

THE EDUCATIONAL PROFICIENCY PLAN

Massachusetts Department of Elementary and
Secondary Education
October 2008



Standards for Receiving a Competency Determination

Students starting with the graduating class of 2010 **must satisfy one of the following two conditions** in both English language arts and mathematics to earn a competency determination.

- ◆ meet or exceed the Proficient threshold scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests, or
- ◆ meet or exceed the Needs Improvement threshold scaled score of 220 on the English Language Arts and Mathematics grade 10 MCAS tests **and fulfill the requirements of an Educational Proficiency Plan.**



PLEASE NOTE !

Students must also meet/exceed the minimum *Needs Improvement* score (scaled score of 220 or higher) on the Science and Technology/Engineering MCAS test.

“Beginning with the Class of 2010 and beyond” includes students who have been retained or held back.



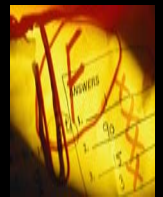
The Educational Proficiency Plan

- ◆ A review of a student's strengths and weaknesses in the content area.
- ◆ The courses the student will be required to take and successfully complete in grades 11 and 12 that will move the student toward proficiency on the grade 10 curriculum framework standards as well as on grade 11 and 12 standards in English language arts or grade 11 and 12 grade span standards or Algebra II standards in mathematics.
- ◆ A description of the assessments the school will administer on at least an annual basis to determine whether the student is making progress toward proficiency, or has become proficient on the grade 10 standards.



STRENGTHS AND WEAKNESSES

Developing a student's EPP begins with first determining (in the content area) the student's specific strengths (to build upon) and specific weaknesses to be addressed in carrying out the plan.



Coursework

The plan must outline the courses a student will take and successfully complete in grades 11 and 12 in order to move that student toward proficiency.



THE ASSESSMENTS



The plan must identify the assessments to be used annually (at least) to determine whether a student has met or is moving toward proficiency.



For school year 2008-2009 schools may use the following:

- ❖ **Locally developed end-of-course English language arts and Mathematics assessments**
- ❖ **MCAS tests designed specifically for the EPP**
- ❖ **Accuplacer**
- ❖ **The new ADP Algebra II test**



Locally developed English language arts and mathematics tests

End of course assessments can take many forms, and may vary depending on the school or district. The assessments may be traditional comprehensive final exams, a combination of the scores of midterms, finals or quarterly exams that cover the entire year, or a more innovative portfolio or project based assessment. The end of course assessment must cover the entire year of work and be based on high school standards in the assessed subject area.



MCAS tests designed specifically for the EPP

Grade 10 MCAS test forms – for which scoring will be done at the local level

- 1. When will EPP forms be available?** The manual will be posted via the Department's security portal by November 3, 2008. Superintendents/Principals will need to use their Department-assigned password to access secure EPP forms.
- 2. What are the requirements for test administration?** There will be two windows open for test administration for students. The test administration manual (also posted to the portal) provides details on test security, administration and ethics requirements. Test forms may NOT be used for practice or review.
- 3. What is the content and structure of the EPP forms?** Both the math and ELA test forms are aligned to Curriculum Framework content standards and mirror the MCAS test blueprints except for the distribution of items types: the mathematics test includes only multiple choice questions (no short answer or constructed response) and the ELA form includes only multiple choice items on the reading comprehension portion of the test. The ELA test does include a writing prompt.



MCAS tests designed specifically for the EPP

Grade 10 MCAS test forms – for which scoring will be done at the local level

PROJECTED SCHEDULE FOR THE MCAS/EPP

November 3, 2008

Test Administrator's Manual posted to the
security portal

Projected Testing Windows:

January 12, 2009-January 16, 2009

April 28, 2009 -May 4, 2009



Accuplacer

All public state and community colleges and the University of Massachusetts currently use Accuplacer as part of their placement process.

Testing should be done in partnership with a community or state college.

If selected as an option, Accuplacer testing can be used as an early college assessment for high school students. The assessment results can be used for access and readiness for college.



The new Algebra II test, which Massachusetts has developed in conjunction with Achieve Inc. (Pending funding)

The online version of the Algebra II test will soon be available for schools to register their students who have (or will have) completed an Algebra II course

Participation is voluntary for those who are eligible to participate.



EPP Assessment Summary

SY 2008-09 Assessment Options	Determine Proficiency	Measures progress toward Proficiency
End-of-Course Assessments		X
MCAS EPP Tests	X	X
Accuplacer		X
ADP Algebra II Test		X



Additional EPP Resources

- Updated EPP resources including sample EPP templates and information are posted on the Department's College and Career Readiness webpage
<http://www.doe.mass.edu/hsreform/epp/>
- NCS Mentor website
www.ncsmentor.com/customers.htm
(key word: MCAS)



Highlights from the Question and Answer Document

1. What is the definition of “successfully complete” a course in the relevant content area(s)?

“Successful completion” of a course means, at minimum, that the student has earned academic credit for the course under the school district’s standards for awarding academic credit. The school district may establish additional criteria for successful completion of a course required by a student’s EPP.

2. What evidence should be maintained to verify that a student’s EPP has been successfully completed?

Documentation that includes the course(s) required by the student’s EPP, the assessment that was used and date of administration. EPP data will be reported in SIMS.

