

Questions and Answers

Kansas Assessment of Modified Measures (KAMM): Eligibility Criteria and Standard-based Individualized Education Program (IEP) Goals

Question 1: If a student is taking the KAMM, should the student have an annual goal related to the content area being assessed (e.g., Reading or Math)?

Answer: Yes. A component for KAMM *eligibility* includes “performance that is multiple years behind grade level expectations.” Therefore, any student identified to take the KAMM should have an IEP goal(s) that addresses grade level academic skills in the specific content areas (e.g., Reading and Math) that are being assessed.

For example, a student identified to take the Reading KAMM should have an IEP Goal in the area of Reading. A student identified to take the Math KAMM should have an IEP Goal in the area of Math. In addition, these content specific goals must be based on grade level Kansas content standards. The goals are determined from the student’s present levels of academic achievement and functional performance (i.e., PLAAFPs).

The Kansas Reading Standards and the Kansas Mathematics Standards contain the same wording as the standards across grade levels. It is the benchmarks and indicators that vary according to grade level. When considering specific skills and criteria for writing measurable goals, IEP teams need to take into account both on-grade level skills and developmental skills.

Question 2: If a student taking the KAMM assessment has more than one academic goal do they all have to be standard-based IEP goal?

Answer: Yes. If a student takes a KAMM assessment, all academic goals must be standard-based.

Question 3: Will the state be monitoring standards-based IEP goals for students who take the KAMM assessment?

Answer: Yes. The KSDE will monitor IEPs for standard-based goals that are at the student’s grade level through the *IDEA Regulations File Review*. Districts may develop their own policies regarding documentation to ensure compliance with this requirement. However, it is recommended that indicator numbers be specified with the goal.

Question 4: Do students taking only the KAMM in Science or History-Government have to have a science or history-government goal(s) based on content specific standards?

Answer: No, The students taking the KAMM in Science or History-Government may have Science or History-Government Goals; however, this is not mandatory.

Usually, it is a reading skill that interferes with student’s performance in content areas, such as Science or History-Government. Frequently, this is reflected in the IEP as a reading or math goal rather than a goal for a specific content area. To be eligible to take the KAMM the student should have a reading or math goal in the IEP.

Question 5: Do students who are categorized as having a severe emotional disturbance (SED) whose IEP focuses on behavior, need to have a Reading or Math content area goal if they are participating in the KAMM?

Answer: Yes. For any student identified in a disability category and whose inappropriate behavior is a significant issue for the student, a behavioral goal on the IEP is most likely appropriate. However, in order for a student to meet the eligibility criteria for the KAMM, the student’s disability must impact the student’s academic instruction, assessment, and performance.

Question 6: Does the state require benchmarks and short term objectives for Reading or Math goals for students taking the KAMM?

Answer: No. The state does not require benchmarks and short term objectives to be included in Reading and Math goals for students taking the KAMM. Benchmarks or short term objectives only are required for students taking the Kansas Alternate Assessment.