2022-23 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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Elementary Assessment Calendar
2022-23 (Current as of June 21, 2022)

Test (alphabetical order)

Test (alphabetical order)		Grade(s)	Windows
AAPPL	A	3 – 9	Oct 17 - Dec 2
AAPPL make up days	A		Dec 5 - Jan 6
ACCESS 2.0 (WIDA)	W	All	Jan 5 - Mar 3
COGAT test # 1 accelerated Studies	C1	3	Nov 1 - Dec 16 set by school 30 days between 2 tests
COGAT test # 2 accelerated Studies	C2	3 – 5	Feb1 - Mar 3 set by school 30 days between 2 tests
COGAT test # 3 accelerated Studies	C3	3 – 5	July, set by a TC Full Battery 1 day
Acadience BOY	BOY	K-6	Aug 16 – Sept 23
BOY Make up days	BOY		Sept 26 - Sept 30
Acadience MOY	MOY	K-3	Dec 1 - Jan 24
MOY make up days	MOY		Jan 25 - 31
Acadience EOY	EOY	K-3	April 17 - May 17
EOY make up days	EOY		May 18 - May 25
DLM mid-yr optional	D	All	Sept 12 - Feb 22
DLM summative	D		Mar 13 - May 25
KEEP	KP	K	July 26 - Sept 6 / April 27 – May 25
NAEP * Only selected schools	N	All	Selected Schools TBD by USBE
PEEP	PP	Pre-school	Jul 19 – Sept 13 / April 27 – May 25
RISE Mid-year Summative	R	3– 8	Nov 1 - Dec 2
	R		Jan 4 - Mar 3
RISE End of Year Summative	R	3– 8	Mar 27 - May 12
	R		May 15- May 19
Tesing Coordinator Meetings 4-5 pm	TC		Aug 25 Nov 17 / Mar 2

District Calendar Dates

First day of classes	F	All	Aug 16
End Q1	1	All	Oct 12
Labor Day	V	All	Sep 5
Fall Break	V	All	Oct 13 - 17
Memorial Day	V	All	May 30
Common Comp Day	C	All	Nov 23-25 / Apr 3 – 7
Thanksgiving Break	V	All	Nov 24-25
Christmas Break	V	All	Dec 19 - Jan 2
End Q2	2	All	Dec 16
MLK Day	V	All	Jan 16
Presidents Day	V	All	Feb 20
End Q3	3	All	Mar 10
	V	All	Mar 13-14
Spring Break	V	All	Apr 4 – 7
End Q4	L	All	May 25

District ELA Interims are considered open for each assessment when the teacher feels students are ready to test. The dates listed indicate the last day the interim should be taken. This is subject to change

NOTE: The window for Acadience Testing starts on the first day of school. Before testing can begin, anyone administering the test must have completed the testing ethics training and received training to administer the tests.

District Math Interims (Growth Measure Assessments) will be administered three times per year at each grade-level. Assessment windows for each assessment are indicated in the Math Pacing Guides located in the Curriculum Notebook. Link: https://docs.google.com/spreadsheets/d/1VR5IAX164aC0jV0ZQPHA-Hmz5zS61HhmaNy1xoS1c54/edit?usp=sharing

2022

August
Mon	Tue	Wed	Thur	Fri
1 PP KP	2 PP KP	3 PP KP	4 PP KP	5 PP KP
8 PP KP	9 PP KP	10 PP KP	11 PP KP	12 PP KP
15 PP KP	16 PP KP / BOY	17 PP BOY	18 PP BOY	19 PP BOY
22 PP BOY KP	23 PP BOY KP	24 PP BOY KP	25 PP BOY KP TC	26 PP BOY KP
29 PP BOY KP	30 PP BOY KP	31 PP KP		

September
Mon	Tue	Wed	Thur	Fri
			1 BOY KP	2 PP BOY
5 V	6 PP BOY KP	7 PP BOY	8 PP BOY	9 PP BOY
12 PP BOY D	13 PP BOY D	14 BOY D	15 BOY D	16 BOY D
19 BOY D	20 BOY D	21 BOY D	22 BOY D	23 BOY D
26 BOY D	27 BOY D	28 BOY D	29 BOY D	30 BOY D

October
Mon	Tue	Wed	Thur	Fri
3 D	4 D	5 D	6 D	7 D
10 D	11 D	12 1 D	13 V	14 V
17 D	18 D A	19 D A	20 D A	21 D A
24 D A	25 D A	26 D A	27 D A	28 D A
31 D A				

November
Mon	Tue	Wed	Thur	Fri
	1 R D C1 A	2 R D C1 A	3 R D C1 A	4 R D C1 A
7 R D C1 A	8 R D C1 A	9 R D C1 A	10 R D C1 A	11 R D C1 A
14 R D C1 A	15 R D C1 A	16 R D C1 A	17 R TC D C1 A	18 R D C1 A
21 R D C1 A	22 R D C1 A	23 C	24 V	25 V
28 R D C1 A	29 R D C1 A	30 R D C1 A		

December
Mon	Tue	Wed	Thur	Fri
			1 R MOY D C1 A	2 R MOY C1 A
5 R MOY D C1 A	6 R MOY D C1 A	7 R MOY D C1 A	8 R MOY D C1 A	9 R MOY D C1 A
12 R MOY D C1 A	13 R MOY D C1 A	14 R MOY D C1 A	15 R MOY D C1 A	16 R MOY D C1 A
19 V	20 V	21 V	22 V	23 V
26 V	27 V	28 V	29 V	30 V

2023

January
Mon	Tue	Wed	Thur	Fri
2 V	3 MOY	4 R MOY	5 R MOY A W	6 R MOY A W
9 R MOY W	10 R MOY W	11 R MOY W	12 R MOY W	13 R MOY W
16 V	17 R MOY W	18 R MOY W	19 R MOY W	20 R MOY W
23 R MOY W	24 R MOY W	25 R MOY W	26 R MOY W	27 R MOY W
30 R MOY W	31 R MOY W			

February
Mon	Tue	Wed	Thur	Fri
		1 R C2 W	2 R C2 W	3 R C2 W
6 R C2 W	7 R C2 W	8 R C2 W	9 R C2 W	10 R C2 W
13 R C2 W	14 R C2 W	15 R C2 W	16 R C2 W	17 R C2 W
20 V	21 R C2 W	22 R C2 W	23 R C2 W	24 R C2 W
27 R C2 W	28 R C2 W			

March
Mon	Tue	Wed	Thur	Fri
		1 R C2 W	2 R TC C2 W	3 R C2 W
6	7	8	9	10 3
13 V	14 V	15 D	16 D	17 D
20	21	22	23	24
27 R D	28 R D	29 R D	30 R D	31 R D

April
Mon	Tue	Wed	Thur	Fri
3 C	4 V	5 V	6 V	7 V
10	11	12	13	14
17 EOY R D	18 EOY R D	19 EOY R D	20 EOY R D	21 EOY R D
24 EOY R D	25 EOY R D	26 EOY R D	27 EOY PP R D KP	28 EOY PP R D KP

May
Mon	Tue	Wed	Thur	Fri
1 EOY PP R D KP	2 EOY PP R D KP	3 EOY PP R D KP	4 EOY PP R D KP	5 EOY PP R D KP
8 EOY PP R D KP	9 EOY PP R D KP	10 EOY PP R D KP	11 EOY PP R D KP	12 EOY PP R D KP
15 EOY PP R D KP	16 EOY PP R D KP	17 EOY PP R D KP	18 EOY PP R D KP	19 EOY PP R D KP
22 EOY PP D KP	23 EOY PP D KP	24 EOY PP D KP	25 EOY PP D KP	26 EOY PP L D KP
29	30	31		

Secondary Assessment Calendar
2022-23 (Current as of June 21, 2022)

2022

August
Mon	Tue	Wed	Thur	Fri
1	2	3	4	5
8	9	10	11	12
15	16 F	17	18	19
22	23	24	25 TC	26
29	30	31		

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

October
Mon	Tue	Wed	Thur	Fri
3 D	4 D	5 D	6 D	7 D
10 D	11 D	12 1 D	13 V	14 V
17 V	18 D A	19 D A	20 D A	21 D A
24 D A	25 D A	26 D A	27 D A	28 D A
31 D A				

November
Mon	Tue	Wed	Thur	Fri
	1 R D A	2 R D A	3 R D A	4 R D A
7 R D A	8 R D A	9 R D A	10 R D A	11 R D A
14 R D A	15 v D A	16 R TC D A	17 R D A	18 R D A
21 R D A	22 R D A	23 C	24 V	25 V
28 R D A	29 R D A	30 R D A		

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

District ELA Interims are considered open for each assessment when the teacher feels students are ready to test. The dates listed indicate the last day the interim should be taken. This is subject to change

Test (alphabetical order)

Test (alphabetical order)		Grade(s)	Windows
AAPPL	A	3 – 9	Oct 25 - Dec 10
AAPPL make up days	A		Dec 5 - Jan 6
ACCESS 2.0 (WIDA)	W	All	Jan 5 - Mar 3
ACT online	A	12	Mar 21-23
ACT make up	A		Mar 28-30
DLM mid-yr optional	D	All	Sept 12 - Feb 22
DLM summative	D		Mar 13 - May 25
NAEP * Only selected schools	N	All	Selected Schools TBD by USBE
RISE Mid-year Summative	R / R	3 – 8	Nov 1 - Dec 23 / Jan 4 - Mar 3
RISE End of Year Summative	R / R	3 – 8	Mar 27 - May 12 / May 15 - May 19
Tesing Coordinator Meetings 4-5 pm	TC		Aug 25 Nov 17 / Mar 2
Utah Aspire Plus	UA+		Mar 6 - May 12

District Calendar Dates

First day of classes	F	All	Aug 16
End Q1	1	All	Oct 12
Labor Day	V	All	Sep 5
Fall Break	V	All	Oct 13 - 17
Memorial Day	V	All	May 30
Common Comp Day	C	All	Nov 23-25 / Apr 3 – 7
Thanksgiving Break	V	All	Nov 24-25
Christmas Break	V	All	Dec 19 - Jan 2
End Q2	2	All	Dec 16
MLK Day	V	All	Jan 16
Presidents Day	V	All	Feb 20
End Q3	3	All	Mar 10
Spring Break	V	All	Apr 4 – 7
End Q4	L	All	May 25

2023

January
Mon	Tue	Wed	Thur	Fri
2 V	3	4 R D	5 R W D A	6 R W D A
9 W	10 R W D	11 R W D	12 R W D	13 R W
16 V	17	18 R W D	19 R W D	20 R W D
23 R W D	24 R W D	25 R W D	26 R W D	27 R W
30 R W D	31 R W D			

February
Mon	Tue	Wed	Thur	Fri
		1 R W D	2 R W D	3 R W D
6 R W D	7 R W D	8 R W D	9 R W D	10 R W D
13 R W D	14 R W D	15 R W D	16 R W D	17 R W D
20 V	21 R W D	22 R W D	23 R W	24 R W
27 R W	28 R W			

March
Mon	Tue	Wed	Thur	Fri
		1 R W D	2 R W TC	3 R W
6 UA+	7 UA+	8 UA+	9 UA+	10 3 UA+
13 V	14 V	15 UA+ D	16 UA+ D	17 UA+ D
20 UA+ D	21 A UA+ D	22 A UA+ D	23 A UA+ D	24 UA+ D
27 UA+ D	28 UA+ R D	29 UA+ R D A	30 UA+ R D A	31 UA+ R D A

April
Mon	Tue	Wed	Thur	Fri
3 C	4 V	5 V	6 V	7 V
10 UA+ D	11 UA+ R D	12 UA+ R D	13 UA+ R D	14 UA+ R D
17 UA+ D	18 UA+ R D	19 UA+ R D	20 UA+ R D	21 UA+ R D
24 UA+ R D	25 UA+ R D	26 UA+ R D	27 UA+ R D	28 UA+

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

District Math Interims (Growth Measure Assessments) will be administered three times per year at each grade-level. Assessment windows for each assessment are indicated in the Math Pacing Guides located in the Curriculum Notebook. Link: https://docs.google.com/spreadsheets/d/1VR5IAX164aC0jV0ZQPHA-Hmz5zS61HhmaNy1xoS1c54/edit?usp=sharing

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.

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.

ACT 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.

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.

DIBELS   Dynamic Indicators of Basic Early Literacy Skills. This is a benchmark reading assessment required by the state for grades 1-3. They are designed to be short (one minute) fluency measures. It is administered three times each year, BOY (beginning of the year), MOY (middle of the year) and EOY (End of the year).

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 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 SAGE 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 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).

W-A PT WIDA-Access Placement Test. This is an English language proficiency screener test to be given to new students K-12 in the district who may be designated as English language learners.

State Required Assessments

AAPPL ....grades 3 – 36 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 & 6
Quarterly Math and LA Interims.........................grades K – 12

Key Assessment Contacts

AAPPL .... Ron Twitchell, Director
Accelerated Instruction ....Karen Brock, Director
ACT .... Scott Roskelley, USBE
Compose & UTIPS ....Kim Rathke, USBE
Acadience Reading ....Teresa McEntire, USBE
Acadience Math ....Jared Wright, USBE
DLM/UAA .... Jeremy Barker or Heidi Rasmussen, District SpEd.
ELA curriculum ....Christine Whatcott, Curriculum ELA Specialist
Math curriculum... Carla Johnson, Curriculum Math Specialist
Powerschool... Bruce Harmon and Eugene Paulsen, District Data Tech
RISE Test Administration ....Aliese Fry, USBE
CTE.. Clay Bingham, CTE Director
Utah Aspire Plus…………………………………Aliese Fry, USBE
UTREX..Bruce Harmon, District Data Tech
WIDA ACCESS 2.0 ....Michelle Eldredge, 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 intot he 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 instructionalyear.

- □ 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 determining:
- □ 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 publicly, 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 administrat or 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.
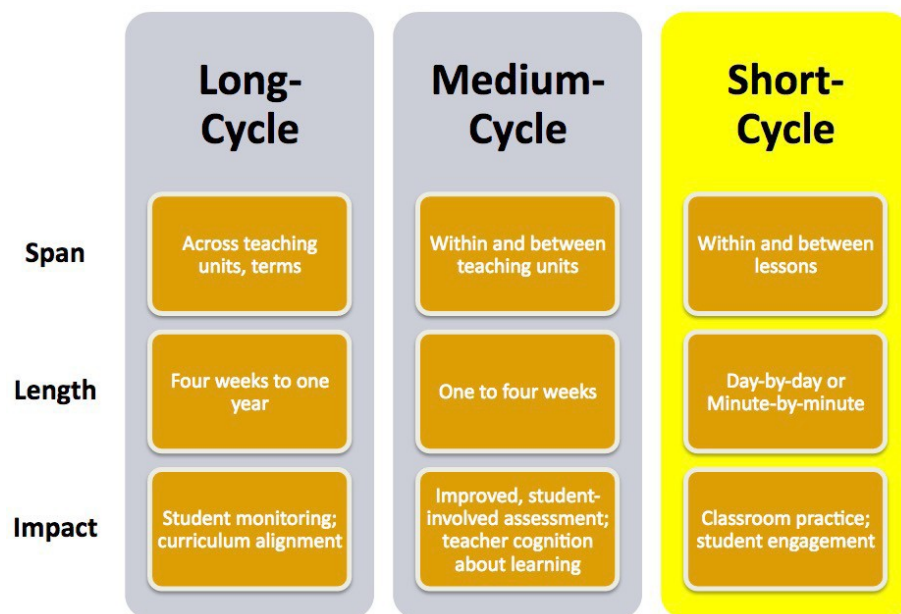
Dylan Wiliam and Formative Assessment

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
Table of Contents

Utah State Board of Education

Parental Exclusion from State Assessments Form: *2021-2022* **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 2021-2022 school year.
Note: This form must be returned annually to your school.

_____ AAPPL Assessment of Performance toward Proficiency in Languages
_____ Acadience Reading
_____ Early Literacy Alternate Assessment
_____ Early Mathematics Assessment
_____ Early Mathematics Alternate Assessment
_____ DLM Dynamic Learning Maps English Language Arts (ELA)
_____ DLM Dynamic Learning Maps Mathematics
_____ DLM Dynamic Learning Maps Science

_____ RISE Summative English Language Arts (ELA)
_____ RISE Summative Writing
_____ RISE Summative Mathematics
_____ RISE Summative Science
_____ RISE Interim English Language Arts (ELA)
_____ RISE Interim Mathematics
_____ RISE Interim Science
_____ RISE Benchmark Modules English Language Arts (ELA)
_____ RISE Benchmark Modules Writing
_____ RISE Benchmark Modules Mathematics
_____ RISE Benchmarks Modules Science

Student Name: _____ Student ID: _____
Parent Name (Please Print): _____ Phone/email: _____
Parent Signature: _____ Date: _____
My Child's School: _____ My Child's Grade Level: _____

Passed ADA Accessibility 5/5/21

Utah State Board of Education

Parental Exclusion from State Assessments Form: *2021-2022* **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 do not want my child to participate in the assessments below, during the 2021-2022 school year.
Note: This form must be returned annually to your school.

_____ AAPPL Assessment of Performance toward Proficiency in Languages	_____ RISE Benchmark Modules Writing
_____ ACT	_____ RISE Benchmarks Modules Mathematics
_____ DLM Dynamic Learning Maps English Language Arts (ELA)	_____ RISE Benchmarks Modules Science
_____ DLM Dynamic Learning Maps Mathematics	_____ Utah Aspire Plus Reading
_____ DLM Dynamic Learning Maps Science	_____ Utah Aspire Plus English
_____ RISE Summative English Language Arts (ELA)	_____ Utah Aspire Plus Mathematics
_____ RISE Summative Writing	_____ Utah Aspire Plus Science
_____ RISE Summative Mathematics	_____ High School Core Benchmarks English Language Arts (ELA)
_____ RISE Summative Science	_____ High School Core Benchmarks Mathematics
_____ RISE Interim English Language Arts (ELA)	_____ High School Core Benchmarks Science
_____ RISE Interim Mathematics	_____ High School Civics Exam – REQUIRED FOR GRADUATION
_____ RISE Interim Science	_____ CTE Skill Certificate Assessments – REQUIRED FOR CERTIFICATION
_____ RISE Benchmark Modules English Language Arts (ELA)	_____ General Financial Literacy Assessment

Student Name: _____ Student ID: _____

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

Parent Signature: _____ Date: _____

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

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

USBE ASSESSMENT AND ACCOUNTABILITY
2019-2020 USBE Assessment Testing Schedule

Test: AAPPL
Grade Level: 3-9
Content Area: Dual Language Immersion
Testing Window: November 4, 2019 – December 20, 2019
Student Data: UTREx – school and core codes

Test: ACCESS for ELs 2.0 (WIDA)
Grade Level: K-12
Content Area: English Language Proficiency
Testing Window: January 6, 2020 – March 6, 2020
Student Data: UTREx – one statewide extract in December. LEAs must add all additional data.

Test: ACT
Grade Level: 11
Content Area: English, Reading, Mathematics, Science, *Writing will no longer be administered*
Testing Windows – LEAs choose one of the 3 testing window options
Window 1
- Standard (Paper): March 3, 2020
- Accommodations (Paper): March 3-6, & 9-13, 2020
- Online standard & accommodations: March 3 – 5 & 10 -12, 2020

Window 2
- Standard (Paper): March 24, 2020
- Accommodations (Paper): March 24-27, 30-31, & April 1-3, 2020
- Online standard & accommodations: March 24-26, & March 31-April 2, 2020

Window 3
- Standard (Paper): April 7, 2020
- Accommodations (Paper): April 7-10 & 13-17, 2020
- Online standard & accommodations: April 7-9 & 14-16, 2020

Student Data: UTREx - one statewide extract December 1. LEAs must add all additional data.

Test: Acadience Reading (formerly DIBELS)
Grade Level: K-3 *(Kindergarten is OPTIONAL)*
Content Area: Reading
Testing Windows
- **Beginning of Year (BOY):** Beginning of school year – September 30, 2019
- **Middle of Year (MOY):** December 1, 2019 – January 31, 2020
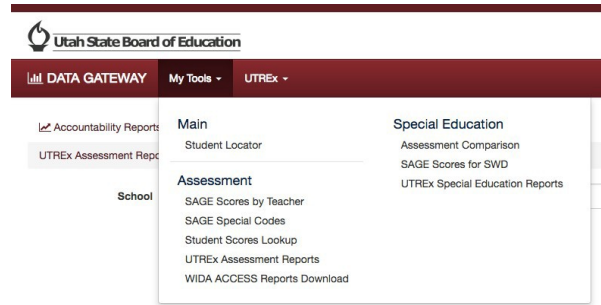- **End of Year (EOY):** Middle of April – June 15, 2020

Student Data: UTREx – nightly upload
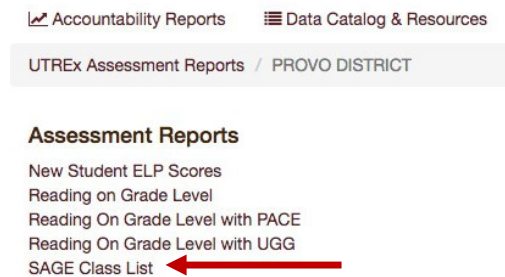
Updated: August 28, 2019,   *Passed Accessibility: August 28, 2019*

How to verify students are scheduled for the appropriate RISE test.

(1) Go to Data Gateway https://datagateway.schools.utah.gov/ and sign in

(2) Click on the "My Tools" drop down menu

(3) Select UTREx Assessment Reports

(4) Select SAGE Class List

If a student does not show up on the SAGE Class List:
- □ Check with your registrar to ensure there are no errors on the "Registrar Error Report".
- □ If any student show up under the red (state) areas then this will have to be fixed before they will be uploaded to SAGE correctly.

Be aware that it can take up to 5 school days for a student to show up after uploading data.

If a student does not show up correctly on the SAGE Class List:
- □ If the student is listed but has the wrong test assigned, the registrar will need to change the incorrect course code in PowerSchool to the correct course code for the class in which the student is enrolled.

Be aware that it can take up to 5 school days for a student to show up after uploading data.