government High School</b>	<b>HSA MISA HS Science</b>	<b>MISA Science Grades 5 &amp; 8</b>	<b>Alt-MISA Science Grades 5, 8, 11</b>	<b>MSAA ELA/Mathematics Grades 3-8 &amp; 11</b>
<b>Special Considerations</b>	<ul style="list-style-type: none"> <li>Refer to PARCC Accessibility Features and Accommodations Manual for allowable accommodations.</li> <li>Accommodations are prescribed on the IEP and must be used in daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the <i>Maryland Accessibility Features &amp; Accommodations Policy Manual</i> for allowable accommodations.</li> <li>Accommodations are prescribed on the IEP and must be used in daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Accommodations are prescribed on the IEP and must be used in daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Accommodations are prescribed on the IEP and must be used in daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Accommodations are prescribed on the IEP and must be used in daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the MSAA Test Administrator’s Manual for allowable accommodations.</li> <li>Accommodations are prescribed on the IEP and must be used in daily instruction.</li> </ul>
<b>Eligible Student Population</b>	<ul style="list-style-type: none"> <li>Student accessing the general education curriculum and receiving special education services.</li> </ul>	<ul style="list-style-type: none"> <li>Student accessing the general education curriculum and receiving special education services.</li> </ul>	<ul style="list-style-type: none"> <li>Student accessing the general education curriculum and receiving special education services.</li> </ul>	<ul style="list-style-type: none"> <li>Student accessing the general education curriculum and receiving special education services.</li> </ul>	<ul style="list-style-type: none"> <li>Student receiving special education services and meets <b>ALL</b> alternate assessment eligibility criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Student receiving special education services and meets <b>ALL</b> alternate assessment eligibility criteria.</li> </ul>
<b>Eligibility Requirements</b>	<ul style="list-style-type: none"> <li>Student with a disability who can take the general assessment with or without accessibility features and accommodations.</li> <li>IEP Team, which includes the parents/guardians, determine the appropriate assessment in which the student will participate.</li> </ul>	<ul style="list-style-type: none"> <li>Student with a disability who can take the general assessment with or without accessibility features and accommodations.</li> <li>IEP Team, which includes the parents/guardians, determine the appropriate assessment in which the student will participate.</li> </ul>	<ul style="list-style-type: none"> <li>Student with a disability who can take the general assessment with or without accessibility features and accommodations.</li> <li>IEP Team, which includes the parents/guardians, determine the appropriate assessment in which the student will participate.</li> </ul>	<ul style="list-style-type: none"> <li>Student with a disability who can take the general assessment with or without accessibility features and accommodations.</li> <li>IEP Team, which includes the parents/guardians, determine the appropriate assessment in which the student will participate.</li> </ul>	<ul style="list-style-type: none"> <li>Student has an IEP.</li> <li>Student has a significant cognitive disability.</li> <li>Student requires instruction using significantly modified curriculum aligned to the MCCRS.</li> <li>Student requires extensive, direct, repeated, and individualized instruction.</li> <li>IEP Team, which includes the parents/guardians, determine the appropriate assessment in which the student will participate.</li> </ul>	<ul style="list-style-type: none"> <li>Student has an IEP.</li> <li>Student has a significant cognitive disability.</li> <li>Student requires instruction using significantly modified curriculum aligned to the MCCRS.</li> <li>Student requires extensive, direct, repeated, and individualized instruction.</li> <li>IEP Team, which includes the parents/guardians, determine the appropriate assessment in which the student will participate.</li> </ul>

	<b>PARCC ELA/Literacy &amp; Mathematics Grades 3-8 &amp; HS</b>	<b>HSA Government High School</b>	<b>HSA MISA HS Science</b>	<b>MISA Science Grades 5 &amp; 8</b>	<b>Alt-MISA Science Grades 5, 8, 11</b>	<b>MSAA ELA/Mathematics Grades 3-8 &amp; 11</b>
<b>Graduation Requirement</b>	<ul style="list-style-type: none"> <li>• Student must pass all required courses and earn passing score on PARCC assessments (or equivalent) to earn a Maryland High School Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must pass all required courses and earn passing score on HSA Government assessment (or equivalent) to earn a Maryland High School Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must pass all required courses and earn passing score on HSA MISA assessment (or equivalent) to earn a Maryland High School Diploma.</li> </ul>	<b>N/A</b>	<ul style="list-style-type: none"> <li>• Student participating in the Alt-MISA is pursuing a Maryland Certificate of Program Completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participating in the MSAA is pursuing a Maryland Certificate of Program Completion.</li> </ul>

**Alt-MISA:** Alternate Maryland Integrated Science Assessment

**CCC:** Core Content Connector

**HSA Government:** High School Assessment: Government

**HSA MISA:** High School Assessment: Maryland Integrated Science Assessment

**MCCRS:** Maryland College and Career Ready Standards

**MISA:** Maryland Integrated Science Assessment

**MSAA:** Multi-State Alternate Assessment

**NGSS:** Next Generation Science Standards

**PARCC:** Partnership for Assessment of Readiness in College and Career