



**Baseline Interim Assessment  
August 24 – September 18, 2015**

# Purpose



- Monitor student progress of the Next Generation Sunshine State Standards (NGSSS).
- Provide valid and reliable information regarding content mastery and/or instructional focus.
- Utilize the data to make meaningful and timely curricular decisions.
- Progress reporting tool for School Improvement Plans.

# Students To Be Tested



All eligible students\* must take the Baseline Interim Assessment in Science

- Science, Grades 5, 8

**\*Students MUST take the test corresponding to the grade level in which they are listed in ISIS.**



# Administration Format

| <b>Content- Area</b> | <b>Paper-Based Tests</b> |
|----------------------|--------------------------|
| Science              | Grades 5 and 8           |



# Administration Window

| Baseline Administration Windows | Subjects and Grade Levels |
|---------------------------------|---------------------------|
| August 24– September 18, 2015   | - Science: Grades 5 and 8 |

# Number of Items Per Test

| Grade Level | Items |
|-------------|-------|
| 5           | 66    |
| 8           | 73    |

# Accommodations



- Accommodations must be provided for students with disabilities, students with 504 plans, and English language learners.
- Use of accommodations must be dictated by a student's educational plan and mirror those consistently being used for curricular instruction.
- Reading tests cannot be read to students because the tests are designed to assess reading comprehension.
- Refer to the Program Guide section on *Students to be Tested* for further details on Accommodations (page 5).



# Preparation of Materials



- Inventory all materials upon receipt
  - If materials are missing from your order, please contact Student Assessment and Educational Testing at 305-995-7520.
- Charter Schools must print test forms from provided PDF files (specified grade levels)
- Verify XXXXXXXX rosters with school list to ensure that students are enrolled
- Print Reference Sheets for grade 8 science
- Print XXXXXXXX Answer Sheets for paper-based assessments
- Train new test administrators on administration procedures
- Plan for use of calculators for specified grade levels and content areas.
- Prepare Teacher Count Sheet (Appendix B of the Program Guide)



# Printing Answer Sheets



- Answer sheets are available for printing as specified on the Schedule of Activities for the current testing window.
- Students listed in ISIS on or before the designated date will have their name on a answer sheet.
- Students entering after the designated date will need a blank answer sheet.
- Specific answer sheets should be printed by teacher and grade level/content area.
- Master student answer sheets should be printed from a high-quality printer laser printer and copied using a high-quality copier.
- Retake answer sheets should be printed from the appropriate folder for valid and reliable reporting purposes.

# Assembling Classroom Test Materials

- Test booklets, one per student for each content area being tested
- Answer sheets, one per student for each content area being tested
- No. 2 pencils
- Science reference sheets are found at <http://oada.dadeschools.net/IAP/IAP.asp>
- Calculators (Grade 8 Science and Biology I)
- Scratch Paper

# Assembling Classroom Test Materials

- Test booklets, one per student for each content area being tested
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# Approximate Testing Times

| Before the Test  | Administration Time                    | After the Test  |
|--|--|---|
| Approximately 10 minutes to pass out testing materials | Science*:<br>Approximately 112 minutes | Approximately 10 minutes to collect testing materials |

•It is suggested that assessments be administered over a two-day time period.

# Administration Decisions

- Approximate testing times are only an estimate of the amount of time it would take a student to complete the test.
- Baseline Assessments are not timed tests; every opportunity should be provided for students to complete the test.
- Due to the length of the tests, testing may be divided into two sessions.
  - A stopping point should be designated in advance for all classrooms/students.
  - Students should not be allowed to revisit a section on the test that was administered during a previous testing session.

# Training Topics for Test Administrators

- Testing schedule
- Calculator distribution for identified mathematic items
- Test administrator procedures for paper and computer-based assessments
- Plan for handling technical issues during testing
- Receiving and handling test materials
- Arranging for appropriate accommodations, as necessary
- Preparation of materials prior to and after testing
- Scanning and scoring procedures
- Retrieving XXXXXX Score Reports
- Debriefing process



# Paper-Based Testing Procedures

- Distribute a test booklet and an answer sheet directly to each student.
- Direct students to write their name on the top left corner of the test booklet and answer sheet.
- Ensure that students bubble their name or write their student ID number on the answer sheet (school-wide generic).
- Prompt students to page through the test booklet to look for missing pages.
- Direct students' attention to the pre-determined **stopping point** if a test is to be administered in two sessions.
- Encourage students to do their best and answer all questions.
- Refer to page 19 of the Program Guide for each teacher to use as directions for administering the test.

# Post Test Procedures



- Collect testing materials individually from each student.
- Separate the testing materials.
  - Pack used test booklets for secure disposal
  - Discard unused answer sheets
  - Pack and retain unused test booklets at school for subsequent administrations
  - Retain reference sheets for use in class, if applicable
- Scan answer sheets using XXXXXXXX.

# Scanning Answer Sheets



- XXXXXXXX scanning process should be done after testing has ended
- Resolve errors by viewing the “Scanning Status” feature and resolve any errors
- Retrieve the Distractor Analysis report as means to verify that all students have a score
- Refer to pages 26-28 in the program guide for rescanning or rescoring issues
- Refer to pages 69-70 (Appendix E) of the program guide for possible solutions to scanning issues



# Printing Reports



- Downloading score reports as specified on the Schedule of Activities
- Provide reports to classroom teachers and administrators as identified in the Program Guide on pages 43-45.
- Print answer keys for classroom teachers to use during debriefing process (Program Guide, p. 60)

# Score Reports



Useful reports that can be retrieved via XXXXXXXX:

- Report Card by Test
- Progress Report
- Item Analysis
- Distractor Analysis
- Score Analysis
- Proficiency Report
- At-Risk Students by Standard
- Report Card by Standard (classes)
- Test Summary
- Demographic Item Performance

# Performance Levels

The following performance levels will be used for science, grades 5 and 8; and biology.

|                              |  |
|------------------------------|--|
| <b>Satisfactory Progress</b> | This student demonstrated a <b>satisfactory level of achievement</b> on the content focus of the Florida Sunshine State Standards assessed during this instructional period. To attain high levels of achievement in this content area, the student must <b>receive continued instruction on the challenging content and skills across the benchmarks</b> designated for this grade level.   |
| <b>Limited Progress</b>      | This student demonstrated a <b>limited level of achievement</b> on the content focus of the Florida Sunshine State Standards assessed during this instructional period. To attain high levels of achievement in this content area, the student must <b>receive targeted interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks</b> designated for this grade level.        |
| <b>Insufficient Progress</b> | This student demonstrated an <b>insufficient level of achievement</b> on the content focus of the Florida Sunshine State Standards assessed during this instructional period. To attain high levels of achievement in this content area, the student must <b>receive intensive interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks</b> designated for this grade level. |



# Disposition and Retention of Materials



- Science reference sheets may be retained at the school site for subsequent administrations.
- Reading, Mathematics, Science, and Social Studies materials for the visually impaired should be destroyed securely at the school site.
- Unused regular print Reading, Mathematics, and Science test booklets should be retained at the school site for subsequent administrations.
- **Used** regular print Reading, Mathematics, and Science test booklets should be securely destroyed. (Do not loosely place test booklets in a trash can or dumpster.)

# Disposition and Retention of Materials (cont.)

- **No used or unused** test booklets may be sent home with students.
- Test booklets may be used for debriefing purposes with colleagues and students.
- Test booklets should not be used on an ongoing instructional basis beyond initial debriefing period.
- Store materials in a secure location to be used in subsequent years.

# Debriefing



- Collaborative debriefings (administration, department heads, and classroom teachers); should take place in a timely manner to identify strengths and weaknesses in order to effectively target instruction.
- Classroom debriefings (classroom teacher with students): provide students with the opportunity to review their responses and teachers with teachable moments to identify and address concepts not initially understood.
- The Mid-Year Assessments should be used to determine essential information on students learning by analyzing data, providing interventions, and targeting differentiated instruction.



# Debriefing Guidelines



- Provide students with their test and answer sheet.
- Discuss any items you found to be problematic for the class as a whole.
- Listen to students' comments and reactions.
- Make notes of any deficient or problematic areas during this process.
- Plan strategic intervention activities and differentiated instruction based on assessment data and debriefing process

A hand wearing a blue nitrile glove is holding a glass pipette with a white stopper. The pipette is positioned over a glass Erlenmeyer flask that contains a red liquid. The pipette is dispensing a small amount of the red liquid into the flask. The background is a dark red with a faint, repeating pattern of molecular structures.

# Program Contacts

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