

Questions about the 2009-2010 Kansas Assessment of Modified Measures (KAMM)

1. What is the KAMM?

The KAMM is an Alternate Assessment Based on Modified Achievement Standards for each grade level and content area assessed.

2. Which content areas are assessed with KAMM?

KAMM is assessed in the same content areas as the general assessment for KAMM eligible students.

3. What is the testing window for KAMM?

The KAMM testing window is the same as for students taking the general assessment.

4. What should teachers be instructing students taking the KAMM?

Teachers should teach grade level indicators.

5. How does the KAMM compare to the general assessment?

- a. The same assessed indicators for the general assessment are used for the KAMM.
- b. The numbers of indicators assessed are reduced. (See Question 6.)
- c. Some indicators are omitted. Indicators that may be omitted are:
 - i. indicators that are assessed at more than one grade level; and
 - ii. indicators that will be tested in format(s) other than multiple choice in future years.
- d. There are fewer multiple choice items on the KAMM than on the general assessment.
- e. There are fewer passages to read on the KAMM Reading Assessment:
 - i. There are two narrative and two expository passages for Grades 3 and 4.
 - ii. There are two narratives, two expository, and one technical passage for Grades 5, 6, and 7.
 - iii. There are two narratives, one expository, one technical passage, and one persuasive passage for grades 8 and HS.
- f. There are three (3) answer choices on the KAMM. There are 4 answer choices on the general assessment.
- g. Items for the KAMM are selected / modified based on cognitive load.
- h. There are four (4) items per indicator assessed.

6. Who may take the KAMM?

A student with a disability whose IEP team uses the KAMM eligibility criteria, and determines the KAMM is an appropriate assessment for the student.

7. How does an IEP team determine who should take a KAMM?

The IEP team is encouraged to consider all instructional expectations of the student when determining appropriate state assessments. The IEP team will use the eligibility criteria and flowchart (on the following pages, on the website, and the last three pages of this document).

8. Can any student with a disability (regardless of the disability category) be considered for the KAMM?

Yes. The student's disability category **IS NOT** the determining factor for a student's eligibility to take the KAMM.

9. Are there additional requirements for students who take the KAMM?

Yes. The student's IEP **MUST** include goals based on grade level content standards. For example:

- i. If a student is eligible to take the Reading KAMM, he/she must have a Reading Goal based on grade level content standards on the IEP.
- ii. If a student is eligible to take the Math KAMM, he/she must have a Math Goal based on grade level content standards on the IEP.
- iii. As of 2009-2010, the student who is eligible for the KAMM does not have to have a Science, or History-Government Goal, or Writing Goal based on grade level content standards on the IEP.

10. Are accommodations allowed on the KAMM?

Yes. IEP teams make decisions about accommodations for the KAMM the same as they do for the general assessment. There is an *Accommodation Manual* available on the www.ksde.org website. All educators need to be aware of how accommodations are treated for scoring purposes.

11. What should the IEP team do if a student needs a paper-pencil version of the KAMM?

The KAMM is available through Kansas Computerized Assessment (KCA). Paper-pencil assessments may only be used for an accommodation. Teachers may request paper-pencil assessment through CETE (<http://www.cete.us/>).

12. Are there formative assessments available for the KAMM?

Currently, there are no formative assessments specific for KAMM. Since the KAMM and the general assessment are based on the same indicators, it would be appropriate for a teacher to access the formative assessment builders on the CETE website <http://www.cete.us/>

13. What percent of students can be scored as proficient on state assessments based on the KAMM?

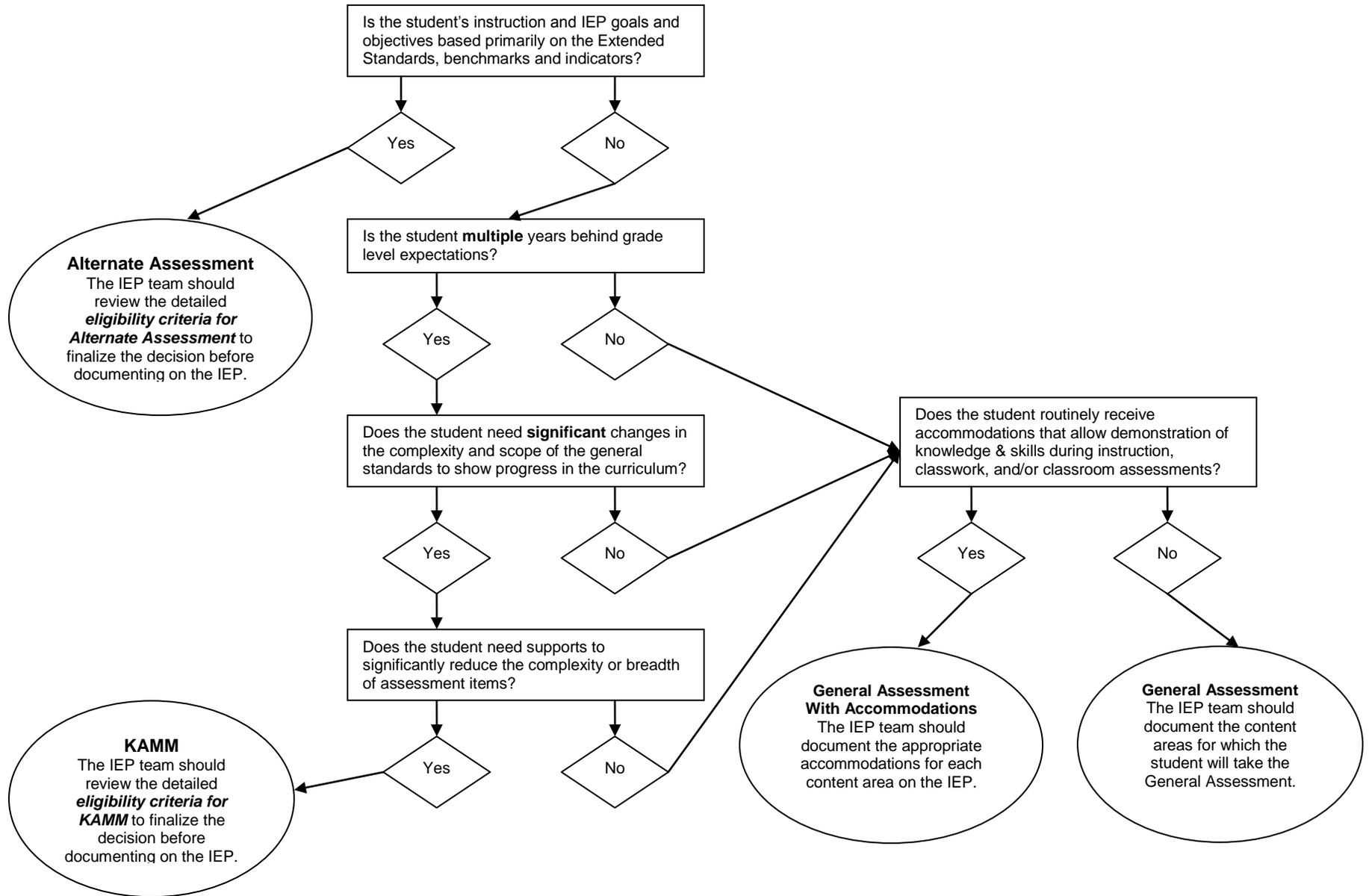
A federal cap of 2% of the tested population has been established for those students who “Meets Standard” (3), “Exceeds Standard” (4), or “Exemplary” (5) on the KAMM for AYP purposes. In cases where a district has more than 2% of students taking the KAMM, and their scores are at or above the proficient level, the percent of students exceeding the 2% cap will be reclassified as not proficient when calculating AYP.

14. May a district exceed the 2% cap?

Under specific limited conditions, a district may exceed the 2% cap only if the 1% cap is below one percent. The 1% that is unused can be applied to the 2% cap. For example, if the number of students who score “Meets Standard” and above on the Kansas Alternate Assessment is 0.8%, the district could include 2.2% of “Meets Standard” and above scores on KAMM in calculating AYP. (Refer to the below table for clarification).

	Alternate Assessment 1% Cap	KAMM - 2% Cap	Alternate + KAMM - 3% Cap
Can the district exceed cap?	Only if granted an exception (waiver) by KSDE.	Only if district is below 1% cap, but cannot exceed 3% cap.	Only if granted an exception to the 1% cap by KSDE, and only by the amount of the exception.

Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart



KAMM Eligibility Criteria

Required components:

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student's eligibility to participate in the KAMM may NOT RESULT PRIMARILY from: excessive or extended absence, any specific categorical label nor social, cultural, or economic differences.

Criteria	<u>Examples</u>
All criteria must be met to identify a student as eligible for participation in the KAMM.	<i>Supporting evidence for meeting these criteria (Data)</i>
Intensive Individualized Instruction Does the student need significant changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction AND	<i>Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports</i>
Requires intensive individualized supports AND	<i>Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology</i>
Requires extensive instruction AND	<i>Extended learning time including increased frequency and duration of instruction and practice</i>
Classroom Assessment Does the student need supports to significantly reduce the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment AND	<i>Student receives modified classroom assessments on a routine basis</i>
Needs to show what they know differently AND	<i>Assistive technology, oral presentation instead of a written response, performance assessment</i>
Accommodations alone do not allow the student to fully demonstrate knowledge AND	<i>Documented accommodations have been insufficient</i>
Student Performance Is the student multiple years behind grade level expectations?	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	<i>Evidence shows the student's instructional level in the scope and sequence of the content standards is at a pre-requisite level</i>
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	<i>Evidence shows the use of research based-interventions and data for monitoring progress</i>
Student classroom achievement and performance is significantly below grade level peers	<i>The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (Example: performance at 2 standards deviations below the mean).</i>