

ALD Activity

1. Review the Mathematics MCA-III Achievement Level Descriptors (ALD).

<http://www.scimathmn.org/stemtc/resources/resources-february-2013-mespa-conference-0/achievement-level-descriptors>



<http://education.state.mn.us/MDE/EdExc/Testing/AchievLevDesc/>

2. For each achievement level find example questions (from textbooks, classroom tests, sample items, NAEP items, etc.) or write questions for each descriptor in each strand.

NOTE: As a *general* rule questions on high-stakes tests have distractor rationales—a reasonable explanation as to why a student may think an incorrect answer option is correct. Create rationales for each answer option in multiple choice or multiple response questions. There is a template at the end for record keeping.

3. Answer the following questions either individually or as a group:
 - a. Where are differences between ALDs clearly noticeable? Where are they less noticeable?
 - b. Which ALD is most represented in your curriculum and instructional materials?
 - c. Are there any benchmarks that are reflected in all four ALDs? For these benchmarks, can conceptually different questions be asked that are not in the examples created?
 - d. Is there a relationship between a question at this grade level that “Exceeds the Standards” and a question from the next grade level up that “Meets the Standards?” Is there a relationship between a question from the grade level below that “Exceeds the Standards” and a question at this grade level that “Meets the Standards?” Is it appropriate to try to build this type of relationship?
 - e. Are the Achievement Level Descriptors an appropriate tool to use when looking at the spectrum of student achievement by grade level?
 - f. Can students create or explain the rationales for the incorrect answer options?
 - g. How can ALDs be applied to instruction on a daily basis?

Want to be a part of the decision making process for the MCA items?

Scan the QR code to the right or go to:

<http://education.state.mn.us/MDE/EdExc/Testing/RegAdvPanel/>

Register to be on an Advisory Panel that reviews MCA items before they're on the test.



Creating a guide (not rules) to measure instructional materials (not students)

Number & Operation

Does Not Meet the Standards

Partially Meets the Standards

Meets the Standards

Exceeds the Standards

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Algebra

Does Not Meet the Standards

Partially Meets the Standards

Meets the Standards

Exceeds the Standards

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Geometry & Measurement

Does Not Meet the Standards

Partially Meets the Standards

Meets the Standards

Exceeds the Standards

Creating a guide (not rules) to measure instructional materials (not students)

Data Analysis

Does Not Meet the Standards

Partially Meets the Standards

Meets the Standards

Exceeds the Standards

**ALD Activity
Metadata Template**

Strand	Item Descriptor	Key	Distractor Rationales	Alignment and Comments	
Numbers & Oper.			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
Algebra			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
Geometry & Meas.			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
Data Analysis			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
				a.	ALD:
				b.	Benchmark:
				c.	Comment:
				d.	
			a.	ALD:	
			b.	Benchmark:	
			c.	Comment:	
			d.		