

BALTIMORE CITY

PUBLIC SCHOOLS

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SY18-19 Assessment Guidance

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Assessment Philosophy

To complement the district's adoption of high quality curriculum and instructional materials, the right assessments are required in order for teachers, principals, parents and district office to know at what level a student is performing, know what content the student needs to master by the end of the year, and know the right information to close the gap between where a student is "now" and where a student needs to be "later." The district's suite of assessments ranges from common formatives, interims, and summative assessments. Each play a distinct but integrated role in providing information that can be used to improve instruction and a student's learning. Specifically,

- Common formatives are built into the curriculum and are used to monitor more frequently (e.g. in shorter cycles) a student's mastery based on the scope and sequence of the curriculum for that grade level. Teachers can use this data to make tweaks to their instruction (in short cycles) and determine what material to spend more time on.
- Interim assessments gauge whether student is on track to master the required grade-level standards by the end of the year. Teachers can use this data (in a longer cycle) to identify which students are on-pace and to make adjustments to their groupings.
- Summative assessments measure a student's mastery of the complete set of grade-level standards at the end of the school year. Teachers can use this data to reflect on the past year and inform planning for the upcoming year.

The compliment of assessments required by the district and the state provide information that is useful at the classroom, school, and district level and provides a comprehensive picture of student outcomes. Data from each assessment can be utilized for different purposes depending on the needs of users. Teachers receive information that can be implemented in the classroom by identifying students who are in need of enrichment or additional academic support. Principals can monitor the impact of building-wide strategies and initiatives and identify areas for improvement as well as opportunities to celebrate success. Aggregate information reviewed at the district level provides insight into professional development needs throughout the district. In addition to this multi-level usefulness, many of the assessments provide opportunities to combine data to better meet the needs of our students. From diagnostic assessments to those that focus on mastery attainment, it is possible for teachers and leaders to gain a deep understanding of student needs and adjust accordingly throughout the school year.

While recognizing there is a need for a suite of assessments, as a district we understand that "time" is the most valuable asset we have with our students and ensuring that we can maximize instructional time is key to success. As such, to determine the right suite of assessments for SY18-19 and beyond, there were several main questions considered when reviewing what assessments should be required by the district for schools to administer. These included:

- Does the assessment support current district strategies?

- How are we using the data to improve student outcomes and professional practice? For example, how does it inform the professional development needs of the district?
- Does the assessment provide timely, valid, and useful data to teachers and principals?
- Does it provide leading or lagging information?
- Is there redundancy across assessments?

We recognize as a district it will take time to get the right set of assessments in place at every grade level across multiple subjects. As such, as a district we developed a three-year assessment strategy that addresses the changing needs of the district. Core to this assessment strategy is the belief that the assessments delivered provide the necessary information to meet the needs of teachers, students and administrators, while maximizing the time teachers have with students for actual instruction.

Three-year assessment strategy

The district’s three-year assessment strategy provides school leaders and teachers an opportunity to deepen their understanding of the connections between the assessment strategy and broader initiatives and work that is ongoing throughout the district, including the connections to Navigating Academic Planning (NAP) and the *Blueprint for Success*.

Major changes to the district’s assessment strategy for this year include the addition of an ELA interim assessment, reducing the required i-Ready administrations to requiring only the Beginning of Year assessment for the majority of our schools, and the removal of PARCC ELA 11 and Algebra 2 requirements. Additionally, beginning in SY 18-19, the district office will begin working to shift all middle of year and end of year assessments to a quarterly or interim approach that will allow for all subjects to have at least four checkpoints throughout the year in future years.

Below is a summary by year of the assessment strategy that is being proposed, with the SY18-19 strategy having been approved and in full-effect. Future years will be reviewed and updated as necessary as part of an annual review that will provide opportunities for input from principals, teachers, parents, and students with the goal of providing school communities with enough information to make informed decisions during the budget process each year

Three-Year Assessment Strategy Summary

| | Grades | Year 1 (SY 18-19) | Year 2 (SY 19-20) | Year 3 (SY 20-21) |
|-------------------------------|--------|--|----------------------------------|----------------------------------|
| ELA Interim Assessment | 1-8 | Implementation of new curriculum and standards aligned platform. Procure | Continue with interim assessment | Continue with interim assessment |

| | Grades | Year 1 (SY 18-19) | Year 2 (SY 19-20) | Year 3 (SY 20-21) |
|---|----------|---|---|--|
| | | an interim assessment for implementation part way through the school year. | | |
| | 9-12 | Continue with current exams and complete the review of the curriculum which will include investigating options for a curriculum and standards aligned assessment. | Implementation of new curriculum and standards aligned platform | Continue with interim assessment |
| Amplify Reading 3D (DIBELS, TRC) | K-3 | Continue with K-2 | Expand to grade 3 to provide screening information after removal of mandatory i-Ready | Continue with grades K-3 |
| High School English Culminating Tasks (End of Module Writing Assessment) | 9-12 | Culminating Tasks for English I-IV will replace former LDC tasks. | Adjust as necessary to align with curriculum | Adjust as necessary to align with curriculum |
| High School Adjustments | Grade 11 | Eliminate PARCC ELA 11 and Alg 2 assessments and use SAT as the college readiness measure. Continue with SAT day for high schools. | Continue with SAT Day | Continue with SAT Day |
| i-Ready | 3-11 | ONLY BOY administration | Eliminate i-Ready requirement for all | Implement a district-wide |

| Grades | Year 1 (SY 18-19) | Year 2 (SY 19-20) | Year 3 (SY 20-21) |
|--------|---|---|---|
| | <p>(Math Only grades 1-2, in addition to grades 3-11)</p> | <p>required. Teachers and principals would have the option of doing additional administrations based on district guidance or interest.</p> <p>MTSS Pilot sites continue with all 3 administrations.</p> | <p>students (except those in an MTSS school)</p> <p>intervention assessment</p> <p>Continue to use i-Ready for MTSS schools and others as identified</p> <p>Re-examine the use of i-Ready at MTSS schools and others as identified to determine effectiveness</p> |

| | Grades | Year 1 (SY 18-19) | Year 2 (SY 19-20) | Year 3 (SY 20-21) |
|---|--------|--|---|--|
| MOY/EOY district created assessments | 6-12 | <p>Issue clear guidance on standard use of ANet for Math and remove MOY/EOY for Math for 9-12 students in Data Link.</p> <p>Establish workgroup including teachers and principals in each content area to begin reviewing and standardizing all content areas to interim assessments that would be supported by either a vendor platform or by district's instructional management system.</p> | <p>Issue clear guidance on the standard use of the ELA assessment in place of MOY/EOY for 6-12 students. All 9-12 content areas will have standardized interims in place on the district's instructional management system or vendor platforms.</p> | <p>All 6-8 content areas will have standardized interims in place either on a vendor platform or the district's instructional management system.</p> |

Assessment Calendar for SY 18-19

| Testing Window Opens | Testing Window Closes | Test | Grade Band |
|----------------------|-----------------------|--|------------|
| September 4, 2018 | October 10, 2018 | Kindergarten Readiness Assessment (KRA) | K |
| September 4, 2018 | November 16, 2018 | IQWST Unit 1 (Open, but should be administered when appropriate based on curriculum) | 6-7 |
| September 4, 2018 | January 31, 2019 | IQWST Unit 2 (Open, but should be administered when appropriate based on curriculum) | 6-7 |
| September 4, 2018 | April 5, 2019 | IQWST Unit 3 (Open, but should be administered when appropriate based on curriculum) | 6-7 |
| September 7, 2018 | September 28, 2018 | Amplify - Reading 3D – BOY (DIBELS and TRC) | 1-2 |
| September 7, 2018 | September 28, 2018 | i-READY Window 1 – ELA | 3-11 |
| September 7, 2018 | September 28, 2018 | i-READY Window 1 – Math | 1-11 |
| September 7, 2018 | October 12, 2018 | Amplify - DIBELS – BOY | K |
| September 7, 2018 | September 17, 2018 | Accuplacer Diagnostic (Semester 1 and year-long courses only) | 12 |
| September 8, 2018 | September 8, 2018 | ACT | 11-12 |
| September 10, 2018 | October 12, 2018 | Early Learning Assessment - BOY | PreK |
| September 10, 2018 | December 21, 2018 | Naglieri | K |
| October 6, 2018 | October 6, 2018 | SAT | 11-12 |
| October 10, 2018 | October 10, 2018 | PSAT/NMSQT | 10-11 |
| October 24, 2018 | January 7, 2019 | PSAT 9 | 9 |
| October 27, 2018 | October 27, 2018 | ACT | 11-12 |
| November 1, 2018 | November 16, 2018 | ANET Interim 1 - Q1 | 1-8 |
| November 1, 2018 | November 16, 2018 | ANET Interim 1 - Year-long | 9-12 |
| November 1, 2018 | November 16, 2018 | ESOL Writing Assessment - Q1 | K-12 |
| November 1, 2018 | November 16, 2018 | Science Middle of Course Assessment – (Semester 1) | 9-12 |

| Testing Window Opens | Testing Window Closes | Test | Grade Band |
|----------------------|-----------------------|--|------------|
| November 1, 2018 | November 9, 2018 | Social Studies Middle of Course – (Semester 1) | 9-12 |
| November 1, 2018 | June 14, 2019 | IQWST Unit 4 (Open, but should be administered when appropriate based on curriculum) | 6-8 |
| November 3, 2018 | November 3, 2018 | SAT | 12 |
| December 1, 2018 | December 1, 2018 | SAT | 12 |
| December 3, 2018 | January 24, 2019 | PARCC Algebra I | 9-12 |
| December 3, 2018 | December 21, 2018 | i-READY Window 2 – ELA (Optional) | 3-11 |
| December 3, 2018 | December 21, 2018 | i-READY Window 2 – Math (Optional) | 1-11 |
| December 3, 2018 | January 24, 2019 | PARCC English 10 | 9-12 |
| December 8, 2018 | December 8, 2018 | ACT | 11-12 |
| January 7, 2019 | February 22, 2019 | ACCESS for ELLs 2.0 | K-12 |
| January 7, 2019 | February 1, 2019 | Government HSA | 9-12 |
| January 7, 2019 | February 1, 2019 | MISA – High School Semester 1 | 9-12 |
| January 7, 2019 | February 22, 2019 | WIDA Access Proficiency | 1-12 |
| January 9, 2019 | January 31, 2019 | New ELA Interim 2 - Q2 | K-8 |
| January 9, 2019 | January 31, 2019 | ANET Interim 2 - Q2 | 1-8 |
| January 9, 2019 | January 31, 2019 | ANET Interim 2 – Year Long | 9-12 |
| January 9, 2019 | January 31, 2019 | ESOL Writing Assessment - Q2 | K-12 |
| January 14, 2019 | February 5, 2019 | Early Learning Assessment - MOY | PreK |
| January 14, 2019 | January 23, 2019 | Kindergarten Math Interim - MOY | K |
| January 14, 2019 | January 24, 2019 | Accuplacer Test – Semester 1 | 12 |
| January 18, 2019 | January 28, 2019 | End of Course Assessment – Semester 1 | 9-12 |
| January 18, 2019 | January 28, 2019 | Middle of Course Assessment - Year Long | 9-12 |
| January 28, 2019 | February 8, 2019 | Accuplacer Diagnostic – Semester 2 | 12 |
| January 28, 2019 | March 8, 2019 | National Assessment of Educational Progress (NAEP) | 4, 8, 12 |
| January 29, 2019 | February 12, 2019 | Amplify - Reading 3D – MOY (DIBELS and TRC) | K-2 |
| February 9, 2019 | February 9, 2019 | ACT | 11-12 |
| March 1, 2019 | March 22, 2019 | i-READY Window 3 (Optional) | 3-11 |
| March 1, 2019 | March 22, 2019 | i-READY Window 3 (Optional) | 1-11 |
| March 9, 2019 | March 9, 2019 | SAT | 11-12 |
| March 11, 2019 | March 29, 2019 | MISA - 5 th | 5 |
| March 11, 2019 | March 29, 2019 | MISA - 8 th | 8 |
| March 11, 2019 | May 10, 2019 | ALT -MISA | 5,8,11 |

| Testing Window Opens | Testing Window Closes | Test | Grade Band |
|----------------------|-----------------------|--|------------|
| March 18, 2019 | May 3, 2019 | MSEA | 3-8, 11 |
| March 25, 2019 | April 5, 2019 | New ELA Interim Assessment 3 - Q3 | K-8 |
| March 25, 2019 | April 5, 2019 | ANET Interim 3 - Q3 | 1-8 |
| March 25, 2019 | April 5, 2019 | ANET Interim 3 - Year-long | 9-12 |
| March 25, 2019 | April 5, 2019 | ESOL Writing Assessment - Q3 | K-12 |
| March 27, 2019 | March 27, 2019 | SAT (school day) | 11 |
| March 28, 2019 | April 3, 2019 | Science Middle of Course - S2 | 9-12 |
| March 28, 2019 | April 3, 2019 | Social Studies Middle of Course - S2 | 9-12 |
| April 9, 2019 | April 9, 2019 | SAT (school day) makeup | 11 |
| April 13, 2019 | April 13, 2019 | ACT | 11-12 |
| April 24, 2019 | June 5, 2019 | PARCC Algebra I | 9-12 |
| April 24, 2019 | June 5, 2019 | PARCC | 3-8 |
| April 24, 2019 | June 5, 2019 | PARCC English 10 | 9-12 |
| May 4, 2019 | May 4, 2019 | SAT (Available but not included in free administrations) | 11-12 |
| May 6, 2019 | May 17, 2019 | AP exams | 10-12 |
| May 7, 2019 | May 17, 2019 | Kindergarten Math Interim – EOY | K |
| May 7, 2019 | June 7, 2019 | Government HAS | 9-12 |
| May 7, 2019 | May 17, 2019 | Accuplacer Test Y1/S2 | 12 |
| May 7, 2019 | June 7, 2019 | MISA - HS S2 and Year Long | 9-12 |
| May 13, 2019 | June 14, 2019 | New ELA Interim Assessment 4 - Q4 | K-8 |
| May 13, 2019 | June 14, 2019 | ANET Interim 4 - Q4 | 1-8 |
| May 13, 2019 | June 14, 2019 | ANET Interim 4 - Year-long | 9-12 |
| May 13, 2019 | June 14, 2019 | ESOL Writing Assessment - Q3 | K-12 |
| May 14, 2019 | May 17, 2019 | Senior Final Exams | 12 |
| May 20, 2019 | June 7, 2019 | Early Learning Assessment – EOY | PreK |
| May 20, 2019 | June 7, 2019 | Amplify - Reading 3D – EOY (DIBELS and TRC) | K-2 |
| June 1, 2019 | June 1, 2019 | SAT | 11-12 |
| June 8, 2019 | June 8, 2019 | ACT | 11-12 |
| June 10, 2019 | June 13, 2019 | 9-11 Final Exams | 9-11 |
| June 14, 2019 | June 14, 2019 | 9-11 Final Exam Make-Up Day | 9-11 |

Connections to Student Learning Objectives

Student Learning Objectives (SLOs) are specific, measurable learning goals for students which are intended to reinforce good practice that many educators already embrace, where school leaders, teachers and other instructional staff examine their students’ strengths and areas for growth early in the year, set grade-level and school-wide goals for students, and gauge their progress over the year towards those goals. The SLO process simply formalizes this practice as a

component within school leader and teacher evaluations. SLOs also help guide data-driven instruction, provide an anchor for collaborative planning and promote student-learning focused dialogue amongst principals, their ILT teams, and their educators.

The selection of assessments is a crucial component of an SLO. These measures enable principals, teachers, teacher teams, and evaluators to determine progress towards and attainment of the student learning target in the SLO. An assessment can be any measure that allows students to demonstrate what they know and can do, such as a final exam, performance task, portfolio or standardized test. Like the SLO itself, identified assessments should be aligned to the relevant content standards and key concepts for the course, be rigorous and challenging for students, be a comprehensive measure of the skills and topics of the learning content, and provide clear, objective measures of success. Assessments should answer the question: *“How will I know if my students have learned the key content?”*

City Schools reviews and updates the content and assessment guidance for school leader and teacher SLOs on an annual basis. This guidance is electronically available in the resources section of the [Principal SLO and Teacher SLO Organizations within Blackboard](#).

MSDE requirements for Eligible Test Administrators

For the delivery of state mandated assessments, “Eligible Test Administrators” must be employees of the local school system and possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff. Eligible Test Administrators include the following:

- a) State-certified academic classroom teachers (certification is not required in the content area for which the teacher is serving as Test Administrator.)
- b) Other state-certified teachers who teach in special education, gifted and talented, and ESOL programs
- c) Academic classroom, special education, gifted and talented, and ESOL teachers with conditional state certification or who are awaiting a response on certification from MSDE
- d) State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education
- e) State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators
- f) Other state-certified teachers or state-certified retired teachers who may be working as instructional assistants, aides, or regular substitutes

Important things to note:

- a) Eligible Test Administrators, Proctors, or Accommodators may not serve in the same testing room as a student who is a family member or resides within the same dwelling.

- b) Local Education Agencies with students enrolled in non-public schools located outside of the state of Maryland are responsible for ensuring that these students are tested by eligible Maryland Test Administrators.

Technology and Testing

Technology should be used as a daily instructional tool to engage students in authentic tasks that replicate college and career readiness skills.

As schools are planning for technology purchases, City Schools recommends updating the “School-based Technology Plan” or creating one if none exists. The Academic’s Office of Media and Instructional Technology can provide assistance, support, and guidance to school leaders who wish to create a School-based technology plan.

How should a school determine if it has enough computers to administer PARCC and other assessments online?

Online testing windows are longer than pencil and paper windows. While sessions of a test must be administered on consecutive days, not all students need to take the test on the same day.

| School Testing Population | PARCC Recommendation |
|--|--|
| For schools with 3 or fewer testing grades | 2:1 ratio of students to devices in the largest testing grade. For example, a school testing three grades that has 120 students in their largest testing grade would need at least 60 computers. |
| For schools with 4 or more testing grades | 1:1 ratio of students to devices in the largest testing grade. For example, a school that is testing four grades and has 120 students in the largest grade would need at least 120 devices. |

Investing In Technology

All school leaders have completed the [Online Testing Readiness Tool](#). This tool details the number of devices in school buildings that are needed in order to ensure that the PARCC assessment is implemented successfully. Please refer to this tool in order to create or revise your technology plan when building a multi-year plan.

Overview of City Schools’ Technology Services

Schools and the district are both responsible for making sure school buildings are equipped with the technology and infrastructure they need to ensure excellent teaching and learning in classrooms. Below is a chart outlining the types of services available in the district and the departments responsible for maintaining, purchasing and supporting these investments.

| Service | Owner | Description |
|--|-----------------------------------|--|
| Internet- <i>Maintenance and Support</i> | Information Technology Department | The Information Technology Department (ITD) maintains this service on behalf of all schools. If your school has questions about Internet connectivity in your building, please contact the district Call Center at (443) 642-3000. Schools are responsible for the purchase and installation of wireless Internet access, but ITD will explore options with school leaders if needed. |
| Wireless Internet Access- <i>Installation</i> | Schools | Parts and labor for installing wireless access in schools are the financial responsibility of schools. School Leaders can access this information on K12Buy.com and are encouraged to consult with ITD staff by contacting (443) 642-3000. |
| Wireless Internet Access- <i>Support</i> | Information Technology Department | ITD will support wireless access once installed at no expense to the school. To request support, please contact (443) 642-3000. |
| Wiring and Related Services- <i>Installation</i> | Schools | If schools require additional network drops in order for computers to access the Internet, schools are responsible for this cost. School leaders can contact the District Call Center with requests for this service at (443) 642-3000. |
| Hardware and Software- <i>Purchasing devices</i> | Schools | Schools are responsible for purchasing hardware including computers, tablets, and interactive projectors. All hardware for schools should be purchased through K12Buy.com so that ITD can assure support for these devices that align to district standards. Please see this fact sheet for more information on available technology and processes for purchasing and ensuring support of technology. All nonstandard software purchases must be approved by ITD and the Office of Academics to ensure compatibility with enterprise software and approved hardware. For SY 1819, schools will need to ensure that they have the latest version of Scanit (11.0) in order to be able to |

| Service | Owner | Description |
|---|-----------------------------------|--|
| | | administer paper assessments through Data Link. Please review this document for set up support. |
| Hardware and Software- <i>Supporting devices</i> | Information Technology Department | ITD provides support for all approved hardware and software. |
| Scanners | Schools | Schools are responsible for the procurement of scanners for assessments delivered in Data Link (e.g., end of course assessments; New Reads/End of Unit Modules – Wit and Wisdom). Schools should replace their assessment scanners every 3 years or earlier if diagnosed with damaged components. Please request support at (443) 642-3000 if you have questions about scanners for Data Link assessments. |
| Standard Imaging | Information Technology Department | All school computers receive a standard image. This image includes software including Microsoft Office, Adobe Reader, and Internet browsers. Sometimes when a computer is non-functioning, ITD will reimage the machine. There is no charge for re-imaging a computer. As always, if computers are not functioning properly, please request support at (443) 642-3000. |
| Email and Enterprise Services | Information Technology Department | All staff members receive a network login that provides access to email and necessary enterprise systems including TSS, Employee Self Service, Infinite Campus, and eForms. ITD maintains and supports these services. |

Types of computers that can be used to administer assessments

If your computers have Windows 7, Mac OS 10.7, or Chromebook OS version 64 or higher, you are able to test online. Computers can be desktops or laptops. Note that computers running Windows XP do not meet the specifications required to administer assessments in the 2018-19 school year. Because testing puts the computer into lockdown mode and the content is already downloaded, the speed of the computer will not impact testing the same way it might impact instruction.

When administering the Amplify Assessment in Grades K-2, touchscreen devices are encouraged for successful administration of the assessments. A touch device makes the process more

seamless for the teacher and helps to decrease the amount of time spent conducting assessments with each student.

Below is a list of technology guidelines specifically for the PARCC assessment. Please note that computers must have a functioning mouse, touchpad or touchscreen.

| Device Guidelines | | |
|--|---|---|
| Desktop, Laptop, Netbook, and Thin Client/VDI Computers | | |
| Operating System | Minimum Specifications | Recommended Specifications |
| Windows | Windows 7 or newer | Windows 7 or newer |
| Mac OS | Mac OS 10.7 | Mac OS 10.7 or newer |
| Chromebook OS | Version 64 or higher (district managed chromebooks will get OS and kiosk testing app updates) | Version 64 or higher (district managed chromebooks will get OS and kiosk testing app updates) |
| Memory | 1 GB of RAM or greater for Netbook; 4 GB for desktop and laptops | 1 GB of RAM or greater for Netbook; 4 GB for desktop and laptops |
| Internet | Wired or wireless network | Wired or wireless network |
| Browser | Safari 6 Internet Explorer 11; Java Version 1.8 | Safari 6 Internet Explorer 11; Java Version 1.8 |
| Screen Size | 9.5 inch screen size or larger | 9.5 inch screen size or larger |
| Resolution | 1024 x 768 resolution or better | 1024 x 768 resolution or better |
| Mouse | Wired mouse, touchpad, or | Wired mouse, touchpad, or |
| Keyboard | Wired | Wired |
| Headphones | Required (must be wired) | Required (must be wired) |
| Microphones | Microphones are required for the Speaking and Listening testing session. | |
| Tablets | | |
| Operating | Minimum Specifications | Recommended Specifications |
| Apple iOS | iPad 2, iOS 8 (512 MB RAM+) | iPad 2 or newer, iOS 9 (512 MB RAM+) |
| Windows | Windows 8 (512 MB RAM +) | Windows 8 or newer (1 GB RAM+) |
| Memory | By operating system | By operating system |
| Internet | Wired or wireless network | Wired or wireless network |
| Screen Size | 9.5 inch screen size or larger | 9.5 inch screen size or larger |
| Resolution | 1024 x 768 resolution or better | 1024 x 768 resolution or better |
| Mouse | Wired mouse, touchpad, or touchscreen | Wired mouse, touchpad, or touchscreen |
| Keyboard | Wired | Wired |
| Headphones | Required (must be wired) | Required (must be wired) |

Use of Tablets for Testing

Tablets can be used; however, ITD does not recommend testing with tablets. All tablets used for testing must have a hardwired keyboard. Additionally, the testing platform application for most online assessments is very new. ITD cannot ensure support for these applications or their requirements. For these reasons, ITD recommends that students test on computers rather than tablets.

Contact Information

Technology questions:

Phone Number: (443) 642-3000

Contact Email: ServiceDesk@bcps.k12.md.us

Testing Information

ACCESS for ELLS

Required by:

This assessment is required by the State.

Purpose/Use:

ACCESS for ELLs serves as the criterion to determine when ELs have attained the language proficiency needed to participate meaningfully in content area classrooms, without program support. Additionally, it is used to measure progress of ELs in attaining English Language proficiency.

Format:

Students will complete four testing domains: listening, reading, speaking, and writing. Grades 1-12 test all domains online. The writing component for grades 1-3 is paper-based. Kindergarten and students taking the Alternate ACCESS for ELLs assessment test on paper.

Expectations for scoring:

- a. Scoring tool/Rubric (if applicable): Scored by test vendor
- b. Data collection: Results are provided by the test vendor and uploaded to Infinite Campus
- c. How to use in grading: Not used for grading

Calendar/timing:

- a. Assessment Window: January 7 - February 22, 2019.
- b. Make-up Testing Instructions: The make-up window has not been released at this time.

Testing Administration Guidance:

- a. Differentiation: Alt-ACCESS for ELLs, an alternate assessment, is available to English Learners with severe cognitive disabilities. Students will test without EL accommodations. Students may receive most accommodations documented on an IEP or 504 plan.
- b. Timing: Students' performance on the Listening and Reading tests will determine their placement for Writing and Speaking.
 - i. Listening and Reading: MUST be administered first in this order. They can be administered together or separately.
 1. Listening Domain: Up to 40 minutes

- 2. Reading Domain: Up to 35 minutes
- ii. Speaking and Writing: Can be administered in either order, after the Listening and Reading tests.
 - 1. Speaking Domain: Up to 30 minutes
 - 2. Writing Tier A (*paper*):
 - a. Grade 1: Up to 35 minutes
 - b. Grades 2-3: Up to 60 minutes
 - 3. Writing Tier B/C (*paper*):
 - a. Grade 1-3: Up to 65 minutes
 - 4. Writing Tier A (online):
 - a. Grades 4-12: Up to 50 minutes
 - 5. Writing Tier B/C:
 - a. Grades 4-12: Up to 60 minutes
- c. One sitting/ Multiple sessions: Students will complete four testing domains over multiple sessions.
- d. What do I do if student misses the testing window? Not applicable

How and where to access data reports:

- a. Principal: School leaders should consider growth and attainment. School Test Coordinators may share scores available via the WIDA Assessment Management System (*WIDA:AMS*) <https://www.drccdirect.com/all/eca-portal-ui/welcome/WIDA>
- b. Teacher: Scores are available via the WIDA Assessment Management System (*WIDA:AMS*) <https://www.drccdirect.com/all/eca-portal-ui/welcome/WIDA>

ACCUPLACER

1. Required by:

This is a district selected assessment to fulfill a state requirement for College and Career Readiness.

2. Purpose/Use:

The primary function of ACCUPLACER placement assessment is to assist in determining if grade 12 students are prepared for college level coursework. ACCUPLACER is a diagnostic test provides detailed assessment of a students' skills in English and mathematics. It was identified by the state as an assessment that can be used for determining student achievement of college and career readiness standards. The assessment is also used by two and four-year public colleges for placement into coursework and can be used to identify students who are eligible for dual enrollment.

Format:

All ACCUPLACER tests, are computer-adaptive.

Expectations for scoring:

Scoring is completed by the assessment platform. Below are the College and Career readiness cut scores.

- a. Math - Elementary Algebra-70+ or College Level Math-45+
- b. ELA - Reading Comprehension-79+ and Sentence Skills-90+

Calendar/timing:

- a. Seat Time: Testing sessions are untimed and can occur over several days. For the Diagnostic tests it is recommended to allow approximately 40 to 45 minutes per section. For the placement tests it is recommended to allow approximately 30 minutes per section.
- b. Diagnostic: September 7-17 (Semester 1 and year-long Transition courses only)
- c. Placement: January 14-24 (Semester 1 Transition courses)
- d. Diagnostic: January 28 – February 8 (Semester 2 Transition courses)
- e. Placement: May 7 – 17 (Semester 2 and year-long)

Testing Administration Guidance:

- a. Differentiation: Schools/families must apply for accommodations directly to [College Board](#)
- b. The number of times that you must sit for the test depends upon your enrollment in a semester long course.
- c. What do I do if student misses the testing window? Not applicable

How and where to access data reports:

- a. Principal: The principal can access the information on the ACCUPLACER platform and in Data Link.
- b. Teacher: The principal can access the information on the ACCUPLACER platform and in Data Link.

ACT**1. Required by:**

This test is optional for high school students.

Purpose/Use:

An entrance exam used by colleges and universities to assist in making admissions decisions and providing opportunities for scholarships. The ACT and SAT are very

similar college readiness assessments. A few ways that the ACT differs from the SAT include: inclusion of a science section, the test has a shorter administration time, there is a greater emphasis on geometry, and math only accounts for a quarter of your score.

Format:

Administration is paper only.

Expectations for scoring:

- a. Scoring tool: Total score ranges from 1-36 and is an average of each Section Score also which also has a range of 1-36.
- b. Data collection: Not applicable
- c. How to use in grading: Not applicable

Calendar/timing:

- a. Seat Time: 2 hours and 55 min, w with Writing 3 hours and 35 minutes
- b. The test is offered throughout the year. Please visit the website for additional information on testing dates and registration.

<http://www.act.org/content/act/en/products-and-services/the-act/registration.html#dates>

Testing Administration Guidance:

- a. Differentiation: Schools/families must apply for accommodations directly to ACT
- b. There is a fee to take the ACT, but students may be eligible for a fee waiver. (Limit 2 waivers for high school career.) If students miss the administration, students must pay to take the test on the next administration.
- c. Students must have current photo ID and testing admit ticket in order to test.

How and where to access data reports:

- a. Principal/ Counselor: ACT sends score reports via mail following each administration.
- b. Teacher: None

Amplify- mCLASS Reading 3D

1. Required by:

This is a district requirement.

2. Purpose/Use:

Amplify – *mCLASS:Reading 3D* is a General Outcome Measure formative assessment used to measure acquisition of foundational literacy skills and reading comprehension.

Format:

Administered online by the teacher. If possible, a touchscreen device is recommended for best results for the teacher and to maximize testing efficiency.

Expectations for scoring:

- a. Scoring tool/Rubric: *mCLASS* DIBELS measures are calculated by the computer as the teacher administers the assessment. For *mCLASSTRC*, teachers record observations with a running record to quickly analyze reading comprehension. They assign reading levels and monitor progress to support mastery of increasingly complex texts.
- b. Data collection: Data is generated by the *mCLASS:Reading 3D* application and student performance is immediately reported on the *mCLASS* dashboard, accessible by teacher, administrator, and district staff.
- c. How to use in grading: NOT APPLICABLE

Calendar/timing:

- a. Seat time: Each administration is approximately 15-20 minutes.
- b. Assessment is completed in grades K-2 during windows for Beginning of year, Middle of year, and End of year. Please note Kindergarten completes DIBELS only in BOY and then for MOY and EOY, Kindergarten completes the Amplify Reading 3D suite (DIBELS and TRC).
- c. Make-up testing directions: STC & teacher should ensure students who are absent during the testing windows has an opportunity to make up testing prior to the assessment window closing.

Testing Administration Guidance:

- a. Differentiation: DIBELS and TRC are diagnostic assessments, therefore they should be administered without accommodations and modifications
- b. One sitting/Multiple sessions: Teachers may administer multiple sittings for each assessment measure based on their testing schedule
- c. What do I do if student misses the testing window? As soon as possible, try to complete the Benchmark assessment when the student returns to school. If the Benchmark window has closed, only Progress Monitoring will be available. If this is the case, complete all Progress Monitoring measures available at that time in order to capture timely data for that student’s literacy development.

How and where to access data reports:

- a. Leadership: ILTs, school leaders, and district leaders are encouraged to look at overall schoolwide performance and data trends in order for them to make decisions to support classroom teachers. At BOY, leaders should be looking for specific data points, as identified below. A short PPT can be found [HERE](#) describing this process.

The most current data can be accessed by logging into the *Amplify* website at www.mclasshome.com, clicking on the orange square tile labeled *Reporting*, then clicking on the drop down at the top left portion of the screen and selecting *mCLASS:Reading 3D*. On this screen, click on *Comparing Populations*. This step brings you to the screen where you can select various combinations to customize your data reports as needed. For the purposes identified here, please follow the screen shots provided [HERE](#) and directions below to select the appropriate choices from individual drop downs:

- *Kindergarten* – Incoming Kindergarten students will have no historical data in *Amplify*. Therefore, teachers should complete DIBELS and KRA for each student during the BOY window. The results from these individual assessments can be analyzed and converted into small group structures to support students between BOY and MOY.
- *Grade 1*– Leaders are able to pull classroom reports from previous EOY data for students entering Grade One during the BOY window. The priority measures to analyze are PSF and NWF.
- *Grade 2* – Leaders are able to pull classroom data from previous EOY data for students entering Grade Two during the BOY window. The priority measures to analyze are NWF (WWR), NWF (CLS), and DORF (accuracy).

- b. Teachers: Classroom educators are encouraged to access and analyze more discreet data. Following the directions above for which areas are considered priority skills at BOY, classroom teachers are able to access their current student rosters. After logging into the *Amplify* website at www.mclasshome.com, teachers should click on the purple tile in the center of the screen labeled *mCLASS:Reading 3D*. By entering the system in this manner, teachers can access their current class rosters. Clicking on each student’s name, teachers can see the historical data captured in *Amplify* for each student. The data points revealed at this point clearly articulate literacy trends over time for each student. This data will help teachers to make more informed choices during whole group *Foundations* instruction and during small group instruction, where decoding intervention lessons can be implemented.

For SY18-19, *Amplify* data will also be utilized during K-2 Navigating Academic Planning (NAP) sessions throughout the school year, in connection with data from *Foundations* assessments. The connections between these two programs will be discussed more in depth over time to reveal how assessment data can help support more explicit and timely instruction.

ANET – Math

Required by:

This is a district requirement.

Purpose/Use:

ANet interim Assessments are formative assessments designed with items and tasks that are aligned with City Schools' Eureka curriculum and are on-par with the level of rigor in PARCC assessments. Teachers can use the data and student work obtained through ANet interim assessments to gauge student progress and inform instruction throughout the year.

Format:

All schools should plan on administering the ANet assessments online. For first grade only, teachers can opt to administer the assessment via paper using the paper version of the assessment provided in the Mathematics SharePoint Site.

Expectations for scoring:

- a. Scoring tool/Rubric: The Assessment Analysis Guide contains a scoring tool for teacher-scored items. Teachers and school leaders can find the Assessment Analysis Guide on the Mathematics SharePoint site under the "Assessment" button.
- b. Data collection: Teachers should score the constructed response items after each interim by the scoring deadline date as prescribed by the district (typically one week after the window closes). Teachers can also grade the constructed response items via *performance tab on myANet* by clicking on the green "Teacher Scored" button to the top right of the page, and then clicking on "Teacher Scored Student Analysis."
- c. How to use in grading - Grades 1-8 will use the score as they would the other formative assessments administered to students. Algebra I, Algebra II, and Geometry will average A1 and A2 for the MOY grade and will average A3 and A4 for the EOY grade.

Calendar/timing:

- a. Seat time - ANet mathematics interims are not time-bound because, as our assessments are not summative, it is important to provide each student with the time s/he needs to demonstrate learning. The average time it took students last year ranged between 60-90 minutes. To provide greater flexibility in scheduling, administration can be divided across class periods if necessary.
- b. Follow the windows defined on the assessment calendar for A1-A4. There is one additional week after the assessment window closes for teachers to score the selected response items and add scores to the ANet system.
- c. Make up testing directions: STC & teacher should ensure students who are absent during the testing window have an opportunity to make up testing prior to the assessment window closing.

Testing Administration Guidance:

- a. Differentiation: Students may receive the same accommodations on ANet assessments as they do for PARCC on a variety of features (text to speech, read aloud, etc.). Paper accommodations are also available to schools.
- b. One sitting/ Multiple sessions: To provide greater flexibility in scheduling, administration can be divided across class periods if necessary.
- c. What do I do if student misses the testing window? Provide the student with the opportunity to complete the formative assessment. The data may not be captured at the district level, but the teacher will still have access to the data to use it to make informed instructional decisions.

How and where to access data reports:

Teachers and leaders can access all student data by logging into the myANet platform. All data and interim reports will appear within **1-2 business days of administering the assessment** on the myANet website via the Performance tab. The myAnet platform offers a variety of report types that show student performance data broken at the district, school, class, student, and standard levels. The site also includes item analysis reports that give teachers information about the most common distractors and the student misconceptions underneath the incorrect answers.

Early Learning Assessment

Required by:

This is a state requirement.

Purpose/Use:

The Early Learning Assessment (ELA) allows early childhood teachers and care-providers to collect and use assessment information to tailor instruction to the individual needs of each child. It is designed to be used in the natural environment multiple times throughout the school year and to provide teachers with tools to track individual children's growth, individualized learning opportunities, plan for intervention, engage in real-time instructional planning, and ensure that all children are on the path for kindergarten readiness and beyond. The ELA follows a process to help teachers document, analyze, and make instructional decisions based on the information they collect.

Format:

Teachers may collect data using paper checklists and/or the technology options which include the online web-based system and the downloadable mobile app. All ratings must be entered in the Ready for Kindergarten Online System by the end of each assessment window.

Expectations for scoring:

- a. Scoring tool/Rubric: Observation rubrics are available in print form and online. They can be accessed on Ready for Kindergarten Online System or on the Early Childhood SharePoint site on Office 365 under the "Resources" button.
- b. Data collection: Completed for each of the 43 required SKBs in the four required domains (Social Foundations, Language and Literacy, Math and Physical Well-Being and Motor Development).
- c. How to use in grading: SKBs have been aligned to the Banner Curriculum and highlighted in Eureka Math curriculum. Unit Assessments, teacher created assessments and other curriculum resources (such as checklist or the interim assessments) can be used to inform SKB data.

Calendar/timing:

- a. Seat time: This is a formative assessment that should be incorporated into everyday routines. Time requirements will vary.
- b. Assessment windows
 - i. BOY: September 10-October 12
 - ii. MOY: January 14-February 8
 - iii. EOY: May 20-June 7
- c. Make up testing directions: Not applicable

Testing Administration Guidance:

- a. Differentiation: Since this a developmental observation assessment tool and you are measuring where each child is along the continuum, there is no need to differentiate tasks.
- b. Observations can be on-going between assessment windows, but a rating must be entered during each window for all students.
- c. One sitting/ Multiple sessions: At least one rating must be completed in each window for all students.
- d. What do I do if student misses the testing window? Not applicable

How and where to access data reports:

- a. Principal: Data can be shared by teachers for their individual students and/or class.
- b. Teacher: They can access their student data on the R4K Online System using their log in information.

ESOL Quarterly Writing Assessments**Required by:**

This is a district requirement.

Purpose/Use:

Formative assessment for measuring English language proficiency progress in writing. The assessment is designed to provide interim data on student progress. Scoring and scoring tools are aligned to the annual ACCESS for ELLs 2.0 assessment. Writing prompts are designed by teachers/schools and align to ongoing instruction.

Format:

Paper only administrations.

Expectations for scoring:

- a. Scoring tool/Rubric (if applicable): WIDA writing rubric (available in Data Link)
- b. Data collection: Assessment results are entered in Data Link
- c. How to use in grading: Not applicable

Calendar/timing:

- a. Seat time: Varies according to grade and proficiency level. Suggested to be approximately 30 minutes in upper grades and less for younger students and for students at lower proficiency levels.
- b. Assessment Windows
 - i. Quarter 1 – November 1 – November 16

- ii. Quarter 2 – January 9 – January 31
- iii. Quarter 3 – March 25 – April 5
- iv. Quarter 4 – May 13 – June 14
- c. Make up testing directions: Not applicable

Testing Administration Guidance:

- a. Differentiation: No EL accommodations are provided. Students may receive most accommodations documented on an IEP or 504 plan.
- b. One sitting/ Multiple sessions: Typically one session
- c. What do I do if student misses the testing window? Not applicable

How and where to access data reports:

- a. Principal: Data reports are available in Data Link. School leaders should consider both growth and completion rates.
- b. Teacher: Data reports are available in Data Link.

Government HSA

Required by:

This is a State requirement.

Purpose/Use:

All students (who entered 9th grade in SY13-14 or later) must pass the Government HSA as a graduation requirement established by the Maryland State Department of Education. (<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.06.htm>)

Format:

The exam format is being changed in phases over the next two years. Eventually, the exam will include technology enhanced items like drag and drop. Whether there will be a paper option for the new format has not been finalized. For 2018-2019, there will be both online and paper options.

Expectations for scoring:

- a. Scoring tool/Rubric: A 4-point rubric for BCRs and 5-point rubric for ECRs are still in development by MSDE. They are available in draft form but are not finalized. Draft rubrics can be found in the American Government curriculum folder on SharePoint.

Calendar/timing:

- c. Seat time: Assessment is 180 minutes in length.
- d. Administration dates for the Government HSA are established by the Maryland State Department of Education. Typically, it is administered in January, May and Summer.

Testing Administration Guidance:

MSDE releases a test administrator manual. See January 2018 manual here: https://maryland.onlinehelp.measuredprogress.org/wp-content/uploads/sites/15/2017/11/MD_17-18_TAM_Govt_WEB_FINAL.pdf

Differentiation: Testing accommodations for students with disabilities (i.e., students having an Individualized Education Program [IEP] or a Section 504 Plan) or students who are English Learners (EL) (i.e., students who have an EL Plan) must be approved and documented according to the procedures and requirements outlined in the Maryland Assessment, Accessibility & Accommodation Policy Manual.

How and where to access data reports:

Test sub-scores and overall scores are uploaded to Data Link. Scales Scores and performance levels are uploaded to Infinite Campus

High School English Culminating Tasks (End of Module Writing Assessment)

Required by:

This is a district requirement.

Purpose/Use:

Summative written tasks designed to assess reading, writing, language and/or speaking standards addressed in the high school instructional guides. These assessments **replace** the LDC writing tasks delivered through Data Link, though the structure and format are similar.

Format:

Online (Data Link) or paper (and scores entered in Data Link).

Expectations for scoring:

- a. Scoring tool/Rubric: Scored by teacher using the PARCC rubric located in the Instructional Guides and Data Link.
- b. Data collection: Directly entered into Data Link, either by student completion of module online or teacher scanning of paper and scoring of constructed response.

- c. How to use in grading: Can be used as a component of the student’s final grade for the quarter.

Calendar/timing:

From the initial lesson within a module, students are building up to completing the final version of their Culminating Task. Students will complete the Culminating Task within the identified instructional guide over a period of time toward the end of the quarter. Students should be provided the opportunity to make-up the assessment upon their return to school, following school-wide make-up work policies if required.

Testing Administration Guidance:

- a. Differentiation: Testing accommodations and modifications provided to students with IEPs or 504 plans should be implemented during the administration of the Culminating Task.
- b. Timing: Timing will depend on the allotted time per assessment per lesson, per grade and module.

How and where to access data reports:

- a. Principal: Results will be available on Data Link. School leaders should look for student progress and mastery of the targeted standards.
- b. Teacher: Results will be available on Data Link. Teachers should look for student progress and mastery of the targeted standards.

i-Ready – Reading

Required by:

Window 1 (e.g., BOY) assessment is a district requirement. Windows 2 (MOY) and 3 (EOY) are optional for schools. MTSS Pilot schools are required to assess at all windows.

Purpose/Use:

i-Ready provides diagnostic data about students’ grade level performance on common core standards. Students in grades 3-11 complete the Reading diagnostic.

Format:

i-Ready Diagnostic is an online assessment that adapts to each student, providing easier or harder questions depending on students’ answers to previous questions. By adapting across grades, i-Ready Diagnostic helps teachers understand the root causes behind student challenges.

Expectations for scoring:

Student scores are provided through the platform.

Calendar/timing:

- a. Seat time – Completion time will vary by student due to the adaptive nature of the test. Approximately 90 minutes is recommended as a maximum administration time for planning purposes.
- b. Assessment windows: Students will test during the September 4 - October 10, 2018 testing window. Following the first administration of i-Ready, schools will consider the way in which they use i-Ready data for instructional purposes and, based on this usage, create a plan for assessing students during window 2 and window 3 based on individual and school needs. MTSS Pilot Schools, will use i-Ready as a Universal Screener, 3 times a year (windows 1-3).

Testing Administration Guidance:

- a. Differentiation: i-Ready adapts based on student response patterns. i-Ready Diagnostics formative assessments that are diagnostic in nature ask students to demonstrate their abilities without assistance or accommodation, in a manner that is not high-stakes. The goal of this undertaking is to determine students' true capabilities in a given content area. Here are some guidelines to follow when implementing formative assessments with ESOL students or students with disabilities:
 - i. When assessing literacy, no additional audio support (verbatim reading, use of audio functions outside of what is available for all students) should be implemented
 - ii. When assessing math, additional audio support or verbatim reading may be implemented for students, as determined by their IEPs though no additional supports should be provided (such as a calculator or the use of manipulatives)
 - iii. Any visual support such as enlarging text in a browser window or Mondo benchmark books is acceptable as required by a student's IEP
 - iv. Electronic accessibility and calculator functions that are available to all students within the system on i-Ready Diagnostics are permissible
 - v. ESOL students at proficiency level 1 (as determined by WIDA), within their first calendar year of enrollment, may be exempted from formative assessments of literacy

- vi. ESOL students at proficiency level 1 (as determined by WIDA), may be able to express what they understand in mathematics if the dominant language is used for directions, which follows PARCC accommodations
- b. One sitting: Students will complete one Reading session.
- c. What do I do if student misses the testing window? If a student does not test within the specified testing window, a new diagnostic must be assigned to the student.

How and where to access data reports:

- a. Principal: Scores are available immediately via the i-Ready site (<https://login.i-ready.com/>). Principals have access to all student results.
- b. Teacher: Scores are available immediately via the i-Ready site (<https://login.i-ready.com/>). Teachers have access to only their assigned students.
- c. Scales Scores and performance levels are uploaded to Infinite Campus and Data Link.

i-Ready – Math

Required by:

Window 1 assessment is a district requirement. Windows 2 and 3 are optional for schools. MTSS Pilot schools are required to assess at all windows.

Purpose/Use:

i-Ready provides diagnostic data about students’ grade level performance on common core standards. Students in grades 1-11 complete the Math diagnostic

Format:

i-Ready Diagnostic is an online assessment that adapts to each student, providing easier or harder questions depending on students’ answers to previous questions. By adapting across grades, i-Ready Diagnostic helps teachers understand the root causes behind student challenges.

Expectations for scoring:

Student scores are provided through the platform.

Calendar/timing:

- a. Seat time – Completion time will vary by student due to the adaptive nature of the test. Approximately 90 minutes is recommended as a maximum administration time for planning purposes.
- b. Assessment windows: Students will test during the BOY testing window. Following the first administration of i-Ready, schools will consider the way in which they use i-Ready data for instructional purposes and, based on this usage, create a plan for

assessing students during window 2 and window 3. MTSS Pilot Schools, will use i-Ready as a Universal Screener, 3 times a year (windows 1-3).

Testing Administration Guidance:

- a. Differentiation: i-Ready adapts based on student response patterns. i-Ready adapts based on student response patterns. i-Ready Diagnostics formative assessments that are diagnostic in nature ask students to demonstrate their abilities without assistance or accommodation, in a manner that is not high-stakes. The goal of this undertaking is to determine students' true capabilities in a given content area. Here are some guidelines to follow when implementing formative assessments with ESOL students or students with disabilities:
 - i. When assessing literacy, no additional audio support (verbatim reading, use of audio functions outside of what is available for all students) should be implemented
 - ii. When assessing math, additional audio support or verbatim reading may be implemented for students, as determined by their IEPs though no additional supports should be provided (such as a calculator or the use of manipulatives)
 - iii. Any visual support such as enlarging text in a browser window or Mondo benchmark books is acceptable as required by a student's IEP
 - iv. Electronic accessibility and calculator functions that are available to all students within the system on i-Ready Diagnostics are permissible
 - v. ESOL students at proficiency level 1 (as determined by WIDA), within their first calendar year of enrollment, may be exempted from formative assessments of literacy
 - vi. ESOL students at proficiency level 1 (as determined by WIDA), may be able to express what they understand in mathematics if the dominant language is used for directions, which follows PARCC accommodations
- b. One sitting: Students will complete one Math session.
- c. What do I do if student misses the testing window? If a student does not test within the specified testing window, a new diagnostic must be assigned to the student.

How and where to access data reports

- a. Principal: Scores are available immediately via the i-Ready site (<https://login.i-ready.com/>). Principals have access to all student results.

- b. Teacher: Scores are available immediately via the i-Ready site (<https://login.i-ready.com/>). Teachers have access to only their assigned students.
- c. Scales Scores and performance levels are uploaded to Infinite Campus and Data Link.

IQWST Unit Assessments

Required by:

This is a district requirement.

Purpose/Use:

IQWST unit assessments are designed to measure student mastery of one unit of instruction. Since there are four IQWST units, they measure student progress over one quarter of the course and can inform students, parent/guardians, teachers, and administrators. Teachers also use the data to reflect on the effectiveness of their teaching and identify skills and concepts that require additional reinforcement.

Format:

IQWST unit assessments can be administered online via Data Link, or test booklets and student score sheets can be printed out for offline administration.

Expectations for scoring:

- a. Scoring tool/Rubric: Scoring Instructions are available under Test Actions on Data Link.
- b. Data collection: All constructed response items need to be manually scored and printed score sheets have to be scanned into Data Link. Once the data is entered, the Item Analysis and Standards Mastery reports are particularly useful for identifying skills and topics that require additional interventions.
- c. How to use in grading: IQWST unit assessments should be reported on progress reports and factored into course grades in accordance with teacher and school grading policies.

Calendar/timing:

- a. Seat time - IQWST unit assessments are designed to take 45 minutes.
- b. Assessment Windows
 - v. Quarter 1 – November 1 – November 16
 - vi. Quarter 2 – January 9 – January 31
 - vii. Quarter 3 – March 25 – April 5
 - viii. Quarter 4 – May 13 – June 14

- c. Make up testing directions: Arrangements should be made individually with the teacher for a make-up exam.

Testing Administration Guidance:

- a. Differentiation: All required accommodations should be provided as specified in IEP and 504 plans. Honors classes can be provided with supplemental items.
- b. One sitting/ Multiple sessions: IQWST unit assessments are designed to be administered during one sitting.

How and where to access data reports:

- a. Principal: Data is immediately available in Data Link with custom reports available for ILT teams.
- b. Teacher: Data is available in Data Link as soon as the scores for constructed response items are entered and printed score sheets are uploaded.

Kindergarten Readiness Assessment

Required by:

This is a State requirement.

Purpose/Use:

The Kindergarten Readiness Assessment (KRA) is a kindergarten readiness tool administered at the beginning of the school year that allows teachers to measure each child's school readiness across multiple domains.

Format:

The test format options include online PDF, print materials, and/or the technology options which include the online web-based system and the downloadable mobile app. All ratings must be entered in the Ready for Kindergarten Online System by the end of each assessment window.

Expectations for scoring:

- a. Scoring tool/Rubric: Rubrics are available in print form and online. They can be accessed on Ready for Kindergarten Online System or on the Early Childhood SharePoint site on Office 365 under the "Resources" button.
- b. Data collection: Completion of all KRA Items, both direct performance task and teacher observation items, in the four required domains (Social Foundations, Language and Literacy, Math and Physical Well-Being and Motor Development).
- c. How to use in grading: Not applicable

Calendar/Timing:

- a. Seat time: Testing takes approximately 60 minutes.
- b. Administration window: First day of school (September 4, 2018) – October 10, 2018

Testing Administration Guidance:

- a. Differentiation: Universally Designed Allowances exists for the following areas: Directions, Item Presentation, Student Response, Setting, and Scheduling. Please see handout on Ready for Kindergarten Online System or the Early Childhood SharePoint site under "Resources".
- b. One sitting/ Multiple sessions: Test components include teacher observation and student responses which could be administered at one sitting or multiple depending on student' needs.
- c. What do I do if student misses the testing window? Not Applicable

How and where to access data reports:

- a. Principal: In the fall, principals will be issued log in information to access their school's data. Individual Student Reports will be sent by MSDE after the window closes (historically, this has been during the 2nd quarter). However, teachers can access and share their data prior to these reports being mailed to the schools.
- b. Teacher: Using their log in information, teachers can access reports once information is entered into the online system. Individual Student Reports will be sent by MSDE after the window closes (historically, this has been during the 2nd quarter). However, teachers can access and share their data prior to these reports being mailed to the schools.

National Assessment of Educational Progress (NAEP)

Required by:

This is a Federal requirement.

Purpose/Use:

NAEP is the largest nationally representative and continuing assessment designed to show what U.S. students know and can do in various subjects. It is administered by the National Center for Education Statistics (part of the U.S. Department of Education). City Schools is also a TUDA district (Trial Urban District Assessment) and its district-wide results will be included in the TUDA report on large city school districts.

Format:

NAEP is administered to a sample of students in grades 4, 8, and 12. The contents assessed are math and reading. Each student will be assessed in only one subject. Some students will use tablets equipped with keyboards, while a subset of students, will use paper and pencil. NAEP is purposefully administering the assessments this way in an effort to evaluate any distinguishable differences in student performance between the two modes of administration. NAEP representatives will provide the necessary support to your school including bringing all materials, technology devices, and will administer the assessment.

Expectations for scoring:

- a. Scoring tool/Rubric: Three types of cognitive items are scored for NAEP. Multiple-choice item responses are captured by high-speed scanners during student booklet processing. Short constructed-response items (typically those with two or three valid score points) and extended constructed-response items (typically those with four or more valid score points) are scored by trained personnel using images of student responses also captured during processing. For more information on NAEP scoring go to: <https://nces.ed.gov/nationsreportcard/tdw/scoring/>
- b. Data collection: To ensure that a representative sample of students is assessed, NAEP is given in a sample of schools whose students reflect the varying demographics of a specific jurisdiction, be it the nation, a state, or a district. Within each selected school and grade to be assessed, students are chosen at random to participate in NAEP. Every student has the same chance of being chosen—regardless of race/ethnicity, socioeconomic status, disability, status as an English language learner, or any other factors.
- c. How to use in grading: Not applicable

Calendar/timing:

- a. Seat time: Up to 90 minutes
- b. Assessment window: January 28 - March 8, 2019
- c. Make up testing directions: Not Applicable

Testing Administration Guidance:

- a. Differentiation: Students with IEP, ELs, or 504 Plans will test without the verbatim reading accommodation.
- b. One sitting/ Multiple sessions: Students will sit for one session
- c. What do I do if student misses the testing window? Not Applicable

How and where to access data reports:

- a. Principal: Results are released as The Nation's Report Card (<https://www.nationsreportcard.gov/>)
- b. Teacher: Results are released as The Nation's Report Card (<https://www.nationsreportcard.gov/>)

MISA (5th, 8th, and High School)**Required by:**

This is a State requirement.

Purpose/Use:

The Maryland Integrated Science Assessments (MISA) are the state science assessments developed by the Maryland State Department of Education. Teachers and administrators will use MISA data (when available) to reflect on the effectiveness of science instruction and identify strategies for improvement.

Alternate Maryland Integrated Science Assessment (Alt-MISA) assesses what students with the most significant cognitive disabilities know and can do in science. The assessment is designed to compare a student's strengths and needs to clearly defined standards, skill levels, or areas of knowledge.

Format:

MISA/ HS MISA: Online only

Alt-MISA: This is an online assessment administered to students individually. Some students may need their teacher to present the items to them. The teacher will then enter the student's response into the online platform. The DLM assessment is aligned with the Essential Elements and measures how students perform in relation to those standards.

Expectations for scoring:

MISA/ HS MISA: Scoring tool/Rubric: Generic rubrics for 2-point, 3-point, and 4-point constructed response items are available from MSDE. Rubrics can be found on SharePoint in the resources folders on the science curriculum sites for [elementary school](#), [middle school](#), and [high school](#).

Alt-MISA: Alternate assessment results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting examines patterns of the number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This

performance is reported using the four performance levels approved by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Calendar/timing:

- a. MISA: March 11 - March 29, 2019
 - i. 4 Units - 45 minutes per unit
- b. HS MISA: January 7 - February 1 and May 7 - June 7, 2019
 - i. 2 Units - 45 minutes per unit
- c. Alt-MISA: March 11 -May 10, 2019
 - i. 9 Testlets - 5 to 15 minutes per testlet

Testing Administration Guidance:

The MISA is designed to be administered during regularly scheduled class sessions. See the MSDE assessment website for additional information.

- a. Differentiation: Students pursuing a certificate of completion are assessed in 5th, 8th, and 11th grade. The assessment system provides accessibility by design.
- b. All elementary students are assessed in 5th grade on standards covered in Kindergarten through 5th grade.
- c. All middle school students are assessed in 8th grade on standards covered in 6th-8th Grades.
- d. All high school students are assessed on standards covered in Biology, Chemistry, and Physics classes and including Earth/Space Science. Students are required to meet the state science assessment requirement (COMAR 13A.03.02.09) in order to graduate. All high school students who have not yet met the state science assessment requirements will be assessed during the 2018-2019 school year.

How and where to access data reports:

- a. MISA scores will be uploaded to Data Link when they become available. MSDE is planning on releasing elementary and middle school MISA scores in December. Scores from the 2017-2018 field test of the high school MISA will not be released. Scales Scores and performance levels will be uploaded in Infinite Campus.

- b. To review information about Alt-MISA scoring and reporting, go to:
<http://dynamiclearningmaps.org/maryland>

MSAA

Required by:

This is a State requirement.

Purpose/Use:

The Multi-State Alternate Assessment is used to ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to the grade level State Content Standards and essential understandings. In addition, the MSAA is used for students with significant cognitive disabilities who achieve increasingly high academic outcomes and leave high school prepared for post-secondary options.

Format:

Online test administered to students in grades 3-8, and 11. One-to-one assessment (teacher: student).

- Selected-Response: ELA and Mathematics Selected-Response (multiple-choice) items are presented to students in a standard format.
- Constructed-Response: The Constructed-Response (CR) items, in selected grades for Mathematics, require students to develop an answer instead of selecting an answer from answer options. Each item is presented to the student in a standardized, scripted sequence of steps culminating in the TA scoring the student's performance using the Mathematics Scoring Rubrics and entering the response.
- Writing Prompt: ELA The writing prompt requires students to produce a permanent product in response to a prompt.

3. Expectations for scoring:

MSAA developed Performance Level Descriptors for ELA and mathematics at grades 3-8 and 11 through an iterative process involving multiple stakeholder groups. The MSAA partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities (KSAs) prioritized for the MSAA that students need to attain at each level of achievement (Level 1- Level 4). Each performance level is understood to include the knowledge, skills and abilities of the preceding performance levels.

- a. 4 levels of Performance Complexity (for each assessed grade):
- i. Level 1: Low Complexity
 - ii. Level 2: Low and Moderate Complexity
 - iii. Level 3: Moderate Complexity
 - iv. Level 4: High Complexity Data collection

- b. How to use in grading: The performance descriptors provide a detailed description for teachers, parents, and the public to see not only what grade-level content a student should know and be able to do in order to meet high expectations, but also the depth, breadth, and complexity of that content. By using the PLDs, test results become multi-dimensional. Test results in the form of scale scores are one-way educators, parents, and guardians find out where a student's performance is in relation to other students. The PLDs provide another dimension that completes the description of how a student interacts with the standards the test measures. Both of the scale score and the PLDs provide information that helps teachers, schools, parents and guardians build a path to student learning.

Calendar/Timing:

- a. Seat time: Every student is different and has varying degrees of stamina and levels of ability to stay on task. TAs may pause testing to take a break at any time. A test session for a student may consist of one or two items at a time, or ten or more items. The Test is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal to participate, or sickness. The TA may pause and resume the administration of the Test as often as necessary during the whole administration window. A break may consist of a few minutes to a few days, depending on the student's needs.
- b. The assessment is administered March 18 - May 3, 2019.

Testing Administration Guidance:

- a. Differentiation: The MSAA is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to and derived from each participating state's content standards. This assessment contains many built-in supports that allow students to use materials they are most familiar with, and communicate what they know and can do as independently as possible. Accommodations are changes to the standard administration of an assessment that do not alter the construct being measured. Any accommodation required by a student must be included in the student's IEP prior to testing
- b. What do I do if student misses the testing window? NOT APPLICABLE

How and where to access data reports (prioritizing what to look at for ILT / NAP):

- c. Principal: Student results are available on Measured Progress site (<https://www.msaaassessment.org>) in August
Teacher: Student results are available on Measured Progress site (<https://www.msaaassessment.org>) in August

Math Interim – Kindergarten

Required by:

This is a district requirement.

Purpose/Use:

The Kindergarten Math Interim is used to assess the skills and standards determined by the CCSS that all kindergarten students should have learned by the end of kindergarten using performance based tasks.

Format:

Teachers can print assessment for each student and enter the results in Datalink.

Expectations for scoring

- a. Scoring tool/Rubric: Information on scoring is included on the assessment
- d. Data collection: There should be two data points, MOY and EOY, for each student by year end to analyze entered into Datalink.
- e. How to use in grading: Teachers can use this to determine student needs and develop individualized learning plans for small group and independent work.

Calendar/timing

- a. Seat time: 15 minutes
- b. Assessment windows
 - i. MOY: January 14-February 8
 - ii. EOY: May 20-June 7
- c. Make up testing directions: Not Applicable

Testing Administration Guidance:

- a. Differentiation: Provide students with supports according to the student's IEP and/or 504
- b. Timing: One-on-one assessment (approximately 10-20 minutes per student)
- c. One sitting/ Multiple sessions: Dependent on student need
- d. What do I do if student misses the testing window? Complete upon student's return

How and where to access data reports (prioritizing what to look at for ILT / NAP):

- a. Principal: Scores should be input into Data Link.
- b. Teacher: Scores should be input into Data Link.

Midterm/Final Exams

Required by:

This is a district requirement.

Purpose/Use:

Midterm and final exams are primarily summative assessments that are designed to measure student mastery of a course. Midterm exam scores are reported on high school progress reports in order to provide students and parent/guardians with an indication of how well the student is mastering the course content. Midterm and final exam scores factor into the first and second semester grades as a mechanism for holding students responsible for summative mastery of the course content. Teachers also use midterm exam scores to identify skills and concepts that require additional reinforcement as they reflect on the effectiveness of their teaching over the first half of the course.

Format:

Midterm and final exams that are scheduled in Data Link can be administered online, or test booklets and student score sheets can be printed out for offline administration. Printed score sheets have to be scanned into Data Link for scoring and analysis.

Courses with midterms/final exams that appear on the Data Link reports for ILT teams:

- a. English: English I, II, III, and IV
- b. Science: Biology, Chemistry, and Physics
- c. Social Studies: U.S. History, American Government, and Modern World History
- d. Mathematics: College Readiness Mathematics, Pre-calculus, and Probability & Statistics

Expectations for scoring:

- a. Scoring tool/Rubric: Item specific scoring instructions and/or generic rubrics are available on Data Link. Scoring instructions are found under Test Actions and generic rubrics are found under Associated Resources.
- b. Data collection: All constructed response items need to be manually scored and printed score sheets have to be scanned into Data Link. Once the data is entered, the Item Analysis and Standards Mastery reports are particularly useful for identifying skills and topics that require additional interventions.
- c. How to use in grading: Midterm and final exams are typically factored in as 20% of the semester grade.

Calendar/Timing:

- a. Seat time: Refer to individual testing instructions for the length of each midterm

- b. Calendar: Midterm and final exams should be administered during the high school exam windows. The windows are scheduled for the end of the second and fourth quarters for year-long courses and at the end of each quarter for semester courses.

Testing Administration Guidance:

- a. Differentiation: All required accommodations should be provided as specified in IEP and 504 plans. Honors classes can be provided with supplemental items.
- b. Calendar: Midterm and final exams should be administered during the high school exam windows. The windows are scheduled for the end of the second and fourth quarters for year-long courses and at the end of each quarter for semester courses.
- c. Timing: Refer to individual testing instructions for the length of each midterm
- d. One sitting/ Multiple sessions: Midterm and final exams are intended to be administered during one sitting, but they can be broken up into two sections that are administered over two separate sittings.
- e. Make up testing directions: Any student with a legal absence may request to take a make-up examination. The make-up examination should follow the same testing parameters as the regular exam.

How and where to access data reports:

- a. Principal: Midterm and final exam data is immediately available in Data Link with custom reports available for ILT teams.
- b. Teacher: Midterm and final exam data is available in Data Link as soon as the scores for constructed response items are entered and printed score sheets are uploaded.

Midterms/ Final Exams (World and Classical Languages)

Required by:

This is a district requirement.

Purpose/Use:

The Integrated Performance Assessment (IPA) for world languages is an assessment instrument that is given to students to measure students' overall growth in language proficiency in a non-rehearsed context. The IPA features three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal, and Presentational. The three tasks are aligned within a single theme in which students must draw on any language that they have acquired to accomplish the communicative tasks.

Integrated Performance Assessments are located at:

<https://cityschools2013.sharepoint.com/sites/curriculum/WorldLanguages/World%20>

[Languages%20Curriculum/Forms/AllItems.aspx?id=%2Fsites%2Fcurriculum%2FWorldLanguages%20World%20Languages%20Curriculum%2F06%2E%20Assessments](https://cityschools2013.sharepoint.com/sites/curriculum/WorldLanguages/WorldLanguages%20World%20Languages%20Curriculum%2F06%2E%20Assessments)

Format:

Only paper versions of the exams are available.

Expectations for scoring:

- a. Scoring tool/Rubric (if applicable)
A holistic rubric is used for assessing proficiency in the various modes of communication to determine if students have meet a targeted proficiency level. Rubrics are located at:
<https://cityschools2013.sharepoint.com/sites/curriculum/WorldLanguages/WorldLanguages%20Curriculum/Forms/AllItems.aspx?id=%2Fsites%2Fcurriculum%2FWorldLanguages%20World%20Languages%20Curriculum%2F07%2E%20Rubrics>
- b. Data collection: Teacher collected data
- c. How to use in grading: The student’s final proficiency should be determined by the level of the rubric where all criteria have been met.

Calendar/Timing:

- a. Seat time: The IPA can be completed during one 180-minute class period, or it can be completed over a three-day period consisting of three 60-minute class periods. Testing components include:
 - an interpretive reading and listening task, based on a culturally authentic video, audio, or text in the target language.
 - an interpersonal task (based on the previous task), where students interact with others in oral or written form in the target language.
 - a presentational writing and/or speaking task in the target language that summarizes their learning from the previous tasks.
- b. Calendar: Midterm and final exams should be administered during the high school exam windows. The windows are scheduled for the end of the second and fourth quarters for year-long courses and at the end of each quarter for semester courses.

Testing Administration Guidance:

- a. Make up testing directions: Any student with a legal absence may request to take a make-up examination. The make-up examination should follow the same testing parameters as the regular exam.
- b. Differentiation: The IPA tasks are designed with enough stretch that students of all ability levels can successfully complete the task at various levels of proficiency.

How and where to access data reports (prioritizing what to look at for ILT / NAP):

- a. Principals should consult with their world language teacher for data reports to determine students' proficiency levels in interpretive, interpersonal, and presentational communication.
- b. Teachers are responsible to collect and to monitor data to determine appropriate growth in proficiency in the target language. To measure growth in proficiency, the data should include baseline data from the systemic pre-assessment and incremental data points in the various modes of proficiency in addition to the midterm and final.

PARCC 3-8**Required by:**

This is a state requirement.

Purpose/Use:

The Partnership for Assessment of College and Career Readiness is used to measure students' college and career readiness in the content areas of ELA and Math.

Format:

The test is administered online.

Expectations for scoring:

- a. Pearson scores the assessment. Within the PARCC Score reports, a student is placed in one of five different performance levels based on his/her overall performance. The levels describe how well students met the expectations for their grade level/course.
 - Level 1: Did not yet meet expectations
 - Level 2: Partially met expectations
 - Level 3: Approached expectations
 - Level 4: Met expectations
 - Level 5: Exceeded expectations

Calendar/timing:

- a. Seat time:
 - i. ELA – 225 – 270 minutes depending on grade
 - ii. Math – 240 minutes
- b. Administration dates for the PARCC are established by the Maryland State Department of Education. This assessment is administered during the Spring Block (April to June). Please see the assessment calendar for specific administration dates.

Testing Administration Guidance:

- a. Differentiation: The accommodations that are listed in the PARCC Accessibility and Accommodations Manual must have been identified in a student's IEP, 504 Plan or EL Plan for a student to receive those accommodations during testing.
- b. Timing: Test sessions are at least 90 minutes. More time can be allotted to student that receive the accommodation of extended time.
- c. What do I do if student misses the testing window? Not applicable

How and where to access data reports:

- a. The principal can access the scores using the PearsonAccessNext Website. The principals should have a username and password to access the reports. The data reports will be housed under header named reports and there will be several reports to choose from.
- b. The teacher can access the scores using the PearsonAccessNext Website. The teacher should have a username and password to access the reports. The data reports will be housed under header named reports and there will be several reports to choose from.

PARCC Algebra I**Required by:**

This is a state requirement.

Purpose/Use:

The Partnership for Assessment of College and Career Readiness is used to measure students' college and career readiness in the content area Mathematics specifically Algebra.

Format:

The test is administered online.

Expectations for scoring:

- a. Pearson scores the assessment. Within the PARCC Score reports, a student is placed in one of five different performance levels based on his/her overall performance. The levels describe how well students met the expectations for their grade level/course.
 - Level 1: Did not yet meet expectations
 - Level 2: Partially met expectations
 - Level 3: Approached expectations

- Level 4: Met expectations
- Level 5: Exceeded expectations

Calendar/timing:

- a. Seat time: 270 minutes
- b. Administration dates for the PARCC are established by the Maryland State Department of Education. This assessment is administered two times. Once in the Fall Block (December to January) and Once in the Spring Block (April to June). Please reference the assessment calendar for specific administration dates.

Testing Administration Guidance:

- a. Differentiation: The accommodations that are listed in the PARCC Accessibility and Accommodations Manual must have been identified in a student’s IEP, 504 Plan or EL Plan for a student to receive those accommodations during testing.
- b. Timing: Test sessions are at least 90 minutes. More time can be allotted to student that receive the accommodation of extended time.

How and where to access data reports (prioritizing what to look at for ILT / NAP):

- a. The principal can access the scores using the PearsonAccessNext Website. The principals should have a username and password to access the reports. The data reports will be housed under header named reports and there will be several reports to choose from.
- b. The teacher can access the scores using the PearsonAccessNext Website. The teachers should have a username and password to access the reports. The data reports will be housed under header named reports and there will be several reports to choose from.

PARCC English 10

Required by:

This is a state requirement.

Purpose/Use:

The Partnership for Assessment of College and Career Readiness is used to measure students’ college and career readiness in the content area of English Language Arts.

Format:

The test is administered online.

Expectations for scoring:

- a. Pearson scores the assessment. Within the PARCC Score reports, a student is placed in one of five different performance levels based on his/her overall

performance. The levels describe how well students met the expectations for their grade level/course.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Calendar/timing:

- a. Seat time: 270 minutes
- b. Administration dates for the PARCC are established by the Maryland State Department of Education. This assessment is administered two times. Once in the Fall Block (December to January) and Once in the Spring Block (April to June). Please see the assessment calendar for specific dates.

Testing Administration Guidance:

- a. Differentiation: The accommodations that are listed in the PARCC Accessibility and Accommodations Manual must have been identified in a student’s IEP, 504 Plan or EL Plan for a student to receive those accommodations during testing.
- b. Timing: Test sessions are at least 90 minutes. More time can be allotted for those students that receive the accommodation of extended time.

How and where to access data reports:

- a. The principal can access the scores using the PearsonAccessNext Website. The principals should have a username and password to access the reports. The data reports will be housed under header named reports and there will be several reports to choose from.
- b. The teacher can access the scores using the PearsonAccessNext Website. The teacher should have a username and password to access the reports. The data reports will be housed under header named reports and there will be several reports to choose from.

PSAT

Required by:

This is an optional test.

Purpose/Use:

Purpose: A preliminary SAT that measures college readiness for students in grades in 8 and 9. City Schools pays for students in grade 9 to take the test, but schools can opt to pay for their 8th graders to test.

Format:

The test is administered in paper only.

Expectations for Scoring

The College Board completes the scoring of the exam. Total scores range from 320-1520.

Calendar/timing:

- a. Timing: The test is 2 hours and 25 minutes.
- b. Testing can take place anytime between September 24th and January 24th.

Testing Administration Guidance:

- a. Differentiation: Schools can provide accommodations for students taking PSAT 8/9 without CollegeBoard approval.
- b. What do I do if student misses the testing window? The testing can take place anytime between September 24th and January 24th. Students are not able to test outside of this window.

How and where to access data reports:

- a. Principal/Counselor: Using the [score reporting portal](#), schools can access student-level data. Schools can also access data to help school-based instructional practices. Results available in Infinite Campus and in Data Link.
- c. Teacher - none

SAT**Required by:**

This is an optional test.

Purpose:

An entrance exam used by colleges and universities to assist in making admissions decisions and providing opportunities for scholarships. The ACT and SAT are very similar college readiness assessments. A few ways that the SAT differs include a longer test, math accounts for half your score, math formulas are provided, and evidence-supported questions are a substantial component of SAT reading.

Format:

Paper only administration.

Expectations for scoring:

Total score ranges from 400-1600 points. This is the combination of the Evidence Based Read and Writing 200-800, Math: 200-800, Optional Essay 2-8 scoring.

Calendar/timing:

- a. Seat time: SAT-3 hours, SAT w/Essay-3 hours and 50 minutes completed in a single testing administration. Exceptions for students with disabilities designated to test over multiple days are available with approval from the College Board.
- b. Test administration dates are August 25, October 6, November 3, December 1, March 9, May 4, June 1 and can be accessed at www.collegeboard.org. There is a fee to take the SAT, but students may be eligible for [fee waivers](#). (Limit 2 waivers for high school career) If students miss the administration, there is a \$29 test change fee.

Testing administration guidance:

- a. Differentiation: Schools/families must apply for accommodations directly to [College Board](#)
- b. Other: Students must have current photo ID and testing admit ticket in order to test

How and where to access data reports:

- a. Principal/School counselor: score reports can be accessed via the [score reporting portal](#). Contact CollegeBoard for School Access Code.
- b. Teacher: Not applicable

SAT School Day

Required by:

This is a state requirement as it is used to determine college readiness.

Purpose:

An entrance exam used by colleges and universities to assist in making admissions decisions and providing opportunities for scholarships. The ACT and SAT are very similar college readiness assessments. A few ways that the SAT differs include a longer test, math accounts for half your score, math formulas are provided, and evidence-support questions are a big part of SAT reading. The SAT school day is offered to students during

the day in their junior year. The school day test removes Saturday testing barriers such as securing transportation and testing in unfamiliar environments.

Format:

Paper only administration.

Expectations for scoring:

Total score ranges from 400-1600 (Evidence Based Read and Writing 200-800, Math: 200-800, Optional Essay 2-8)

Calendar/timing:

- a. Seat Time: SAT-3 hours in a single administration. An exception for students with disabilities designated to test over multiple days is available with approval from the College Board.
- b. This test will be offered for free to all juniors on March 27th during the school day. Students that miss the test on March 27th must test on April 10th.

Testing administration guidance:

- a. Differentiation: Schools/families must apply for accommodations directly to [College Board](#)
- b. What do I do if student misses the testing window? If the student misses the testing window, they must register to take the test during a Saturday testing administration.

How and where to access data reports:

- a. Principal/School counselor: score reports can be accessed via the [score reporting portal](#).. Contact CollegeBoard for School Access Code. Test scores can be imported into Naviance
- b. Teacher: Not applicable

Kindergarten W-APT

Required by:

This is a State requirement.

Purpose/Use:

English language proficiency assessment used to identify students as English learners in the 2nd semester of PK through the 1st semester of 1st grade. (Students in the 2nd semester of 1st grade through 12th grade take the WIDA Screener.)

Format:

Paper only administration

Expectations for scoring:

- a. Scoring tool/Rubric (if applicable): Scored by test administrator (typically ESOL teacher or staff member) used provided rubrics and/or answer keys
- b. Data collection: Results are entered into Infinite Campus by the ESOL teacher
- c. How to use in grading: Not used in grading

Calendar/timing:

The assessment is given throughout the school year as new students arrive. It must be administered with 30 days of the beginning of the school year or 2 weeks of enrollment. The test takes approximately 45 minutes.

Testing Administration Guidance:

- a. Differentiation: Given as a one-on-one assessment. No EL accommodations are provided. Students may receive most accommodations documented on an IEP or 504 plan.
- b. One sitting/ Multiple sessions: Typically given in one session but can be broken between the administration of the narrative and expository sections.

How and where to access data reports:

- a. Principal: Results are available in Infinite Campus under both the EL custom reports and the Assessment tab. Schools leaders should look for completion of required assessment and who subsequent identified EL students are.
- b. Teacher: Results are available in Infinite Campus under both the EL custom reports and the Assessment tab.

WIDA Screener**Required by:**

This is a State requirement.

Purpose/Use:

English language proficiency assessment used to identify students as English learners in the 2nd semester of 1st grade through 12th grade at time of enrollment. (Students in the 1st semester of 1st grade take the Kindergarten W-APT.)

Format:

Paper only administration

Expectations for scoring:

- a. Scoring tool/Rubric: Scored by test administrator (typically ESOL teacher or staff member) used provided rubrics and/or answer keys
- b. Data collection: Results are entered into Infinite Campus by the ESOL teacher
- c. How to use in grading: Not used in grading

Calendar/timing:

The assessment is given throughout the school year as new students arrive. It must be administered with 30 days of the beginning of the school year or 2 weeks of enrollment. Timing depends on whether student is assessed using Path A or Path B. Path is determined based on performance on screener entry task.

- i. Path A: 65-85 minutes
 1. Entry Task: 2-5 minutes
 2. Speaking Domain: 10-15 minutes
 3. Writing Domain: 20-25 minutes
 4. Listening & Reading Domains: 30-40 minutes
- ii. Path B: 35-45 minutes
 1. Entry Task: 2-5 minutes
 2. Listening & Reading Domains: 30-40 minutes

Testing Administration Guidance:

- a. Differentiation: Typically given as a one-on-one assessment. No EL accommodations are provided. Students may receive most accommodations documented on an IEP or 504 plan.
- c. One sitting/ Multiple sessions: Typically one session but can be divided by domain.
- d. What do I do if student misses the testing window? Not applicable

How and where to access data reports:

- a. Principal: Results are available in Infinite Campus under both the EL custom reports and the Assessment tab. School leaders should look for completion of required assessment and who subsequent identified EL students are.
- b. Teacher: Results are available in Infinite Campus under both the EL custom reports and the Assessment tab.

Wit & Wisdom End of Module Tasks**Required by:**

This is a district requirement.

Purpose/Use:

Summative written tasks designed to assess reading, writing, language and/or speaking standards addressed in a module

Format:

Online (Data Link) or paper (scored in Data Link)

Expectations for scoring:

- a. Scoring tool/Rubric: Scored by teacher using *Wit & Wisdom* rubrics located in the appendices of the Teacher Edition
- b. Data collection: Directly entered into Data Link, either by student input or teacher scanning.
- c. How to use in grading: Can be used as a component of the student's final grade for the quarter

Calendar/timing:

From the initial lesson within a module, students are building up to completing the final version of their End of Module writing task. Students will complete the End of Module task within an identified lesson of *Wit & Wisdom*, therefore students should be provided the opportunity to make-up the assessment upon their return to school, following school-wide make-up work policies if required. Timing will depend on the allotted time per assessment per lesson, per grade and module.

Testing Administration Guidance:

- a. Differentiation: Testing accommodations and modifications provided to students with IEPs or 504 plans should be implemented during the administration of the End of Module task

How and where to access data reports:

- a. Principal: Results will be available on Data Link. School leaders should look for student progress and mastery of the targeted standards.
- b. Teacher: Results will be available on Data Link. Teachers should look for student progress and mastery of the targeted standards.

Wit & Wisdom New Read Assessments

Required by:

This is a district requirement.

Purpose/Use:

Formative or summative PARCC-like SR tasks designed to assess transfer of reading and/or language standards taught with a module to a new text or portion of text focus on a previously introduced topic

Format:

Online (Data Link) or paper (scored in Data Link)

Expectations for scoring:

- a. Scoring tool/Rubric: Scored by teacher using *Wit & Wisdom* rubrics located in the appendices of the Teacher Edition
- b. Data collection: Directly entered into Data Link, either by student input or teacher scanning.
- c. How to use in grading: This assessment should be used primarily for formative assessment data. For SY18-19, it is not recommended for use in grading.

Calendar/timing:

New Read Assessments are embedded within a daily lesson of *Wit & Wisdom*, therefore students should be provided the opportunity to make-up the assessment upon their return to school, following school-wide make-up work policies if necessary. Timing will depend on the allotted time per assessment per lesson, per grade and module

Testing Administration Guidance:

- a. Differentiation: Testing accommodations and modifications provided to students with IEPs or 504 plans should be implemented during the administration of New Read Assessments.
- b. One sitting/ Multiple sessions: one sitting

How and where to access data reports:

- a. Principal: Results will be available on Data Link. School leaders should look for completion of required assessments and student mastery of standards.
- b. Teacher: Results will be available on Data Link. School leaders should look for completion of required assessments and student mastery of standards.

MTSS Pilot Schools

In SY18-19, all schools receiving MTSS supports through the CEIS grant will be expected to administer DIBELS and/or i-Ready Reading assessments to all students at BOY, MOY, and EOY. See the [MTSS Implementation Guide](#) for further details.