

Glossary of Terms

Definitions (available from Maryland Report Card - <http://www.mdreportcard.org>)

Alternate Maryland School Assessment (ALT-MSA) - The Alternate Maryland School Assessment (ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland State Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills. A portfolio is constructed of evidence that documents individual student mastery of the assessed reading, mathematics, and science objectives.

Eligible students participate in the ALT-MSA in Grades 3-8 and 10.

The statewide performance standards reflecting three levels of achievement: Basic, Proficient, and Advanced are reported for the ALT-MSA.

High School Assessments (HSA) - The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students including middle school students taking high school level courses must take the High School Assessment after they complete the appropriate course. These courses currently include English 2, government, algebra/data analysis, and biology.

All students receive a score for each test they take. Scores are also reported for the state, school systems, and schools. The passing scale scores for the content areas have been established. They are as follows:

Algebra	412	English 2	396
Biology	400	Government	394

Maryland School Assessment (MSA) - The Maryland School Assessment (MSA) requires students in Grades 3 through 8 to demonstrate what they know about reading, mathematics, and science. The MSA test measures basic as well as higher level skills.

The MSA test produces a score that describes how well a student masters the reading, mathematics, and science content specified in the Maryland Content Standards. Each child will receive a score in each content area, categorizing their performance as Basic, Proficient, or Advanced.

This test, which has replaced the Maryland School Performance Assessment Program (MSPAP), provides educators, parents, and the public valuable information about student, school, school system, and state performance.

Performance Level Standards - Standards are measures of performance against which yearly results are compared. Standards help to examine critical aspects of instructional programs; help to ensure that all students receive quality instruction; hold educators accountable for quality instruction; and help to guide efforts toward school improvement. Maryland standards are divided into three levels of achievement:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

Special Education - The number and percentage of special education program participants - students with disabilities who have current Individualized Education Plans (IEPs).

Least Restrictive Environment (LRE) codes for ages 6-21

LRE A - In general education settings 80 percent or more of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services inside general education settings 80 percent or more of the school day.

This may include students with disabilities placed in:

- Classes with special education/related services provided within general classes.
- Classes with special education/related services provided outside general classes.
- Classes with special education services provided in resource rooms.

LRE B - In regular education settings between 40 percent and 79 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings between 40 percent to 79 percent of the school day.

These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be included.

This category may include students placed in:

- Resource rooms with special education/related services provided within the resource room.
- Resource rooms with part-time instruction in a general education class.

LRE C - In general education settings less than 40 percent of the time. Students, ages 6-21, enrolled in a comprehensive school who receive special education and related services in regular education settings less than 40 percent of the school day. Students who are reported as receiving education programs in public or private separate school or residential facilities should not be

included.

This category may include students placed in:

- Self-contained special classrooms with part-time instruction in a general education class.
- Self-contained special classrooms with full-time special education instruction on a general education school campus.

LRE D – Homebound placement (Home and Hospital). Students, ages 6-21, who receive special education instruction at home. Students with disabilities whose parents have opted to "home school" them and who receive special education at the public expense should not be included.

LRE F - Public separate day school. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a public separate day facility that does not house programs for students without disabilities.

LRE G - Private separate day school. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private separate day facility that does not house programs for students without disabilities.

LRE I - Private residential facility. Students, ages 6-21, who receive special education and related services for greater than 50 percent of the school day in a private residential facility.