

Interim Assessment Program Guide

2013-2014



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INTRODUCTION

The Interim Assessment Program is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Next Generation Sunshine State Standards (NGSSS). It provides the following resources:

- Interim Assessment tests (IA) are administered as Baseline, Fall, and Winter tests, and
- Benchmark Assessment Item Bank, provided to classroom teachers for their use in creating classroom assessments.

The Interim Assessment Program provides support for instruction in reading, mathematics, science and social studies.

This Administration Program Guide provides a brief description of each component of the Interim Assessment Program, and provides the information school staff will need to administer the Interim Assessment tests in 2012 - 2013.

Note that the Interim Assessment tests are intended to be integrated into the instructional process in the classroom. As such, they should be afforded the security normally associated with other important classroom assessments. However, the test booklets and the results should be used to guide instruction through debriefing sessions with students and among staff, as appropriate, following administration.

PROGRAM OVERVIEW

In June 2005, a needs assessment determined that Miami-Dade County Public Schools (M-DCPS) would benefit from a uniform assessment program that would provide valid and reliable tools that could be used to monitor student progress toward mastery of Next Generation Sunshine State Standards (NGSSS) in reading and mathematics and the Sunshine State Standards (SSS) in science. The Interim Assessment Program was developed to meet these needs.

The purpose of the Interim Assessment Program is to provide educators with meaningful and timely information about the academic achievement and needs of every student. The goal of the program is to improve the quality of student learning and enhance instructional practices by using data to make curricular decisions. The Interim Assessment tests provide valid, reliable information regarding content mastery, based on curriculum pacing guides produced by the Division of Curriculum and Instruction¹.

In response to the Florida Department of Education's (FLDOE) requirement for all state-sanctioned schools (i.e., Differentiated Accountability Schools) to have data for progress reporting, Baseline, Fall, and Winter Interim Assessment tests have been developed. Assessments are available in reading for Grades 3 – 10; mathematics for Grades 3-8, Algebra I, and Geometry; science for Grades 5, 8, and Biology I; and social studies for Civics and U.S. History. These assessments should be used as diagnostic tools to determine students' knowledge or preparedness.

¹ Pacing guides for reading, mathematics, and science may be accessed on-line at: http://curriculum_materials.dadeschools.net/pacing_guides/

The following table shows the available IA test forms, students who should be assessed by each form, and the format for that test. Note that students enrolled in courses equivalent to Algebra I, Geometry, Biology I, Civics, and U.S. History should also participate in IA testing.

IA Test Form	Participating Students	Paper-Based Tests
Reading, Grades 3 – 10	Grades 3 – 10	Grades 3-10
Mathematics, Grades 3 – 8	Grades 3 – 8	Grades 3-8, Algebra I, and Geometry
Science	Grades 5 and 8	Grades 5,8 and Biology 1
Civics	Enrolled Students	Civics
United States History	Enrolled Students	U.S. History

For more specific information for usage of the Computer-Based versions of the IA tests, please view or download the Interim Assessment Computer-Based Testing Supplemental Program Guide.

Schools use their Edusoft system to print answer sheets, scan, score, and produce reports for the Interim Assessment tests. This enables teachers to have data that can be used immediately to identify individual students' strengths and weaknesses and allow teachers to target instruction and monitor progress. Score reports are available for individual students, classrooms, schools, regional centers, districtwide, and for specific subgroups, for example, students enrolled in the English for Speakers of other Languages (ESOL) or Exceptional Student Education (ESE) programs.

The Interim Assessment Program also includes an item bank that can be used to monitor student progress after intervention and/or remediation have taken place. During the 2013-2014 school year, the item bank contains multiple-choice items in reading for use in grades 3 - 10 and mathematics for use in Grades 3 – 8, Algebra I, and Geometry. Teachers will be able to select multiple-choice, short response, and extended response items on an as-needed basis; thereby, allowing for “on demand” tests that are tailored to individual students or classes.

Please note: Test booklets are consumable, however they **may not** be sent home with students.

INTERIM ASSESSMENT TESTS

2013 - 2014 Administration Windows

The administration windows for the Interim Assessment tests allow each school the flexibility of scheduling dates and times based on their instructional schedule. Following is a summary of the testing windows.

Interim Assessment Administration Windows, 2013 - 2014

Assessment Period	Subjects Tested	Administration Windows
Baseline	Reading, Mathematics, Science, U.S. History, and Civics	August 19 – September 13, 2013
Fall	Reading, Mathematics, Science, U.S. History, and Civics	October 28 – November 15, 2013
Winter	Reading, Mathematics, Science, U.S. History, and Civics	January 21 –February 14, 2014

A Schedule of Activities will be provided for each administration period, which further provides dates for the delivery of the test booklets, staff training, printing of answer sheets, scanning, and the downloading of score reports.

Students to Be Tested

All eligible students must take the Interim Assessment tests in Reading, Mathematics, Science and Social Studies. Students are to be tested *on the grade level and/or subject level in which they are currently listed in ISIS:*

- Reading, Grades 3 – 10,
- Reading Grade 10, for students enrolled in Intensive Reading
- Mathematics, Grades 3 – 8,
- Algebra I for all students enrolled in Algebra I or its equivalent course
- Geometry for all students enrolled in Geometry or its equivalent course
- Science, Grades 5, 8, and Biology I for all enrolled students
- Civics for all students enrolled in the course, and
- United States History for all students enrolled in the course

Accommodations

For purposes of this assessment, accommodations are defined as any variation in the assessment environment or process. Accommodations include variations in scheduling,

setting, aids and equipment, and presentation format. These variations should not change the level, content, performance criteria, readability, or validity of the assessment. Accommodations for students in special populations are neither intended nor necessary for most students, only for that small number who, because of significant individual circumstances or disabilities, require some change in the testing situation to enable them to demonstrate what they actually know and can do.

Recognizing that students have many different needs and circumstances, schools must determine before testing if special accommodations are required. Accommodations must be those used by the student during regular instruction and must not be used for the first time on any assessment. A disabled student's testing status is driven by the current Individualized Education Plan (IEP). Students with disabilities who are identified on their current IEP as having severe cognitive, sensory, or language limitations that prevent them from taking the test even with allowable accommodations are exempted.

Accommodations must be provided, as appropriate, for eligible students with disabilities, for students who are eligible under Section 504, and for students classified as English Language Learners (ELL). **Because the activities on the *Interim Assessment Reading test* require students to demonstrate reading ability, the reading passages cannot be read to students as an accommodation.** Refer to the description of the permissible accommodations in the following sections.

Special Formats for Students with Visual Impairments

Schools with students who are visually impaired will be sent the appropriate format of the test booklets. **Only large print formats will be available for the Baseline test.** Both large print and Braille formats are available for the Fall and Winter administrations.

Accommodations for Students with Disabilities and Section 504 Students

The following accommodations are permitted, if needed, for students with disabilities who have current IEPs or Section 504 Accommodation Plans. Teachers should follow the procedures outlined below and give special assistance only to those students who are eligible for such assistance. The accommodations permitted are:

- **Flexible setting.** Students may be administered the test individually or in a small group setting.
- **Flexible scheduling.** Students may be administered the test during several brief sessions.
- **Recording of answers.** Students may use varied methods to respond to the test, including written, signed, and verbal responses. The teacher will then transcribe students' responses onto the answer sheets.

- **Mechanical aids.** Students may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions.
- **Auditory or sign language presentations.** The teacher may sign, provide oral interpretations of, or read general directions. The reading test must be read by the student using visual or tactile means.
- **Dictionary.** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.

Accommodations for ELL Students

The guidelines for all ELL students are as follows:

- **Flexible setting.** ELL students may be offered the opportunity to take the test in a separate room with the ESOL or heritage language teacher. Because the students are not of legal age, parents must be informed of this option and should be asked for their preferences in the test administration.
- **Flexible scheduling.** ELL students may take the test during brief sessions.
- **Assistance in the heritage language.** The ESOL or heritage language teacher may answer students' questions about general directions or test questions in a way that the students would not be mistakenly led to infer the correct answer. During the reading test, the teacher may **not** read words to the students included in the passages or questions.
- **Dictionary.** ELL students must have access to an English-to-heritage language dictionary and/or heritage language-to-English dictionary, such as those made available to ELL students in an instructional setting. However, a dictionary written exclusively in the heritage language or in English may not be used.

Testing Format

The Interim Assessment tests consist of multiple-choice questions. This format will enable a quick turn-around in scoring the tests and downloading reports from the Edusoft Assessment Management System.

Preparing for the Test

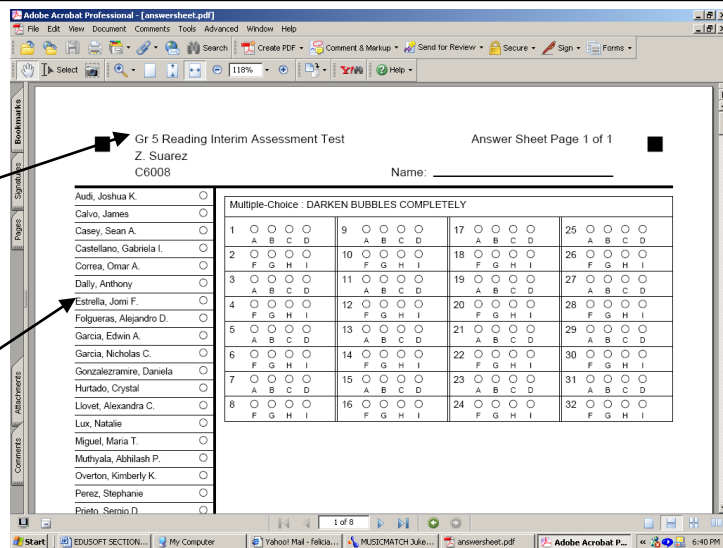
Types of Answer Sheets

Edusoft offers “**period specific**” and “**school-wide generic answer sheets.**” Period specific answer sheets include a class list, and schools need only copy the sheets and bubble in the circle by a student’s name to create an individual student’s answer sheet. The school-wide generic answer sheet requires the student’s M-DCPS seven-digit student identification number to be bubbled on the left side of the sheet and the name to be written at the top of the sheet. Examples of both sheets are provided below:

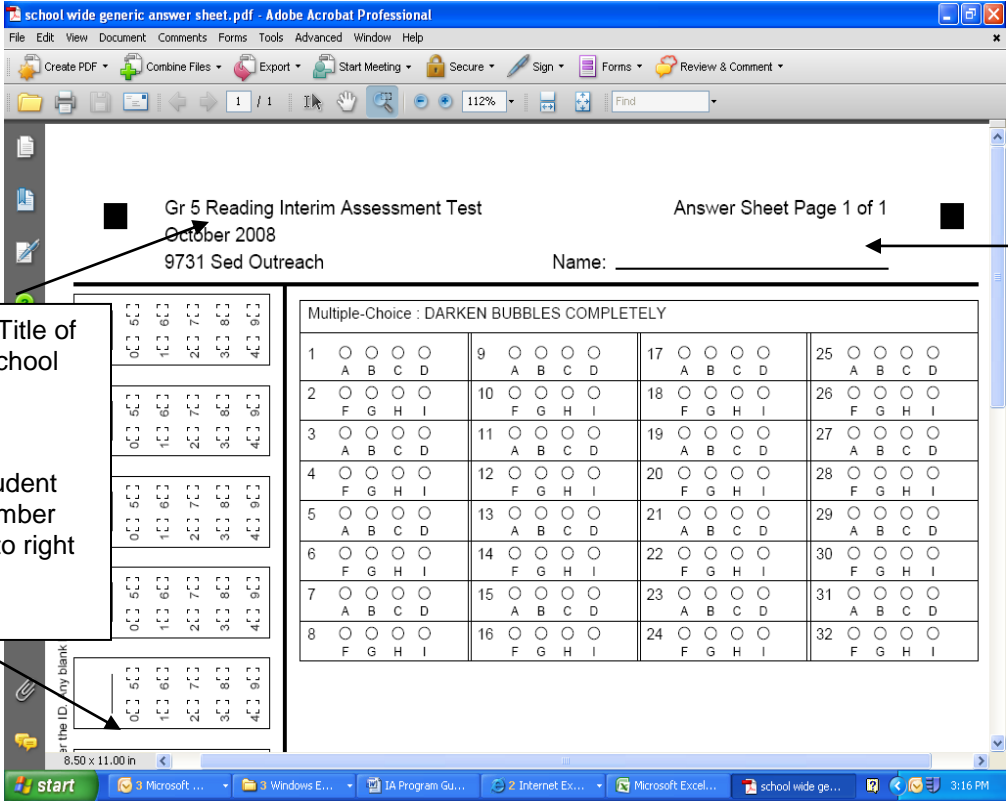
Period Specific Answer Sheet

Header: Grade, Title of Test, Teacher, and Section Number

Class List: Distribute one sheet to each student listed and have them fill in the bubble next to their name.



School-wide Generic Answer Sheet



Header: Grade, Title of Test, Date and School Name

Grid – Bubble student seven-digit ID number starting from left to right

Student Name

School-wide Generic Answer Sheet Usage

All seven digits must be bubbled on the school-wide generic answer sheet. If a student’s ID number is 0023456, the zeros must be placed on the gridded area from left to right. An example of the generic answer sheet is provided for your convenience. Please communicate this process to all teachers.

Printing Answer Sheets

Edusoft will be utilized to print, scan, and retrieve the test results for the Interim Assessment tests. The Edusoft system is updated weekly to reflect current student information from the district's database (ISIS). New students enrolling at the school site after the update will be reflected in the next system update if they have been entered into the ISIS database by the school site registrar.

Prior to printing the answer sheets, it is suggested that copies of the classroom rosters from the Edusoft system be provided to the classroom teachers for student verification. If classes/teachers are missing from the rosters printed from Edusoft, please confirm with your school site registrar to make sure updates have been done in ISIS. If all updates have been executed properly and the students and/or teachers still do not appear on the rosters, please contact the office of Instructional Technology at 305-995-1915 for assistance.

Edusoft answer sheets may be printed starting on the dates noted on the Schedule of Activities.

Students with current demographic information in ISIS will have their names preprinted on period specific answer sheets. Newly registered students will need to use a generic answer sheet.

Edusoft requires that you print the master student answer sheets from a **high-quality laser printer** and then copy them using a **high-quality copier** to avoid having numerous errors during the scanning and scoring process. Printing the answer sheets directly from the high-quality laser printer is strongly suggested when a high-quality copier is not available.

Appropriate Grade Level Answer Sheets

To ensure valid and reliable test results, it is important that the answer sheets are printed based on the students' appropriate grade levels listed in ISIS. If a teacher has various grade levels in a course or class, then answer sheets for a particular assessment should be printed for each of the grade levels that reside in that course or class.

Teachers need to verify that the students listed on the answer sheet are in the grade level printed at the top of the answer sheet.

Please make sure to verify the test form name and number of items on the test to make sure that the answer sheet and test booklet are the same form.

Printing/Delivery of Testing Materials

Test booklets are delivered directly to the traditional M-DCPS school sites via a contracted carrier for each administration period. Upon receipt of the testing materials, check the quantities against the packing information that is found on the label affixed to the outside of each box. It is imperative that you verify your school's materials so that you can obtain additional materials prior to the start of testing, if necessary.

At the end of the delivery window, if your school did not receive the necessary quantities of materials for administering the assessments to your students, please call Student Assessment and Educational Testing (SAET) at 305-995-7520.

Charter schools will receive PDF files via email from Charter School Operations and will need to print test materials prior to the start of testing. Limited copies of the baseline test forms are available for purchase by charter schools, and copies of the Fall and Winter forms may be ordered in advance. Contact SAET for additional information.

Reference Sheets

Reference sheets may be downloaded and printed at the school site. These reference sheets may also be used during the year for instructional purposes. However, prior to IA testing they must be examined for stray marks/notes, etc. PDF files containing the following reference sheets and periodic tables are provided at <http://oada.dadeschools.net/IAP/IAP.asp>.

- Mathematics, Grades 5 and 6-8
- Algebra I
- Geometry
- Science, for Grades 8 and Biology I

Preparing for Administration

The Interim Assessment tests should be administered as you would a typical “important” classroom test. They are **not** timed tests. Students should be given sufficient time to complete all the items. As such, the administration times in the following table are **only estimates** of the times that will be required for administration.

Approximate Testing Times

Reading*: 70 minutes
Mathematics*: 75 minutes
Science*: 112 minutes
Civics: 60 minutes
U.S. History*: 90 minutes

*It is suggested that assessments be administered over a two-day/session time period.

Interim Assessment tests must ***be given during the testing window listed on the Schedule of Activities***. Schools may determine the specific test session schedule within the given window. While the scheduling of test sessions at a particular time on a particular day during the administration testing window is left to the discretion of each school site, considerations should be made as to what is in the best interest of the students.

Training for the Administration of the Interim Assessment Test

The test chairperson or the principal’s designee is responsible for training all classroom teachers in the various components of the Interim Assessment Program. Prior to administration of the Interim Assessment tests, all classroom teachers should have a refresher in the actual administration procedures. You may copy page 13 and provide it to test administrators as a guide.

The thoroughness and quality of this training will determine the value that teachers will obtain from the Interim Assessment tests. Topics for training include:

1. Purpose and components of the Interim Assessment Program;
2. Administration, scanning, and reporting window for the tests;
3. School’s schedule for testing;
4. Testing format;
5. Arranging for appropriate accommodations, as necessary;
6. Guidelines for receiving and handling test materials;
7. Scanning and scoring procedures; and
8. Use of test for debriefing after scoring has been completed.

District-wide training is conducted by SAET staff via screencast or PowerPoint for the designees at each M-DCPS school prior to the administration. The PowerPoint presentation may be used to train teachers.

Testing Environment

The testing location should have comfortable seating, sufficient workspace, and good lighting. The room where students take the test should be as free from outside disturbances as possible. Students should be seated so that they have enough room and will not be tempted to view other students' answers.

Distribution of Testing Materials

Each testing room must have the appropriate materials prior to the start of each testing session. Test booklets should be distributed to the teachers immediately prior to the administration of the test and must be returned to the school's designated coordinator after debriefing has occurred.

The following materials are needed for each classroom for testing:

- Test booklets;
- Answer sheets printed from Edusoft, one per student for each content area being tested;
- No. 2 pencils;
- Mathematics reference sheets, one per student (grades 5, 6-8, and Algebra I/ Geometry);
- Science periodic tables, one per student (grade 8 and Biology I);
- Four-function Calculators (Mathematics - grades 7-8, Algebra I, and Science (grade 8 and Biology I) and;
- Scientific Calculators (Geometry).

Note that the Florida Algebra I and Biology I EOC computer-based tests provide online four-function calculators; students may use a hand-held calculator for the IA tests. Florida Geometry EOC computer-based tests provide an online scientific calculator; students may use a hand-held scientific calculator for the IA test.

Students may use any calculators they use for class work for this assessment. No calculators are provided as part of the Interim Assessment program.

Tracking the Test Booklets

To assist in keeping track of the test booklets, a Teacher Count Sheet is provided for your use (see Appendix A). **Keep track of the number of booklets signed out and returned to each teacher on the days of testing and after testing for purposes of debriefing.**

Administration of the Interim Assessment Tests

Each content area of the Interim Assessment test is designed to be administered separately. It is highly recommended that multiple content areas not be administered successively on the same day in order to avoid student fatigue. It is further recommended that longer tests be administered in two sessions, which may occur over a two-day period. If this option is chosen, a stopping point should be designated in advance, with all students instructed to stop at the same point. Individual students should not be allowed to revisit a section on the test that was administered during a previous testing session.

Directions for Administering

- Distribute test booklets, answer sheets, pencils, mathematics reference sheets, science periodic tables, and calculators. The test booklets and answer sheets should be distributed directly to each student instead of passing the materials out by row.
- Direct students to scan the test booklet to be sure that there are no missing pages and that there is a “STOP” sign in the bottom right corner on the last page. (Note: some test forms may contain items that depict a stop sign, and these should not be confused with the symbol for the end of the test.)
- Direct students to write their first and last names on the cover of the booklet.
- When testing is completed, each student should place his/her answer sheet and, if appropriate, reference sheet or periodic table on top of the closed test booklet.
- Collect testing materials individually from each student.

Absences, Exemptions, and Invalidations

Students that are absent on the day of testing should be scheduled for make-up before the end of the testing window. Every effort should be made to give every student an opportunity to test. Please use the form in Appendix B to keep a record of student absences in each testing room.

Concluding the Assessment

Scanning and Scoring

After tests have been administered, the school-site person(s) designated to operate Edusoft should begin to scan the answer sheets. After scanning a batch of answer sheets, it is suggested that you view the “Scanning Status” feature and resolve any errors. This process will ensure that all students are accounted for when reports are compiled for review by school-site educators, regional center, and district staff. **Please be sure to keep all scanned answer sheets until the end of the school year.**

Retrieving Answer Keys

Answer keys for the Interim Assessment tests may be found in the Edusoft system. The process for retrieving the answer keys may be found at <http://oada.dadeschools.net/IAP/Retrieving%20Answer%20Keys.pdf>.

Printing Score Reports

Please adhere to the Schedule of Activities for detailed information on printing score reports. Edusoft has a wealth of score reports and while all are useful for analyzing data, some might be more helpful for specific individuals at the school site. For the purpose of the Interim Assessment tests, specific reports that should be valuable for the principal and teacher are highlighted below.

Interim Assessment Performance Levels of Satisfactory, Limited, and Insufficient are available for the Reading (Grades 3 – 10), Mathematics (Grades 3 – 8, Algebra, and Geometry), and Science (grades 5, 8, and Biology I) test forms based on the NGSSS. Please note that for U.S. History and Civics, Edusoft will use the default mastery of 70% to interpret the students’ scores. Performance levels will be established for U.S History during 2013-2014.

Reports for the Principal

- Performance Band Report by School – provides an overall raw score and percentage correct by grade level.

Performance Band Report for: Special Elementary School
Exam: Gr 3 Reading Interim Assessment Test (October 2006)
November 15, 2006 Page 1 of 2

Report Options:
School: Special Elementary
Courses: All
Teachers: All
Custom Groups: All
Students: 149
Grades: All
Gender: All
Ethnicities: All
Ed Programs: All
Roster: 2006-2007 School Year, Fall

Overall Performance:
Average Performance:
Score: 17.8/32 (55%)
N/A

Band	Range	# Students	%	Per Band Performance:			
				20	40	60	80
N/A	0.00-32.0	149	100%				

Per Standard Performance:

Standard	Score	%
LAA.1.2 *LAA.1.2.3	149	100%
LAA.2.2 *LAA.2.2.1	149	100%
LAA.2.2 *LAA.2.2.2	149	100%
LAA.2.2 *LAA.2.2.7	149	100%
LAA.2.2 *LAA.2.2.8	149	100%
LAE.1.2 *LAE.1.2.2	149	100%
LAE.1.2 *LAE.1.2.3	149	100%
LAE.2.2 *LAE.2.2.1	149	100%

Annotations:
 - Total number of students on grade level: 149
 - Overall raw score and percentage: 17.8/32 (55%)

- Class List Report by School - provides a list of all students in the school in alphabetical order or by performance ranking. It also provides a raw score and percent correct by benchmark for the entire grade group and by student.

Class List Report for: Special Elementary School
Exam: Gr 3 Reading Interim Assessment Test (October 2006)
November 15, 2006 Page 1 of 2

Report Options:
School: Special Elementary
Courses: All
Teachers: All
Custom Groups: All
Students: 149
Grades: All
Gender: All
Ethnicities: All
Ed Programs: All
Roster: 2006-2007 School Year, Fall

Student Performance

Student	Overall Performance	LAA.1.2.3	LAA.2.2.1	LAA.2.2.2	LAA.2.2.7	LAA.2.2.8	LAE.1.2.2	LAE.1.2.3	LAE.2.2.1
GROUP AVERAGE	17.8/32 (55%)	100%	100%	100%	100%	100%	100%	100%	100%
Anderson	7/8	100%	100%	100%	100%	100%	100%	100%	100%
Beal	7/8	100%	100%	100%	100%	100%	100%	100%	100%
Clark	7/8	100%	100%	100%	100%	100%	100%	100%	100%
Hubbala	7/8	100%	100%	100%	100%	100%	100%	100%	100%
Allen	7/8	100%	100%	100%	100%	100%	100%	100%	100%
Spencer	7/8	100%	100%	100%	100%	100%	100%	100%	100%
Wright	7/8	100%	100%	100%	100%	100%	100%	100%	100%

Annotations:
 - Number of students in grade level: 149
 - Number correct and percentage obtained by benchmark: 100% for all benchmarks

Reports for the Teacher

- Performance Band Report by Classroom - provides an overall raw percentage of total correct out of possible points for the class or an individual student.
- Class List Report by Classroom - provides a list of all students in the classroom in alphabetical order or by performance ranking. Additionally, a raw score by benchmark for the entire grade group and by student (see above).

- Item Analysis Report – provides a summary of responses selected for each item which allows teachers to analyze their students’ responses. This report can be the starting point to debriefing in the class.

What do these terms mean? Analyzing 40 students

Item	% Correct	Discrimination	A	B	C	D	F	I	OMITTED
Multiple-Choice - > 1	62%	0.73	2	25	5	8	0	0	0
Multiple-Choice - > 2	50%	0.64	0	0	0	8	9	20	3
Multiple-Choice - > 3	42%	0.45	12	0	11	17	0	0	0
Multiple-Choice - > 4	48%	0.82	0	0	0	9	10	2	19
Multiple-Choice - > 5	55%	0.91	6	22	5	7	0	0	0
Multiple-Choice - > 6	82%	0.18	0	0	0	2	3	2	33
Multiple-Choice - > 7	70%	0.27	0	28	4	8	0	0	0
Multiple-Choice - > 8	32%	0.18	0	0	0	13	9	5	13

Listed by item number and then number or percentage of students who responded to each answer choice.

- Item Response Report – provides a detailed listing of each student’s response to each question, useful for debriefing purposes.

Item Response Report for: [Redacted]
Exam: Gr 3 Reading Interim Assessment Test (2006-2007 School Year, Fall)
November 15, 2006

Report Options
Schools: [Redacted] Grades: All Teachers: [Redacted] Ethnicities: All
Ed Programs: All Custom Groups: All Gender: All Roster: 2006-2007 School
Course: All School Groups: All School Types: All

Student Name	Raw % Correct	Multiple-Choice - Multiple Choice															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Casey	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stancica	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stanciana	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edvard	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travis	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jarah	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Samuel	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stancica	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
De andre	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kubacki	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Yakara	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Javannah	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latisha	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tyasha	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Entire Class with a line by line item response by correct and incorrect answer, and most common incorrect response.

Performance Level Information

The fall and winter Performance Levels for Reading, Mathematics, and Science tests based on the Next Generation Sunshine State Standards (NGSSS) are as outlined:

Performance Level	Description
Satisfactory Progress	This student demonstrated a satisfactory level of achievement on the content focus of the NGSSS assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive continued instruction on the challenging content and skills across the benchmarks designated for this grade level.
Limited Progress	This student demonstrated a limited level of achievement on the content focus of the NGSSS assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive targeted interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks designated for this grade level.
Insufficient Progress	This student demonstrated an insufficient level of achievement on the content focus of the NGSSS assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive intensive interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks designated for this grade level.

Reports that include the above mentioned performance level indicators may be found within Edusoft. Directions on accessing these reports are found as follows:

- Performance Level Indicator Class Lists
<http://oada.dadeschools.net/IAP/Performance%20level%20indicator%20Class%20Lists.pdf>
- Performance Level Indicator Item Analysis
<http://oada.dadeschools.net/IAP/Performance%20level%20indicator%20Item%20Analysis.pdf>

Social Studies tests (Civics and U.S. History) based on the NGSSS will use the Edusoft default mastery of 70% correct; Performance Levels for U.S. History will be available in the 2013-14 school year.

Disposition and Retention of Interim Assessment Test Booklets

Following debriefing activities, all **unused** regular print Reading, Mathematics, and Science test booklets should be retained at the school for use in subsequent administrations, unless otherwise stated. All **used** Reading, Mathematics, Science, and Social Studies test booklets must be securely destroyed at the school site. Do **not** dispose of **used** materials carelessly. For example, materials should not be placed loosely in an accessible trash can or dumpster.

Please note: No used or unused test booklets may be sent home with students. Test booklets remaining at the school may be used for purposes of debriefing with colleagues. Test booklets retained at the school should not be used with students after appropriate debriefing activities have been concluded. While stringent security procedures do not apply, the Interim Assessment tests should still be treated as any other important classroom assessment.

Interpreting Test Results for Instructional Purposes

The Interim Assessment tests are aligned to the District’s pacing guides and should be used as classroom tools to monitor student progress and to target instruction. Careful examination and interpretation of the test results, in conjunction with other classroom projects, observations, activities, and tests can help reveal areas of relative strengths and weaknesses in student learning.

Teachers are encouraged to debrief the results of the Fall and Winter tests with students and use individual test results to focus on the benchmark(s) on which a student needs further instruction. Schools are encouraged to allow teachers to use the test booklets to assist with debriefing. This review will assist teachers in targeting their instruction.

Benchmark Assessment Item Bank

The Benchmark Assessment Item Bank (BAIB) is a tool for teachers to develop classroom assessments on an “as needed” basis, tailored to individual students or classes. It is a searchable electronic database of test items that allows teachers to create tests “on demand.” It comprises high quality items that are aligned to the benchmarks/standards that are being taught. The item bank contains multiple item formats in Reading and Mathematics addressing the NGSSS.

The purpose of the BAIB is to allow teachers to monitor student progress on the Reading and Mathematics NGSSS. This classroom assessment tool provides reliable student-level benchmark information to inform instruction. It also provides students with information on their progress on specific benchmarks.

The item bank is stored within ExamView, the test generator for creating classroom assessments. A web tutorial with step-by-step procedures may be viewed at the following website: <http://it.dadeschools.net/examview.htm>. Scroll to the bottom of the page to *Screencast Tutorials*.

WHO TO CONTACT FOR INFORMATION

Issue	Contact Office	Phone Number
Administration of the Interim Assessment tests	Felicia Mallory Denetra Collins	305-995-1213 305-995-4580
District Pacing Guides	Language Arts/Reading Mathematics Science	305-995-1949 305-995-1921 305-995-2341
Allowable accommodations for English language learners	Bilingual Education and World Languages	305-995-2428
Allowable accommodations for students with disabilities	Division of Special Education	305-995-1295
Printing, scanning, and scoring of answer sheets and downloading of score reports	Instructional Technology	305-995-1915
Accessing the Benchmark Assessment Item Bank/ ExamView	Instructional Technology	305-995-2202
Edusoft Technical Support	Riverside Publishing Company	1-866-433-8763

APPENDIX B

MIAMI-DADE COUNTY PUBLIC SCHOOLS RECORD OF ABSENCES, EXEMPTIONS, AND INVALIDATIONS FORM 20____ - 20____ ADMINISTRATION

Name of Program _____

Grade Level of Program _____

School Name _____

School Location _____

Name of Test Administrator _____

Assessment Date _____

STUDENT'S NAME	STUDENT'S ID NUMBER	SUBJECT R= READING M= MATHEMATICS S = SCIENCE	CODE A = ABSENT E = EXEMPTION I = INVALIDATION	REASON

The test coordinator should retain a copy of this form for four months following the assessment date.

DUPLICATE AS NEEDED