

## KAMM - Question & Answer

**Question 1:** If a student is taking the KAMM, must 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 must have an IEP goal that addresses significantly low academic skills in the specific content area(s) assessed.

Regardless of the child's disability, a student identified to take the Reading KAMM must have an IEP goal in the area of Reading. A student identified to take the Mathematics KAMM must have an IEP goal in the area of Mathematics. 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).

In both the Kansas Reading Standards and the Kansas Mathematics Standards, the wording of the standards is the same across grade levels. It is the benchmarks and indicators that vary according to grade level, and which reflect the specific skills appropriate for inclusion in a measurable goal. When considering specific skills and criteria for writing measurable goals, IEP teams need to take into account both on-grade level skills and developmentally prerequisite skills.

**Question 2:** Must a student taking only the KAMM in Science or Government-History have a goal based on content specific standards?

**Answer:** No. A student who is eligible for the Science or Government-History KAMM may have a goal in Science, or Government-History; however, this is not mandatory during the 2007-2008 academic year. Typically, it is a reading skill that interferes with student's performance in content areas, such as Science, Government-History, etc. Frequently, this is reflected in the IEP as a reading goal rather than having a goal for a specific content area.

**Question 3:** 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. If the student meets the eligibility criteria for the KAMM, a goal must be included which addresses the academic content area(s) that are being assessed.

**Question 4:** How does the KAMM compare to the general assessment?

**Answer:**

- 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. for Grades 3 and 4 there are two narrative and two expository passages
  - ii. for Grades 5, 6 and 7 there are two narratives, two expository, and one technical passage
  - iii. for grades 8 and HS there are two narratives, one expository, one technical passage, and one persuasive passage
- 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.
- i. Indicator-level reports are available for the KAMM to support teachers' instructional planning.

**Question 5:** Are accommodations allowed on the KAMM?

**Answer:** 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.kansped.org](http://www.kansped.org) website. All educators should be aware of how accommodations are treated for scoring purposes.

**Question 6:** What should we do if a student needs a paper-pencil version of the KAMM?

**Answer:** The KAMM is available through KCA or paper-pencil. Teachers may request paper-pencil assessment for students through CETE.

**Question 7:** Are there formative assessments available for the KAMM?

**Answer:** Currently, there are not 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 [www.cete.us](http://www.cete.us)