MID-YEAR INTERIM ASSESSMENT

PROGRAM

2015-2016

Office of Assessment, Research, and Data Analysis

Purpose

- Monitor student progress of the Next Generation Sunshine State Standards (NGSSS) and the Florida Standards (FS).

- 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.

Program Guide, p. 3

Students To Be Tested

All eligible students* must take the Mid-Year Assessments in Reading, Mathematics, Science, and Social Studies

- Reading, Grades 3-10
- Mathematics, Grades 3-8
- Science, Grades 5, 8
- All students enrolled in:

  o Algebra I**
  o Algebra II**
  o Geometry**
  o Biology I**
  o U.S. History**
  o Civics**

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

**Or an equivalent course.

Administration Format

Content- Area	Paper-Based Tests	Computer-Based Tests
Reading	Grade 3	Grades 4-10
Math	Grades 3 and 4	Grades 5-8, Algebra I, Algebra II, and Geometry
Science	Grades 5 and 8	Biology
Social Studies		U.S. History Civics

Administration Window

Mid-Year Administration Windows	Subjects and Grade Levels
November 16, 2015– December 18, 2015	- Reading: Grades 3-10 - Mathematics: Grades 3-8; Algebra 1, Algebra 2, and Geometry
January 26, 2016 – February 19, 2016	- Science: Grades 5, 8, and Biology 1 - United States History - Civics

Number of Items Per Test

Grade Level	Reading	Math	Science	Social Studies
3	51	52	N/A	
4	56	50	N/A	
5	48	47	68	
6	49	61	N/A	
7	43	63	N/A	**65*Civics**
8	45	62	73	
9	44	**54* Alg 1**	N/A	
10	42	**53* Alg II**	N/A	
11	N/A	**48* Geo**	**67* Bio**	**60*US His**

* Refers to EOC Assessments for specified grade level and its equivalent courses

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 Mid-Year Assessment 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 Mid-Year test forms from provided PDF files (specified grade levels)

- Verify G2D rosters with school list to ensure that students are enrolled

- Print Reference Sheets for grade 5 science and Biology (January – February)

- Print G2D Answer Sheets for paper-based assessments

- Retrieve Test IDs for computer-based testing and enable test sessions

- Train test administrators for paper and computer-based assessments

- 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 (Grades 7 Mathematics , Grade 8 Mathematics, Algebra I, Algebra II, Geometry, Grade 8 Science, and Biology I)

- Scratch Paper

Calculator Distribution

Calculator test items appear toward the end of the test for the assessments listed below. Classroom teachers should distribute calculators to students beginning at the following items for following the grade/content-area.

Grade/Content-Area	Calculator Test Items
Grade 7 Mathematics Mid-Year Assessment	Items 32-65
Grade 8 Mathematics Mid-Year Assessment	Items 24-59
Algebra 1, Algebra 2, and Geometry	Scientific calculator should be provided at the beginning of the assessment.
Grade 8 Science and Biology 1	Grade 8 Science (4-function calculator) and Biology 1 (scientific calculator) should be provided at the beginning of the assessment.

Program Guide, p. 8

Approximate Testing Times

Before the Test	Administration Time	After the Test
Approximately 10 minutes to pass out testing materials	Reading*: Approximately 90 minutes	Approximately 10 minutes to collect testing materials
	Mathematics*: Approximately 95 minutes	
	Science*: Approximately 112 minutes	
	Civics Approximately 90 minutes	
	U.S History* Approximately 90 minutes	

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

Program Guide, p. 7

Administration Decisions

- Approximate testing times are only an estimate of the amount of time it would take a student to complete the test.

- Mid-Year 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 mathematics assessment and/or specific items on grade 7 and 8 assessment.

- 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 G2D 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 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.

Program Guide, pp. 18-19

Computer-Based Testing Procedures

- Distribute student 7-digit ID and Test ID generated from G2D or provide the Student form of the bubble sheet to each student (utilizing the form as a student ticket)
- Students should access https://tga.dadeschools.net/flmiamidade using the Firefox browser.
- Prompt students to enter their Test ID and Student ID into the Online Testing Portal.
- Direct students' attention to the pre-determined **stopping point** if a test is to be administered in two sessions. (Students are to simply click out of the browser and not submit the test for scoring)
- Encourage students to do their best and answer all questions.
- Print pages 34-41 of the Program Guide for each teacher to use as directions for administering the test.
- Monitor student status during the testing session from the Assessment Administration screen

Program Guide, pp. 28-33

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 G2D.

Scanning Answer Sheets

- G2D 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

Program Guide, pp. 26-28

18

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. 60-61)

Program Guide, pp. 43-59

Score Reports

Useful reports that can be retrieved via G2D:

- 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

Program Guide, pp. 43-58

Performance Levels

The performance levels for English Language Arts, mathematics, science, and social studies are as follows:

Satisfactory Progress	This student demonstrated a **satisfactory level of achievement** on the content focus of the appropriate Florida standards 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 appropriate Florida standards assessed during this instructional period 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 appropriate Florida standards 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.

Note that if performance levels are not set for a particular assessment then the default mastery of 70% is utilized.

Program Guide, p. 42

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

Program Guide, p. 9

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