2020-21 Assessment Plan

Student
Assessment

This handbook is designed to establish Provo City School District's Comprehensive Assessment System Plan as required by Utah Code 53A.1.6 and Utah State Board of Education Administrative Rule R277-404.

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2020-21 Elementary Assessment Calendar

2020

Aug
Mon	Tue	Wed	Thur	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19 W K	20 W K	21 W K
24 W K	25 W K	26 W K	27 W K	28 W K
31 W K				

Sept
Mon	Tue	Wed	Thur	Fri
	1	2 BOY	3 BOY K	4 BOY K
7	8 BOY K	9 BOY K	10 BOY K	11 BOY K
14 BOY K	15 BOY K	16 BOY K	17 BOY K	18 BOY K
21 BOY K	22 BOY K	23 BOY K	24 BOY K	25 BOY K
28 BOY K	29 BOY K	30 BOY K		

Oct
Mon	Tue	Wed	Thur	Fri
			1 BOY K	2 BOY K
5 BOY K	6 BOY K	7 BOY K	8 BOY K	9 BOY K
12 BOY K	13 BOY K	14 BOY K	15	16
19	20	21	22	23
26 A	27 A	28 A	29 A	30 A

Nov
Mon	Tue	Wed	Thur	Fri
2 A GT	3 A GT	4 A GT	5 A GT	6 A GT
9 A GT	10 A GT	11 A GT	12 A GT	13 A GT
16 A GT	17 A GT	18 A GT	19 A GT	20 A GT
23 A GT	24 A GT	25	26	27
30 A GT				

Dec
Mon	Tue	Wed	Thur	Fri
	1 MOY A GT	2 MOY A GT	3 MOY A GT	4 MOY A GT
7 MOY A GT	8 MOY A GT	9 MOY A GT	10 MOY A GT	11 MOY A GT
14 MOY GT	15 MOY GT	16 MOY GT	17 MOY GT	18 MOY GT
21	22	23	24	25
28	29	30	31	

Test / Grade(s) / Windows

Test	Grade(s)	Windows
AAPPL	A 3-9	Oct 26 - Dec 11
Access 2.0 (WIDA)	W All	Aug 17-31 / Jan 4 - Mar 5
CogAT Test #1 Accelerated Studies	GT 3	Nov-Dec set by school / 30 Days between 2 tests
CogAT Test #2 Accelerated Studies	GT 3	Jan set by a TC / 30 Days between 2 tests
CogAT Test #3 Accelerated Studies	GT 3-5	May set by a TC / 30 Days between 2 tests
CogAT Test #4 Accelerated Studies	GT 3-5	July set by a TC / 30 Days between 2 tests
Acadience BOY / BOY Make up Days	BOY / BOY K-3	Aug 31 - Oct 9 / Oct 12 - 14
Acadience MOY / MOY Make up Days	MOY / MOY K-3	Dec 1 - Jan 15 / Jan 19 - 22
Acadience EOY / EOY Make up Days	EOY / EOY K-3	Apr 19 - May 21 / May 24-28
DLM	D all	Mar 8 - May 28
KEEP	K K	Aug 19 - Oct 14 / May 3 - 28
PEEP	P Pre-School	Aug 19 - Oct 14 / May 3 - 28
RISE Mid-year Summative	R R 3-6	Nov 3 - Feb 26 / Mar 1 - 5
RISE End of year Summative	R R 3-6	Mar 29-May 14 / May 17 - 21
UAA Science	U 3-6	Mar 8 - Jun 22
Unit 1 ELA Interim	U1	Window Closes Oct 11
Unit 2 ELA Interim	U2	Window Closes Nov 22
Unit 3 ELA Interim	U3	Window Closes Jan 17
Unit 4 ELA Interim	U4	Window Closes Feb 28
Unit 5 ELA Interim	U5	Window Closes Apr 17
Unit 6 ELA Interim	U6	Window Closes May 22

District Calendar Dates

	Grade(s)	Windows
First day of classes	All	19-Aug
End Q1	All	Oct 23
Fall Break	All	Oct 15 - 19
Memorial Day	All	May 31
Common Comp Day	All	Nov 25 / Apr 5
Thanksgiving Break	All	Nov 26-27
Christmas Break	All	Dec 21 - Jan 1
End Q2	All	Jan 2
MLK Day	All	Jan 18
End Q3	All	Mar 19
Spring Break	All	Apr 6 - 9

2021

Jan
Mon	Tue	Wed	Thur	Fri
				1
4 MOY W GT	5 MOY W GT	6 MOY W GT	7 MOY W GT	8 MOY W GT
11 MOY W GT	12 MOY W GT	13 MOY W GT	14 MOY W GT	15 MOY W GT
18	19 MOY W GT	20 MOY W GT	21 MOY W GT	22 MOY W GT
25 W GT	26 W GT	27 GT	28 GT	29 GT

Feb
Mon	Tue	Wed	Thur	Fri
1	2	3 W	4 W	5 W
8 W	9 W	10 W	11 W	12 W
15	16 W	17 W	18 W	19 W
22 W	23 W	24 W	25 W	26 W

Mar
Mon	Tue	Wed	Thur	Fri
1	2	3 W	4 W	5 W
8 D U	9 D U	10 D U	11 D U	12 D U
15 D U	16 D U	17 D U	18 D U	19 D U
22 D U	23 D U	24 D U	25 D U	26 D U
29 R D U	30 R D U	31 R D U		

Apr
Mon	Tue	Wed	Thur	Fri
			1 R D U	2 R D U
5	6	7	8	9
12 R D U	13 R D U	14 R D U	15 R D U	16 R D U
19 R D EOY U	20 R D EOY U	21 R D EOY U	22 R D EOY U	23 R D EOY U
26 R D EOY	27 R D EOY	28 R D EOY	29 R D EOY	30 R D EOY

May
Mon	Tue	Wed	Thur	Fri
3 R D EOY	4 R D EOY GT	5 R D EOY GT	6 R D EOY GT	7 R D EOY GT
10 R D EOY	11 R D EOY GT	12 R D EOY GT	13 R D EOY GT	14 R D EOY GT
17 R D EOY	18 R D EOY GT	19 R EOY GT	20 R EOY K GT	21 R EOY K GT
24 D EOY K GT	25 D EOY K GT	26 D EOY K GT	27 D EOY K GT	28 D EOY K GT
31				

2020-21 Secondary Assessment Calendar

Test / Windows Legend

Test	Grade(s)	Windows
AAPPL	A · 7-12	Oct 26 - Dec 11
Access 2.0 (WIDA)	W · All	Aug 17-31, Jan 4 - Mar 5
ACT	A	Mar 9-11, 16-18
DLM	D · all	Mar 8 - May 28
RISE Mid-year Summative	R, R · 3-6	Nov 3 - Feb 26, Mar 1 - 5
RISE End of year Summative	R, R · 3-6	Mar 29-May 14, May 17 - 21
Utha Aspsire +	A+ · 9 - 10	Mar 22-Apr 30

District Calendar Dates

	Grade(s)	Windows
First day of classes	All	19-Aug
End Q1	All	Oct 23
Fall Break	All	Oct 15 - 19
Memorial Day	All	May 31
Common Comp Day	All	Nov 25, Apr 5
Thanksgiving Break	All	Nov 26-27
Christmas Break	All	Dec 21 - Jan 1
End Q2	All	Jan 15
MLK Day	All	Jan 18
End Q3	All	Mar 19
Spring Break	All	Apr 6 - 9
End Q4	All	May 28

2020

Aug
Mon	Tue	Wed	Thur	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19 W	20 W	21 W
24 W	25 W	26 W	27 W	28 W
31 W				

Sept
Mon	Tue	Wed	Thur	Fri
	1	2	3	4
7	8	9	10	11
14	15	6	17	18
21	22	23	24	25
28	29	30		

Oct
Mon	Tue	Wed	Thur	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 A	27 A	28 A	29 A	30 A

Nov
Mon	Tue	Wed	Thur	Fri
2 A	3 A R	4 A R	5 A R	6 A R
9 A R	10 A R	11 A R	12 A R	13 A R
16 A R	17 A R	18 A R	19 A R	20 A R
23 A R	24 A R	25	26	27
30 A R				

Dec
Mon	Tue	Wed	Thur	Fri
	1 A R	2 A R	3 A R	4 A R
7 A R	8 A R	9 A R	10 A R	11 A R
14 R	15 R	16 R	17 R	18 R
21	22	23	24	25
28	29	30	31	

2021

Jan
Mon	Tue	Wed	Thur	Fri
				1
4 R W	5 R W	6 R W	7 R W	8 R W
11 R W	12 R W	13 R W	14 R W	15 R W
18	19 R W	20 R W	21 R W	22 R W
25 R W	26 R W	27 R W	28 R W	29 R W

Feb
Mon	Tue	Wed	Thur	Fri
1 R W	2 R W	3 R W	4 R W	5 R W
8 R W	9 R W	10 R W	11 R W	12 R W
15	16 R W	17 R W	18 R W	19 R W
22 R W	23 R W	24 R W	25 R W	26 R W

Mar
Mon	Tue	Wed	Thur	Fri
1 R W	2 R W	3 R W	4 R W	5 R W
8 D	9 A D	10 A D	11 A D	12 D
15 D	16 A D	17 A D	18 A D	19 D
22 D A+	23 D A+	24 D A+	25 D A+	26 D A+
29 R D A+	30 R D A+	31 R D A+		

Apr
Mon	Tue	Wed	Thur	Fri
			1 R D A+	2 R D A+
5	6	7	8	9
12 R D A+	13 R D A+	14 R D A+	15 R D A+	16 R D A+
19 R D A+	20 R D A+	21 R D A+	22 R D A+	23 R D A+
26 R D A+	27 R D A+	28 R D A+	29 R D A+	30 R D A+

May
Mon	Tue	Wed	Thur	Fri
3 R D	4 R D	5 R D	6 R D	7 R D
10 R D	11 R D	12 R D	13 R D	14 R D
17 R D	18 R D	19 R	20 R	21 R
24 D	25 D	26 D	27 D	28 D
31				

Explanation of Assessments

AAPPL   ACTFL Assessment of Performance toward Proficiency in Languages. This assessment is a statewide measure of student performance from dual language immersion programs. It is given in grades 3 – 9 in the Fall each year. The administration of the four components of AAPPL take approximately two hours combined.

ACCESS 2.0   Also known as the WIDA test. This is an English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually to monitor students' progress in acquiring academic English.

Acadience   Formerly known as DIBELS, this test measures student proficiency in the basic reading skills required by USBE for reporting on student growth. Results for grades 1-3 are used in the ELP required by the state.

ACT   American College Testing. This is a standardized college readiness assessment intended to measure high school students' general educational development and their capability to complete college-level work. It is given in early spring.

AGP   Adequate Growth Percentile provides a criterion-referenced measure of academic growth by predicting how much growth is necessary to keep or achieve proficiency in the next three years. AGP is dependent upon the student's proficiency level which determines the type of score produced. Students with a proficiency level 1 or 2 are given a "catch up target". Students with a proficiency level 3 are given a "move up target", and students with a proficiency level 4 are given a "stay up target".

Civics   Per state legislation, the civics test must be created using 50 questions from the United States Customs and Immigration Services civics test. Any student desiring a high school diploma must pass the test by correctly answering 35 or more of the 50 questions. The test is administered to students at the completion of their 8th grade or during their senior year of high school. Students may take the test as many times as needed. An alternate assessment consisting of 10 questions may be taken by students who have a disability, or is within six months of intended graduation and has not passed the test. The student must answer six of the ten questions in order to pass.

DLM   Dynamic Learning Maps, also known as DLM/UAA (Utah's Alternative Assessment). DLM is the alternative assessment for students with significant cognitive disabilities in English language arts and mathematics, administered to 1% of the student population in a district.

Formative   Any assessment that is used to impact instruction. Frequently referred to as assessment for learning. Dylan Wiliam notes three cycles of formative assessment: Short-Cycle, Medium Cycle, and Long-Cycle.

IEP	Individualized Education Program is a written statement, for a student with a disability. The statement is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act.

KEEP	Kindergarten Entry and Exit Profile. USBE changed this assessment from an optional assessment to a statewide uniform assessment to be used in the Fall of 2017. The administration of the KEEP takes approximately 10-15 minutes per student as it is administered one-on-one.

MGP	Median Growth Percentile is a number derived from all SGP in a group, and displays the central value for the group. Results are displayed as a single number between 1 and 99.

NAEP	National Assessment for Educational Progress, also known as "the nations report card." This national assessment is given to randomly selected schools throughout the state. Each student will be assessed in only one subject (civics, geography, mathematics, reading, U.S. history, and writing).

RISE	Readiness, Improvement, Success, Empowerment or RISE is Utah's computer adaptive assessment system aligned to the state's core standards in English language arts, mathematics, and science. It is administered to meet state and federal accountability. While the RISE is not a timed test, it is a standardized test so there are time limits for each section. Most students should complete the science, math and reading sections in 90 minutes each and the writing section in 60 minutes. The writing section for grades 5 and 8 is designed to be a quick write.

SGP	Student Growth Percentile, the measurement used by the state of Utah to verify if students are learning the course objectives at a rate that is below average, on average, or above average compared to academic peers. A score below 40 is considered low growth, a score between 40 and 60 is considered typical or average growth and a score above 60 is considered high growth.

Summative	Any assessment that is used for reporting purposes only. Frequently referred to as assessment of learning.

TAM	Test Administration Manual. This is the official document that describes the procedures that must be followed in the administration of the specified assessment.

UAA	Utah's Alternative Assessment. This alternative science assessment is administered in the spring to students receiving instruction using the alternate academic standards (1% of the student population in a district).

Utah Aspire	This assessment is designed to predict 9th and 10th grade students' success on the ACT and thereby gauge a students' progress toward college readiness. It is not used in college admissions or scholarship competitions. It is offered annually in the spring.

State Required Assessments

AAPPL .... grades 3 – 12 in DLI schools only
ACT .... grade 11
Civics Exam ....grades 8 & 12
DIBELS Next ....grades 1 – 3
DLM .... grades K – 12
KEEP.. Kindergarten
NAEP.. grades 4, 8, or 12 when selected by the state
SAGE Summative ....grades 3 – 8
WIDA Access 2.0...grades K – 12

District Required Assessments

DIBELS Next ....grades K – 6
Accelerated Instruction (gifted) ....grades 3, and some grade 4 and grade 5
Quarterly Math and LA Interims ....grades K – 12

Key Assessment Contacts

AAPPL .... Ron Twitchell, District Assessment Director
Acadience Reading Test...............................Sarah Taylor, Account Manager for Amplify
Accelerated Instruction ....Judy Rose, Accelerated Studies
ACT .... Jared Wright, USBE
Civics Test .... Ron Twitchell, District Assessment Director
Compose & UTIPS...Kim Rathke, USBE
DLM/UAA ....Heidi Rasmussen and Jeremy Barker, District Special Education Office.
ELA district assessments ....Christine Whatcott, LA Curriculum Specialist
KEEP and PEEP.. Ron Twitchell, District Assessment Director
Math district assessments...........................Judy Rose, Math Curriculum Specialist
Powerschool..Bruce Harmon and Eugene Paulsen, District Data Tech
SAGE Test Administration .... Jared Wright, USBE
Science or CTE ....Clay Bingham, CTE Director
Utah Aspire + ... Ron Twitchell, District Assessment Director
UTREX .... Bruce Harmon, District Data Tech
WIDA ACCESS 2.0 ....Michelle Eldredge, Title I Director

State and District Assessment Policies

All educators and assessment proctors shall administer assessments according to the following state ethics and protocol requirements.

Preparation for Testing
Ethical testing begins with ethical teaching, educators should:

Ensure students are enrolled in appropriate courses and receive appropriate instruction.

Provide instruction to the intended depth and breadth of the course curriculum.

Provide accommodations throughout instruction to eligible students as identified by an ELL, IEP or 504 team.

Use a variety of assessment methods to inform instructional practices.

Introduce students to various test-taking strategies throughout the year.

Use the science reference sheets provided for specific assessments as instructional tools throughout the year.

Provide students with opportunities to engage with available training tests to ensure they can successfully navigate online testing systems, and to ensure that technology configurations can successfully support testing.

Educators may also:

Use formative assessments throughout the year using high-quality, non-secure test questions aligned to the standards.

During Testing
Each school administrator and site testing coordinator will ensure:

All students who are eligible to test are tested, or accounted for according to the specific assessment's policy.

Parents are provided with clarifications and procedures regarding student participation in state testing.

All tests are administered under the supervision of a licensed educator.

Educators and school staff serving as assessment proctors have completed the annual ethics training, signed an acknowledgement of the training and accountability for ethically administering tests.

Hardware, software and networks at the school site have been tested and are in operating order to administer appropriate tests.

Each licensed educator or trained employee shall ensure:

An appropriate environment reflective of an instructional setting is set for testing to limit distractions from surroundings or unnecessary personnel.

All students who are eligible for testing are tested.

A student is not discouraged from participating in state assessments, but upon a parent's op-out request, the student is provided with a meaningful educational activity.

Tests are administered in-person and testing procedures meet all test administration requirements.

Active test proctoring occurs: walking around the room to make sure that each student had or is logged into the correct test; has appropriate testing materials available to them; and are progressing at an appropriate pace.

No person is left alone in a test setting with student tests left onscreen or open.

The importance of the test, test participation, and the good faith efforts of all students are not undermined.

All information in the Test Administration Manual (TAM_ for each test administered is reviewed and strictly followed.

Accommodations are provided for eligible students, as identified in and ELL, IEP, or 504 team. These accommodations should be consistent with accommodations provided during instruction throughout the instructional year.

Any electronic devices that can be used to access non-test content or to record/distribute test content or materials shall be inaccessible by students (e.g., cell phones, recording devises, internet-capable devices). Electronic security of test and student information must not be compromised.

Test materials are secure before, during, and after testing. When not in use, all materials shall be protected, where students, parents cannot gain access.

No one may enter a student's computer-based test to examine content or alter a student's response in any way either on the computer or a paper answer document for any reason.

All assessments shall be administered consistent with the designated assessment windows.

After Testing

Each licensed educator or trained employee shall ensure:

Test administration manual instructions for ending testing sessions are followed.

Make-up and test completion session are provided for students who miss all or part of the test, as appropriate for and according to the policies and procedures of each assessment.

All test materials are organized and returned to the Site Testing Coordinator, as appropriate.

All by-products of student testing are collected and protected between and after testing sessions, and securely destroyed as appropriate. This includes notes, outlines, graphic organizers, student drafts, etc.

Educators may not change student answers in any way, for any reason.

Test Results

All assessment materials, questions and student responses for required assessments shall be designated protected, consistent with Utah Code Ann. §63G-2-305, until released by the USBE.

Individual student test results should be:

Provided to students and parents upon request, with information on how to appropriately interpret scores and reports.

Made available to educators for use in improving their instruction.

Maintained according to local policies and procedures.

Kept confidential.

Individual student test results may not be considered in determing:

A student's academic grade for the appropriate course; or

Whether a student may advance to the next grade level.

Test results may not be used to calculate scores for an employee's formal performance evaluation.

Testing Ethics

Administrators, educators, and staff are accountable under District Policy and these procedures and guidelines and must comply with all ethical and procedural requirements when preparing for, administering, and accounting for assessments and their results. Employees violating these provisions may be subject to disciplinary action, up to and including termination from employment. Additionally, licensed educators violating testing procedures and/or ethics are subject to referral to the Utah Professional Practices Advisory Commission for disciplinary action related to their educator license.

It is unethical for employees, including educators, to jeopardize the integrity of an assessment or the validity of student responses.

Unethical practices include:

Providing students with questions from the test to review before taking the test.

Changing instruction or reviewing specific concepts because those concepts appear on the test.

Rewording or clarifying questions, or using inflection or gestures to help students answer.

Allowing students to use unauthorized resources to find answers, including dictionaries, thesauruses, mathematics tables, online references, etc.

Displaying materials on walls or other high visibility surfaces that provide answers to specific test items (e.g., posters, word walls, formula charts, etc.).

Reclassifying students to alter subgroup reports.

Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.

Allowing the public to view secure test items or observe testing sessions.

Reviewing a student's response and instructing the student to, or suggesting that the student should, rethink his/her answers.

Reproducing, or distributing, in whole or in part, secure test content (e.g., taking pictures, copying, writing, posting in a classroom, posting publically, emailing).

Explicitly or implicitly encouraging students to not answer questions, or to engage in dishonest testing behavior.

Administering tests outside of the prescribed testing window for each assessment.

Reporting Violations

Ethical violations of state law, district policy, or these assessment procedures and guidelines shall be reported immediately to the site test coordinator, the school administrator, or the District Assessment Director. If the individual is uncomfortable reporting to any of the above, state procedures allow for reporting to the state assessment director.

In most cases an initial investigation will be conducted at the school level by the school administrator.

The District Assessment Director will review the initial investigation and determine findings with regard to the alleged violation.

If the allegations are found more likely to than not to have occurred, the District Assessment Director, the School Director, and the Director of Human Resources will apply the procedures of the District's Employee Discipline and Dismissal Policy. In applying the provisions of this policy, the employee may receive further training, a reprimand, or other additional disciplinary action up to and including termination.

If the violation is of sufficient concern, the Director of Human Resources may forward the incident to the Utah Professional Practices Advisory Commission for review.

School Testing Coordinator Responsibilities

The principal at each school is responsible to designate an assessment coordinator. The assessment coordinator will have the following responsibilities:

Training and communication

- Work closely with the principal and school registrar to ensure students are entered correctly in Powerschool, assuring the correct test assignments
- Attend training on testing ethics and administration of state and district assessments.
- Attend all district assessment meetings and trainings during the school year.
- Share the information from the district assessment meetings and trainings with the principal and all personnel who will administer any state or district assessments, in a timely manner.
- Serve as the go-to person in the school specific to state and district required assessments.
- Help facilitate the training of all personnel in the building who will administer any state or district assessments, on Standard Test Administration and Testing Ethics by the last school day in September.
- Document completed training of all personnel in the building who will administer any state or district assessments, on Standard Test Administration and Testing Ethics and make sure the assessment department at the district office has a complete list of all personnel who have completed the training.
- Check email daily for correspondence from District Assessment Department and respond in a timely manner to all communications from the assessment department in the district office.
- Keep school staff (teachers and principal) informed of training and testing dates.
- Be aware of all assessment rules and regulations; communicate any changes to school personnel in a timely manner.
- Make every effort to have 95% participation on all SAGE Summative assessments, ACT and ACT Aspire assessments, and DIBELS BOY, MOY, and EOY assessments for grades 1 – 3.
- Collect and keep record of all completed parental assessment exclusion forms for the building and share the information with the District Assessment Department.
- Report any ethics violations to the principal and District Assessment Director.
- Protect the private information of students (e.g., do not send student names with ID numbers in emails).
- know and communicate with the teachers from each building who are members of the committees responsible for specific district and state assessments (i.e., District Literacy and Math Committees, SpEd, and ESL)

Assessment administration

- Schedule all district and state assessment in the building, including make-up testing.
- Ensure that students are correctly enrolled in courses that require SAGE assessments at least two weeks before the SAGE Summative assessment window.
- Ensure that teachers and students are in the system and ready to test.
- Secure and account for all assessment materials including Test Administration Manuals (TAMS); follow all instructions for proper storage, shipping or destruction of the materials.
- Account for every test by ensuring appropriate non-participation codes (or special codes) are applied for each student who did not test.
- Securely store all parental opt-out forms, make a copy of each form and deliver them to the assessment department at the district office.
- Encourage the correct application of TAM requirements and ethics compliance for all district and state assessments.

Parent Request to Exempt Student

At the request of a student's parent or guardian, a school shall excuse a student from taking a state administered assessment. The state administered assessments to which opt out provisions apply are listed on State Opt Out Form.

Any assessment not listed on the State Opt Out Form is not open to the same exemption provisions and protection from consequences. The consequences of taking or failing assessments not listed on the State Opt Out Form shall be governed by the applicable district, school or class policy.

The process for a parent or guardian to exempt their child from an assessment is provided by Utah Administrative Code R227-406-6.C. A school or educator may not impose additional procedures to exercise this right nor may any penalty or adverse consequences be imposed upon the student.

A parent desiring to exempt their student from state administered assessments shall annually complete the State Opt Out Form and provide it to the responsible school administrator a minimum of one (1) day prior to the administration of the assessment.

School grading, teacher evaluation, and student progress reports or grade may not be negatively impacted by students excused from taking a state administered assessment. Additionally, no school or employee may reward a student for taking a state administered assessment listed on the State Opt Out Form.

See Elementary and Secondary forms in Appendix

Homeschool/Private School Assessment

State Law requires the district to provide opportunities for Utah homeschool and private school students to participate in state mandated assessments if they so desire. To accommodate these students, the following processes have been established.

Annual Assessment Calendar
The Provo City School District Assessment Department will post upcoming testing calendars on the department webpage at least 1 month prior to the opening of the first test window.

Fees
State law allows the charging of fees in certain instances. The Assessment Department will identify and maintain a listing of fees associated with the administration of each state mandated assessment. The listing of these fees will be posted on the department web page with an explanation of costs which may include materials, proctoring, scoring, reporting, etc.

If a student is enrolled in a Provo City School District school, the district has chosen not to impose a district fee for participation in state mandated assessments.

A homeschool student whose custodial parent or legal guardian resides within the boundaries of Provo City School District may not be charged any fees which are not charged to a regularly enrolled district student.

Reasonable costs as identified by the Assessment Department may be assessed upon Utah private school students desiring to participate in state mandated assessments and may be paid by either the student or the private school. All fees must be paid in advance of the assessments.

Application Process
Private and homeschool students wishing to participate in state mandated assessments should contact the Assessment Department to provide needed information and determine test scheduling.

Private School Student Participation
Provo City School District may allow private school students whose custodial parent or legal guardian resides within the boundaries of the district to participate in state mandated assessments through the district. The district may allow a private school with facilities located within the District's boundaries to have its students participate in state mandated assessments through the district.
  (1) The private school or private school student shall contact the Assessment Department at least 30 days prior to the beginning of the test window.
  (2) The Assessment Department shall respond to the request in a timely manner. If the request is approved, the response shall indicate:

> the location(s) and time(s) for assessment;
> assessment rules, including identification and proof of residency;
> fees, which must be paid prior to the day of the assessment;
> a list of implements or materials which the student may or may not bring to the assessment; and
> any other information deemed relevant by the Assessment Department.

(3) The Assessment Department shall determine at which public school within the district the private school student may take assessments. The number of private school students allowed to participate at a Provo City School District school will be limited to space available after currently enrolled public school students have been accommodated.

(4) In the event a private school student has an IEP or 504 Accommodation Plan in place requiring special accommodations, it is the responsibility of the private school student/parent to indicate such with the initial request. The Assessment Department shall review the requested accommodation(s) and determine the costs and feasibility of the request. The private school student shall be informed of the results of the determination prior to the assessment date. Any costs related to providing the approved accommodations must be paid prior to the assessment date.

(5) A private school administrator may be required to participate in the monitoring and/or proctoring of assessments at the discretion of the Assessment Department. Additionally, a private school administrator may be required to be present at the assessment site to remove any private school student who becomes disruptive to the assessment environment.

(6) Assessment results will be delivered electronically to the email address of the student's parent or legal guardian and/or private school administrator.

Homeschool Students Participation

Provo City School District shall allow homeschool students whose custodial parent or legal guardian resides within district boundaries to participate in state mandated assessments through the district if the student has applied for and received a compulsory education exemption from Provo City School District's Student Services Department for the applicable year.

(1) The homeschool student shall contact the District Assessment Department at least 30 days prior to the beginning of the assessment window.

(2) The Assessment Department shall respond to the request in a timely manner. If the request is approved, the response shall indicate:
  - the location(s) and time(s) for assessment;
  - assessment rules, including identification and proof of residency;
  - a list of implements or materials which the student may or may not bring to the assessment; and
  - any other information deemed relevant by the Assessment Department.

(3) The Assessment Department shall determine at which public school within the district the homeschool student may take assessments.

(4) In the event a homeschool student has an IEP or 504 Accommodation Plan in place requiring special accommodations, it is the responsibility of the homeschool student/parent to indicate such with the initial request. The Assessment Department shall review the requested accommodation(s) and determine the costs and feasibility of the request. The homeschool student shall be informed of the results of the determination prior to the assessment date. Any costs related to providing the approved accommodations must be paid prior to the assessment date.

(5) The parent/guardian may be required to be present at the assessment site to remove their student who becomes disruptive to the assessment environment.

(6) Assessment results will be delivered electronically to the email address of the homeschool student's parent or legal guardian.
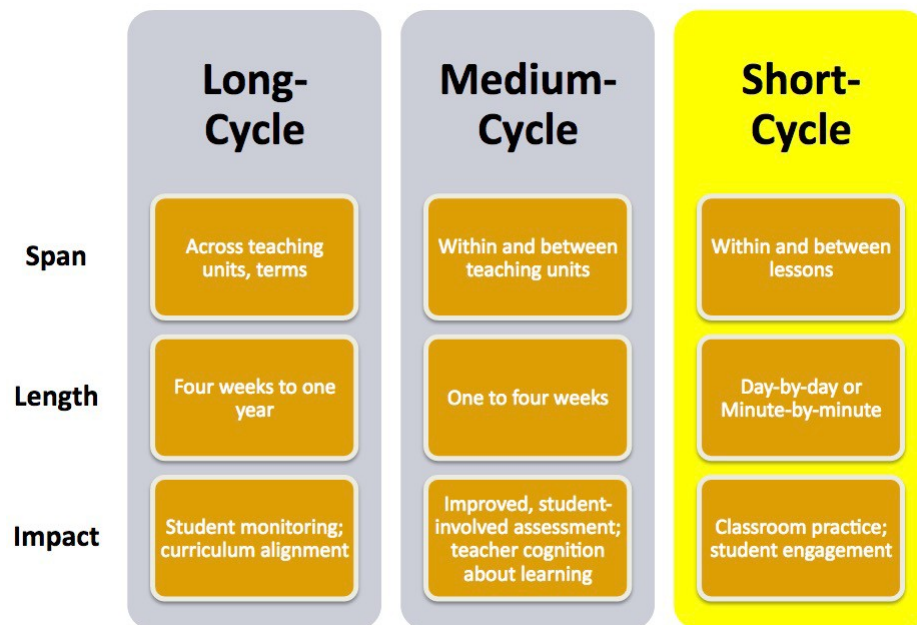
Dylan Wiliam and Formative Assessment

Why assessment for learning should be the focus of investment

Although many people have come up with different kinds of formulations for formative assessment, Dylan Wiliam offers five strategies that must be done if you are to implement assessment for learning. The five strategies are:
- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as instructional resources for each other, and
- activating students as owners of their own learning.

According to Wiliam, the distinction between "assessment for learning" and "assessment of learning" is the purpose behind the assessment and there are three cycles of formative assessment as seen in the diagram below.

	Long-Cycle	Medium-Cycle	Short-Cycle
Span	Across teaching units, terms	Within and between teaching units	Within and between lessons
Length	Four weeks to one year	One to four weeks	Day-by-day or Minute-by-minute
Impact	Student monitoring; curriculum alignment	Improved, student-involved assessment; teacher cognition about learning	Classroom practice; student engagement

Appendix
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Utah State Board of Education

Parental Exclusion from State Assessments Form: 2020-2021 **Elementary** State Assessments

The data obtained from these assessments may be utilized by teachers and administrators to review student academic progress, plan instruction, and share with students and parents. Summative assessments allow for data to be used in public reporting about school quality.

Though you can submit a Parental Exclusion form at any point, if you submit the Parental Exclusion form to the school at least 24 hours prior to your child taking the test(s), the school will ensure that your child doesn't access the test(s). Board Rule 277-404-7 (https://rules.utah.gov/publicat/code/r277/r277-404.htm#T7)

As a parent/guardian, I <u>do not</u> want my child to participate in the assessments below, during the 2019-2020 school year.
Note: This form must be returned annually to your local school.

_____ RISE Summative English Language Arts (ELA)

_____ RISE Summative Writing

_____ RISE Summative Mathematics

_____ RISE Summative Science

_____ RISE Interim English Language Arts (ELA)

_____ RISE Interim Writing

_____ RISE Interim Mathematics

_____ RISE Interim Science

_____ RISE Benchmarks English Language Arts (ELA)

_____ RISE Benchmarks Writing

_____ RISE Benchmarks Mathematics

_____ RISE Benchmarks Science

_____ Acadience Reading

_____ DLM Dynamic Learning Maps English Language Arts (ELA)

_____ DLM Dynamic Learning Maps Mathematics

_____ UAA Utah Alternate Assessment Science

_____ Alternate ACCESS 2.0 ACCESS for English Language Learners

_____ AAPPL Assessment of Performance toward Proficiency in Languages

Student Name: _____ Student ID: _____

Parent Name (Please Print): _____ Phone/email: _____

Parent Signature: _____ Date: _____

My Child's School: _____ My Child's Grade Level: _____

Utah State Board of Education

Parental Exclusion from State Assessments Form: 2020-2021 **Secondary** State Assessments

The data obtained from these assessments may be utilized by teachers and administrators to review student academic progress, plan instruction, and share with students and parents. Summative assessments allow for data to be used in public reporting about school quality.

Though you can submit a Parental Exclusion form at any point, if you submit the Parental Exclusion form to the school at least 24 hours prior to your child taking the test(s), the school will ensure that your child doesn't access the test(s). Board Rule 277-404-7 (https://rules.utah.gov/publicat/code/r277/r277-404.htm#T7)

As a parent/guardian, I <u>do not</u> want my child to participate in the assessments below, during the 2019-2020 school year.
Note: This form must be returned annually to your local school.

_____ RISE Summative English Language Arts (ELA)	_____ Utah Aspire Plus English
_____ RISE Summative Writing	_____ Utah Aspire Plus Reading
_____ RISE Summative Mathematics	_____ Utah Aspire Plus Mathematics
_____ RISE Summative Science	_____ Utah Aspire Plus Science
_____ RISE Interim English Language Arts (ELA)	_____ DIBELS Dynamic Indicators of Basic Early Literacy
_____ RISE Interim Writing	_____ DLM Dynamic Learning Maps English Language Arts (ELA)
_____ RISE Interim Mathematics	_____ DLM Dynamic Learning Maps Mathematics
_____ RISE Interim Science	_____ UAA Utah Alternate Assessment Science
_____ RISE Benchmarks English Language Arts (ELA)	_____ Alternate ACCESS 2.0 ACCESS for English Language
_____ RISE Benchmarks Writing	_____ AAPPL Assessment of Performance toward Proficiency in
_____ RISE Benchmarks Mathematics	Languages _____ ACT American College Testing
_____ RISE Benchmarks Science	_____ General Financial Literacy Assessment
_____ High School Civics Exam – REQUIRED FOR GRADUATION	_____ CTE Skill Certificate Assessments – REQUIRED FOR CERTIFICATION

Student Name: _____ Student ID: _____

Parent Name (Please Print): _____ Phone/email: _____

Parent Signature: _____ Date: _____

My Child's School: _____ My Child's Grade Level: _____

Utah State Board of Education

Description of State Assessments

RISE Summative assessments (grades 3-8)
Tests given at the end of a course to measure students' proficiency on Utah Core Standards and school accountability
- English Language Arts (ELA) (grades 3-8)
- Writing (grades 5 and 8)
- Mathematics (grades 3-8)
- Science (grades 4-8)

RISE Interim assessments (grades 3-8)
Optional tests that schools may choose to give to check students' proficiency before a course is completed. Similar to the RISE Summative assessments in length.
- English Language Arts (ELA) (grades 3-8)
- Writing (grades 3-8)
- Mathematics (grades 3-8)
- Science (grades 4-8)

RISE Benchmarks (grades 3-8)
Optional productivity tools for teachers to use to help them get feedback on students' learning of the Utah Core Standards at the Reporting Category level. These tools have approximately 8-13 questions.
- English Language Arts (ELA) (grades 3-8)
- Writing (grades 3-8)
- Mathematics (grades 3-8)
- Science (grades 4-8)

Utah Aspire Plus (grades 9-10)
Tests given at the end of the school year for all 9th and 10th graders, that include a combination of test questions from ACT Aspire and Utah's item bank.
- English (grades 9-10)
- Reading (grades 9-10)
- Mathematics (grades 9-10)
- Science (grades 9-10)

Acadience Reading (grades K-3)
A five-minute literacy test, given 3 times during the school year (Beginning, Middle, End).

DLM/UAA Dynamic Learning Maps/Utah Alternate Assessment (grades 3-11)
Tests given at the end of the school year to students with significant cognitive disabilities to measure proficiency on the Alternate Achievement Standards (Essential Elements/Extended Core Science Standards) and school accountability
- DLM - English Language Arts (ELA) (grades 3-11)
- DLM - Mathematics (grades 3-11)
- UAA - Science (grades 4-11)

AAPPL Assessment of Performance toward Proficiency in Languages (grades 3-9)

Test given to students in the Dual Language Immersion program to check their proficiency of the target language.

ACT (grade 11)

An assessment that measures postsecondary readiness. The state-administered ACT includes English, reading, mathematics, science, and writing subtests.

CTE Skill Certificate Assessments

Competency-based tests given to students when they complete a course in Career and Technical Education. Required for certification.

General Financial Literacy Assessment

Tests given to students when they complete the General Financial Literacy course.

High School Civics Exam

A locally administered civics exam with questions from the U.S. immigration and naturalization test. Students need to correctly answer 35 out of 50 questions. Required for graduation.

School Testing Coordinator Responsibilities Acknowledgement Form

As a testing coordinator for Provo City School District, you have an important role to play in the learning and the students in your school. While teachers are responsible for the instruction and learning of their students, you are responsible for helping both teachers and students feel comfortable with the various testing systems and processes they are required to use by the district office and the state.

In order to be successful in your role, you will . . .
- work closely with the principal and school registrar to ensure students are entered correctly in Powerschool, assuring the correct tests are assigned to each student;
- coordinate school testing schedules and technical resources with SpEd, ESL, and DIBELS specialists;
- attend all district testing coordinator meetings and trainings specific to testing in your school;
- communicate information pertaining to assessment in your building to your principal and any staff who will proctor assessments in your building;
- serve as the go-to person in the school specific to state and district required assessments
- schedule all district and state assessments in your school, including make-up testing;
- keep school staff (teachers and principal) informed of training and testing dates;
- be aware of all assessment rules and regulations and communicate any changes to school personnel in a timely manner
- facilitate testing ethics training to all personnel involved in testing in your building by the last school day in September;
- report any testing ethics violations to the principal and district assessment director;
- Keep record of completed ethics training for all those who have anything to do with assessment in the building, including the principal;
- send a copy of the completed ethics training list to the district assessment department;
- provide test administration training to any staff member who will proctor tests;
- make every effort to have 95% participation rates on all SAGE summative assessments and DIBELS BOY, MOY, and EOY;
- keep record of completed parental assessment exclusion forms and send copies of these forms to the District Assessment Department; and
- check your email daily to ensure changes to testing and meeting information are known in your building.

I am aware of all the testing coordinator responsibilities and will perform them to the best of my ability.

Testing Coordinator Signature	Date

2020-2021 Testing Schedule – one pager

Assessment	Grade Level	Content Area	Testing Window
AAPPL	3-9	Dual Language Immersion	Oct. 26 – Dec. 11, 2020
ACT	11	English, reading, mathematics, science	**Online Testing** Window 1: Mar. 9-11 and Mar. 16-18, 2021 Window 2: Mar. 23-25, Mar. 30-Apr. 1, 2021 Window 3: Apr. 6-8 and Apr. 13-15, 2021 **Paper Testing – Standard** Window 1: March 9, 2021 Window 2: March 23, 2021 Window 3: April 6, 2021 **Paper Testing – Accommodated** Window 1: Mar. 9-12 and Mar. 15-19, 2021 Window 2: Mar. 23-26, Mar. 29-Apr. 2, 2021 Window 3: Apr. 6-9 and Apr. 12-16, 2021
Acadience Reading	K-3	Reading	**Beginning of Year (BOY):** Beginning of school year – Sept. 30, 2020 **Middle of Year (MOY):** Dec. 1, 2020 – Jan. 31, 2021 **End of Year (EOY):** Middle of Apr. – June 15, 2021
DLM	3-11	English Language Arts, mathematics, science	**Instructionally Embedded/Mid-year Window (OPTIONAL):** Sept. 14, 2020 – Feb. 24, 2021 *System offline Dec. 21, 2020 – Jan. 1, 2021* **Spring Summative Window:** Mar. 8 – June 11, 2021
KEEP	K	Literacy, numeracy	**Entry (Beginning of Year):** 3 weeks before the first day of school until 3 weeks after Kindergarten starts **Exit (End of Year):** Last 4 weeks of Kindergarten
NAEP	4, 8, 12	Year dependent	If selected, schools will be notified directly of their testing date
PEEP	Pre-K	Literacy, numeracy	**Entry (Beginning of Year):** 4 weeks before the first day of school until 4 weeks after preschool starts **Exit (End of Year):** Last 4 weeks of preschool
RISE	3-8	English Language Arts, mathematics, science, writing	**Mid-year Window** Benchmarks (OPTIONAL): Aug. 11 – Dec. 22, 2020; Jan. 5 – Mar. 5, 2021 Interims (OPTIONAL): Aug. 11 – Dec. 22, 2020; Jan. 5 – Mar. 5, 2021 Summative: Nov. 3 – Dec. 22, 2020; Jan. 5 – Mar. 5, 2021 **Spring Window** Benchmarks (OPTIONAL): Mar. 16 – June 11, 2021 Interims (OPTIONAL): not available Summative: Mar. 16, June 11, 2021
Utah Aspire Plus	9-10	English, reading, mathematics, science	Mar. 22 – May 14, 2021
Utah Core Standard Benchmarks	9-12	English Language Arts, mathematics, science	Available year-around
WIDA – ACCESS for ELLs	K-12	English Language Proficiency	Jan. 4 – Mar. 5, 2021
WIDA – Screener for ELLs	K-12	English Language Proficiency	Throughout the school year

Guidance for Conducting Acadience® Assessments

in the Fall of 2020 During the COVID-19 Pandemic

Overview and Context

In this time of uncertainty, we need to be especially clear about our purpose(s) for conducting assessment. We want to be explicit regarding the decisions we wish to make and the questions we need to answer with assessment data.

What follows are guidelines from Acadience Learning for conducting Acadience assessments during the fall of the 2020 school year where remote testing or modified scenarios may be necessary. This guidance will describe the purpose for fall data collection, practical and equity considerations related to conducting assessment, and directions for our research that will examine the impact of COVID-19 on student performance, including the impact of adjustments made to assessment. These guidelines are provided in response to requests for information regarding conducting assessments during these unprecedented times.

The primary purpose of collecting fall assessment data is to determine student instructional needs so that instructional planning may occur to ensure growth and development. As such, the fall benchmark assessment is not just a screening for risk. We understand that assessing may be particularly challenging in our current pandemic context and may be impossible for some schools. However, we find that in order to provide the best instruction for students after disrupted educational situations, districts need to be able to identify, support, and evaluate students in need of additional instruction in order to become proficient in critical academic skills. It is best not to make assumptions about learning loss. Not all students will experience skill loss. Expect that school disruption will have varying impacts on student skills. Some students may have experienced growth, while others may have fallen behind in their skills.

The focus of our assessment given this purpose is to answer the following questions:

1. **What are the students' skills now, and are students on track to becoming successful in their academic skills (e.g., reading, mathematics)?** There is a need to determine students' present levels of performance relative to benchmark expectations as soon as practical for planning purposes. This information will help us make good decisions about which students need additional instructional support and in what skill areas. Corroborate findings with other available data sources. The fall benchmark data will also give us a starting place for goal setting.

July 2020

2. **Is the student making adequate progress toward important reading outcomes?** We need to focus on meeting the students where they are and supporting their growth toward important outcomes - where we want students to be at the end of the year. For example, use Acadience Reading K–6 benchmarks and Pathways of Progress to set individual student learning goals and monitor students' progress toward those goals. Use progress monitoring in a more targeted and strategic fashion. This may mean monitoring some students less frequently depending upon resources. Consider an interim check-in for students between the fall and winter benchmark assessment. Out-of-level monitoring may be needed for some students. Consider how to best leverage the use of Acadience Reading Survey and Diagnostic assessments to be very strategic. More information about progress monitoring is available [here](#).

These questions are consistent with our Outcomes-Driven Model, but here we need to approach answering them more strategically and with greater efficiency. Given these questions, conducting a benchmark assessment as soon as possible and as efficiently as possible is a high priority. We recommend that follow-up diagnostic assessment be used very judiciously and only for those students with greatest need *when/if* educators are unclear about what to target for instruction.

Practical Considerations

Schools across the nation are planning for a wide range of instructional delivery models in the fall. These models will require teachers to alter many of their typical teaching strategies and routines. Students will learn new protocols and procedures (e.g., social distancing, virtual meeting, a hybrid of remote and in-person learning, and altered schedules or calendars). For this reason, we advise giving both teachers and students some time to assimilate to these new routines and work out any challenges before universal screening begins. We recommend initiating your assessment plan after students have been in school for enough time to establish a rapport and comfort with their new tools or procedures. The need for this adjustment time must be balanced with the need to determine current levels of performance and make instructional and resource allocation decisions quickly. Making assessments a routine part of what is done at the school and not a big deal (e.g., creating an atmosphere of normalization) will help.

Assessment conditions will likely mirror the options for schooling this fall. As such, assessment may be in person, online, or may be a hybrid approach. Conditions may shift pending spikes in the virus outbreak, so it is best to consider how to prepare for each option. We recommend that educators prioritize the assessment of critical skills (i.e., reading/language arts and math) and work toward completing assessment accurately, quickly, and efficiently. Adequate training and pre-planning will maximize the likelihood that this will occur.

With respect to using data to plan instruction, we recommend addressing instructional gaps through a combination of Tier 1 adjustments and small group intervention. In instances where large percentages of students are Below or Well Below Benchmark, Tier 1 intervention is the most practical and efficient target of opportunity. Provide targeted intensive support only for those students with the greatest needs.

Health and Safety Considerations

The need for safety precautions might change as we learn more about the virus. Assessments should be conducted in as safe a manner as possible. The best approach for in-person assessment is to follow school and/or district policy regarding social distancing and wearing of masks. It may take some time to become accustomed to the use of masks, and assessors may want to try clear masks and face shields. Sitting 6 feet apart is new to assessment. Typically, the student and assessor are close to each other. Under social distancing and/or remote assessment conditions, we recommend assessors monitor students and consider the impact of distance on student performance.

Equity Considerations

We want to ensure equity and access for all students. As such, we recommend that schools provide maximum flexibility with assessment options. Considerations include what type of equipment, internet service, adult supervision, and privacy is needed for the assessment options that will be used. Some options may present concerns related to access for many of the children who need additional school support and whose home situations are unable to provide the equipment required to conduct remote assessment. Schools/districts should consider alternative ways to accomplish the assessment, or provide the necessary equipment and materials to families so the assessment may be completed.

Options for Conducting Assessment

   In-Person Assessment (face to face). If schools begin the fall with face-to-face instruction, we recommend conducting the beginning-of-year benchmark assessment. We recommend flexibility with the benchmark window. The beginning-of-year benchmark will provide important information for support decisions and will assist in planning for the school year. This benchmark assessment data will provide educators with information about student needs and the impact of school closures on student skills. If availability of in-person assessment is limited, we recommend prioritizing the use of in-person assessment with those students for whom you have the greatest concern and assessing remaining students using remote assessment.

   Remote Assessment (not face to face). We have received requests for information regarding remote or online testing. There is no way to control all of the factors that will

impact the assessment results due to vast differences across households with regard to technology and availability of an adult to supervise/monitor the assessment. That being said, we value the fact that educators wish to keep their assessment going and we would like to be supportive. As such, we offer a number of ideas for accomplishing assessment remotely. Options are described in greater detail with the information specific to each of the Acadience assessments that follows this overview. For each option, parent/caregiver support is recommended, at least for setting up the environment, but also for monitoring to help the assessment goes smoothly. Basic set-up options might include:

- Screen sharing where the student is on a computer or tablet with sound via computer, tablet, or phone. With computer screens and an internet connection, some tests may be conducted by showing student materials on a computer or tablet screens, similar to how a Kindle book may look. Assessors may use a mouse cursor or remote pointer for tracking assistance during the assessment when screen sharing.

- Paper/pencil assessment provided to the student at home, with the student on a smart phone or other device using tools such as FaceTime or Skype.

Hybrid Approach. A hybrid approach means that some assessment might be conducted face to face and some might be conducted remotely. This option would most likely be used if schooling is conducted via a hybrid approach (e.g., some in person and some online). If the availability of in-person assessment is limited, we recommend prioritizing in-person assessment with those students for whom you have the greatest concern and assessing remaining students using remote assessment.

How to Conduct Remote Assessment

Logistical considerations for remote assessment include management of materials required to conduct the assessment, scheduling the meeting time, and understanding and communicating the roles of the people involved in the assessment process.

Materials needed for remote testing with paper/pencil include the following:
- Assessment booklets and scoring booklets
- Timer
- Pen or pencil
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meet, GoToMeeting, FaceTime, Skype, Join.me, Adobe Connect, or any other district/school recommended and supported meeting platform)

Materials needed for remote testing with Acadience Learning Online include the following:
- Touch screen tablet administration and scoring device equipped with the ALO app

- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meet, GoToMeeting, FaceTime, Skype, Join.me, Adobe Connect, or any other district/school recommended and supported meeting platform)

We recommend creating a schedule for assessment meeting times. Consider creating a sign-up via Google Docs or offer parents/caregivers at least three possible times to choose from. Once a time is determined, send a meeting invitation with the link.

Everyone involved (e.g., school personnel, students, and parents/caregivers) has a role to play. We recommend specifying and communicating the expectations for those roles so that an optimal experience occurs. We recommend that schools/districts attempt to standardize their approach within the school or district. In order to create an optimal testing environment, the roles of each participant are described here:

School personnel/assessor role. We recommend that school personnel provide information and notification regarding remote assessment to parents/caregivers in advance of conducting the assessment. Consider sending home a letter explaining the caregiver/parent role in assessment. Ask parents/caregivers to provide a space with minimal distractions for the student and to have the computer or tablet device ready along with a phone on hand. A sample letter is provided in this guidance.

Before starting the assessment, be sure the student has any necessary assessment materials. Materials should be placed in a sealed envelope marked to indicate that it should not be opened before the assessment. Materials may be sent home via mail or delivered to families via school-based pick up.

If screen sharing, check that the format of the document will fit the available screen. Keep in mind that while the student materials may be made available digitally/electronically, the assessor needs to have either paper/pencil scoring booklets or a tablet for scoring purposes (e.g., Acadience Learning Online). Finally, when entering data, note if the assessment was completed in person or remotely.

Parent/Caregiver role. A parent/caregiver/adult in the home may need to assist with set-up. A quiet, distraction-free space for the student to complete assessment tasks without interruption is best. Families should plan for 15 minutes per student. Many assessments include the support of a proctor - someone to help with all technology issues and help the student to do their best. Parents/caregivers together with the assessor should identify who the proctor is. The person who serves as the proctor or adult helper during the assessment must understand the limits of the support they may provide (e.g., they are not allowed to provide extra prompts).

Child role. We want students to do their best during the assessment. During remote assessment, students must let the assessor know if they cannot clearly hear and/or see during the assessment, just like during an in-person assessment.

Configurations for remote scoring may vary by the assessment (see assessment-specific guidance) but may include the following:
- Scoring on an ALO touch-enabled tablet while using another computer device for the meeting to see the student and to screen share.
- Scoring with paper/pencil while using a computer device for the meeting to see the student and to screen share.
- Either of the above plus a phone for audio. If using a phone, it is ideal for both the assessor and student to be hands free. The child should not need to hold the phone but rather use the speakerphone option or earbuds/headphones.

Maximizing Assessment Fidelity and Validity

To maximize the likelihood of obtaining useful assessment data, aim to limit or minimize departures from standardization as much as possible. Document any departures from standardization for consideration when interpreting the assessment data. Consider how adjustments made to administration conditions may impact the reliability and validity, and appropriately adjust conclusions or recommendations adding notes of caution where needed. The standards (i.e., benchmarks) used for interpretation will remain the same.

For all assessments, we recommend that assessors review the information in the Assessment Manuals relevant to accommodations used during the assessment. For each assessment the information is located in a section labeled "Approved Accommodations." These sections explain accommodations that may be provided to students. For example, enlarged print for students with visual impairments. Accommodations that are unapproved and may impact interpretation also are discussed. In instances where unapproved accommodations are used, intra-individual comparisons may be considered more appropriate than comparing student data relative to benchmarks.

Everyone must be trained to administer with high fidelity. We recommend using the assessment accuracy checklists and Acadience Mentors in the school/district to support training needs, provide booster training sessions, and conduct fidelity checks. Examine fidelity of data collection in an ongoing fashion. Ask how confident are you in the data collected once the data are collected?

Pre-correct for parents/caregivers providing too much support during the assessment. We recommend communicating the purpose of the assessment to parents and other caregivers (see previous section). Consider the use of an analogy. For example, at regular physical health check-ups, parents want an accurate estimate of where their child is at so that the doctor knows whether or not the child needs intervention to improve their physical health. The same is true for these educational check-ups. Without accurate data, needs may not become known and addressed. Obtaining accurate data helps us to know where we are at so we can move forward from there. Parents/caregivers need to understand the important role they play and the scope of that role. Make sure the parent knows that the data will not be a part of the student's grade.

Finally, we realize the challenge of doing an assessment remotely that would have normally been done in person. Assessors may miss the opportunity to obtain information that would have been observed during an in-person assessment.

Resources to Use Data Effectively

Resource needs with respect to data interpretation and use will depend on the experience of teachers/educators. Some of your best resources are going to be the experienced teachers and Acadience Mentors in the school/district. We recommend that educators use the assessment data to set meaningful, ambitious, and attainable goals. Pathways of Progress, currently available for Acadience Reading K–6, will be very useful in this context. Additional information about Pathways is available [here](#).

Other Resources

We recommend the Acadience Reading Lexile Report to provide information that parents and families can use to access reading resources online. The Lexile Report provides a Lexile level for each student, which provides a good estimate of books that would be at an appropriate reading level. An online resource to help find appropriate books based on the student's Lexile is available [here](#).

Parent-friendly information about choosing books for children can also be found at [Reading Rockets](#). The Reading Rockets website also has a section dedicated to [parents](#).

In addition, the Institute for Education Sciences Regional Educational Laboratory Program has a [website](#) devoted to resources for families and caregivers in support of children's math skill development.

Research on Impacts

Acadience Learning will continue to examine the data obtained throughout this period for patterns. We are implementing ways to track the manner in which assessment data were collected (e.g., in person or remote) as those data are entered into Acadience Data Management (ADM) or Acadience Learning Online (ALO). We may consider a more longitudinal examination of student growth, such as measuring growth over a two-year period. Finally, we will have the opportunity to examine differential impact across skills.

Conclusion

If you choose to conduct assessments during this time period, these are our guidelines for this present time. As data are collected and we learn more about the types of experiences and outcomes that result from these implementations, our guidance may evolve to create recommendations aligned with optimal testing experiences. Note that these recommendations are nonstandard accommodations for most Acadience Learning assessments in a nonstandard time. As such, caution is urged in the interpretation of

these data and we encourage notation of the experience (e.g., via remote meeting or any other modification). Because all of your data will likely be collected in this same format, the reports can be useful to inform instruction and identify students who may need additional support compared to other students in the classroom or school. Data collected using remote assessment procedures and aggregated for use at a school, district, or state level for important system-wide educational decisions should be identified clearly as remote assessment data to describe the conditions under which the assessments were given.

Our purpose, to improve student outcomes, remains the same and we are committed to supporting educators and educational systems in working to achieve that goal. We will continue to provide resources as we learn from this process. If you have additional questions regarding this guidance document or need further assistance with Acadience assessments, please contact us at info@acadiencelearning.org.

The following pages describe specific recommendations for the following Acadience Learning assessments:

- **Acadience Reading K–6**
- **Acadience Math**

Guidance Specific to Acadience Reading K–6

a. For measures that require student materials (***LNF, RAN, NWF, ORF, Retell***), the assessor does the following:
   i. Download the appropriate student materials from Acadience Learning.
   ii. Have your scoring booklets ready (either purchased from Voyager Sopris Learning or downloaded from Acadience Learning), or if using ALO, have the tablet ready to score the selected measure.
   iii. When you are face-to-face online with the student and audio and video are established and working, take a few minutes to establish rapport with the student and describe the purpose of the session.
   iv. Pull up the appropriate student materials for that student on your computer screen.
   v. When you have the appropriate student materials on your screen, give the standardized directions.
   vi. At the point in the directions where it says to show the form to the student, share your screen with the student.
   vii. Follow along and score on the printed scoring booklet or touchscreen tablet device.

b. For measures that do not require student materials (***FSF, PSF***), the assessor does the following:
   i. Have your scoring booklets ready or, if using ALO, have the tablet ready to score the selected measure.
   ii. When you are face-to-face with the student with audio and video working, give the standardized directions.
   iii. Follow along and score on the printed scoring booklet or touchscreen tablet device (ALO).

c. The ***Maze*** assessment may be administered to the student using paper/pencil or ALO.
   i. When conducting the Maze assessment remotely with paper/pencil, an adult proctor will be required to (a) give the form to the student, (b) sit with the student while the form is being administered, and (c) take a picture of the form and text or email the picture to the assessor or return the completed form to the school in a sealed envelope provided by the school.
   ii. When conducting the Maze assessment remotely using ALO, the assessor must provide the student with the appropriate login page and the unique 4-digit code. The student must enter the 4-digit code and then select their name to signal the assessor they successfully logged in. The assessor will then give the standardized directions to the student and instruct the student to begin.

d. When assessing the student with paper/pencil, enter the scores into Acadience Data Management (ADM) and indicate in the appropriate field that the assessment was administered remotely. [Note that this is only for the fall of 2020. In general, nonstandard assessments should not be entered into ADM.] When assessing the student with ALO, indicate that the assessment was administered remotely when prompted. All scores are already entered and reports are available.

Guidance Specific to Acadience Math

a. For measures that require student materials (***BQD, NIF, AQD, and MNF***), the assessor does the following:
   i. Download the appropriate student materials from Acadience Learning.
   ii. Have scoring booklets ready (either purchased from Voyager Sopris Learning or downloaded from Acadience Learning).
   iii. When you are in a virtual face-to-face meeting with the student with audio and video working, pull up the appropriate student materials for that student on your computer screen.
   iv. When you have the appropriate student materials on your screen, give the standardized directions.
   v. At the point in the directions where it says to show the form to the student, share your screen with the student.
   vi. Follow along and score on the paper/pencil scoring booklet.

b. For measures that do not require student materials (***NNF***), the assessor does the following:
   i. Have your scoring booklets ready (either purchased from Voyager Sopris Learning or downloaded from Acadience Learning).
   ii. When you are in a virtual face-to-face meeting with the student with audio and video working, give the standardized directions
   iii. Follow along and score on the paper/pencil scoring booklet.

c. Computation and Concepts and Applications:
   i. Conducting the paper/pencil version of the ***Computation and Concepts and Applications*** assessment remotely will require an adult proctor to (a) give the form to the student, (b) sit with the student while the form is being administered, and (c) take a picture of the form and text or email the picture to the assessor or return the completed form to the school in a sealed envelope provided by the school.

d. Enter data into Acadience Data Management (ADM) and indicate in the appropriate field that the assessment was administered remotely. [Note that this is only for the fall of 2020. In general, nonstandard assessments should not be entered into ADM.]

Sample Parent/Guardian Letter

Dear [parent/guardian name],

As we begin this new school year, our teachers will be meeting individually with all students to do a brief assessment as a progress check on their reading skills. The purpose of this assessment is to find out what students have learned and can do independently and what we still need to teach. With the changes in our past school year your child may have forgotten some things and that's typical. We typically do this assessment with each student in person, but this year we will be doing the assessment through a virtual meeting. To make this happen we will need help from an adult at your home. The meeting will take approximately 15-20 minutes including set up. Please select the best time for you and your child on this Google Doc link [insert link or hyperlink].

Here are the materials you will need:

1. Computer, laptop, or tablet
2. Headphones or earbuds, computer speaker and microphone are fine too, alternatively have a phone available for audio.
3. Internet connection
4. Quiet space free from distractions as much as possible
5. If you have received a packet of materials identified for use during this session please have that available. It contains a few papers you will leave with the child. The packet of materials for the meeting session should not be opened before the session.
6. *If your child wears glasses or hearing aids please make sure they have them for this session.

Laptop, desktops and tablets are all great options. A mobile phone will be too small for the student to complete the tasks, but may be workable for those tasks that only need audio. You may need to stack a laptop on books or some other creative solution so please take a few minutes before our meeting to have that ready. If using a tablet please have a stand or a way for the child to see it upright.

Here is what you (or the adult who will be helping) will need to do:

If possible, please set up your computer and phone in a space with minimal distractions.
1. Make sure the internet connection, microphone/speaker or headphones and computer camera are working, and that the camera is in a position to see the student and for the student to be able to see the screen at eye level.
2. Standby for a quick audio and camera check before we get started.
3. If a packet of papers has been provided for the meeting, set the papers face down in front of the student. (If you need papers they will be provided before the meeting.)
4. If your child is in kindergarten or first grade, or if you think your presence will help your child to stay focused and pay attention, you are invited to stay for the assessment. During the assessment, you may help your child to pay attention, but it is important that the student answer all of the questions and do all of the reading independently, that is, without any help. By seeing what students can and cannot do independently your child's teachers will better know how to tailor their instruction to meet your child's needs.

If you have any questions please feel free to reach out by phone or email.

July 2020