INTERIM ASSESSMENT PROGRAM GUIDE

2017-2018

Miami-Dade County Public Schools Office of Student Assessment, Research, and Data

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Introduction

The Interim Assessment Program (IA) 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), and the Florida Standards Assessments (FSA) which provides our students with an authentic practice test experience in preparation for state assessment programs.

This Interim Assessment Program Guide provides an overview of procedures to administer the paper-based and computer-based (CBT) version of the Interim Assessment tests. The implementation of the IA program requires the involvement of multiple individuals at each school site and each should become familiar with the policies and procedures. The test chairperson, test administrators, and technology coordinators all play an integral role in the implementation process.

Available Tests

The following table shows the Interim Assessment tests that will be available paper-pencil and CBT for the 2016-2017 school year.

Content- Area	Paper-Based Tests	Computer-Based Tests
English Language Arts (ELA)		Grades 9 and 10
Mathematics		Algebra 1 and Geometry
Science	Grades 5 and 8	Biology
Social Studies		U.S. History. Civics

Test Administration Policies and Procedures

The Interim Assessment tests will be administered during the Baseline (BIA) and Mid-year (MYA) administration schedules. The testing window of the Interim Assessments allow each school the flexibility of scheduling dates and times based on their instructional schedule. Following is a summary of the testing windows.

Assessment Period	Subjects Tested	Administration Windows
BBA	Science	August 28 – September 22, 2017
MYA	English Language Arts and Mathematics	November 13 – December 15, 2017
MYA	Science, U.S. History, and Civics	January 22 – February 16, 2018

A Schedule of Activities is provided for each administration period, which provides dates for the delivery of paper versions of the assessments, retrieving test IDs, printing answer sheets, staff training, and the downloading of score reports. The Schedule of Activities are provided through the Briefing delivery system that is released prior to each testing administration.

Testing Format

The Interim Assessment tests consist of multiple-choice and technology-enhanced questions, and will be administered through Gateway to Data Technology Platform (G2D). CBT administration requires the preparation of student workstations, computer lab scheduling, monitoring students' testing status, and retrieving score reports. Paper-based administration requires printing bubble sheets and scanning answer sheets to retrieve score results.

Once students' tests have been submitted, their scores are available immediately on the Assessment Administration screen. Score reports are available for individual students, by class, schools, district-wide, and for specific subgroups, for example, students enrolled in the English for Speakers of other Languages (ESOL) or Special Education (SPED) programs. The scores may be used to identify individual students' strengths and weaknesses, to target instruction, and monitor progress.

Students to Be Tested

All eligible students enrolled in the assessed grades and its equivalent courses 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 the Dade Student Integrated System (DSIS).*
(See Appendix D for a list of equivalent course codes):

- Reading, Grades 9 and 10,
- 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

IA Test Form	Participating Students	Paper-Based Tests	Computer- Based Tests
English Language Arts	Grades 9 and 10		Grades 9 and 10
Mathematics	Algebra 1 and Geometry	_	Algebra 1, and Geometry
Science	Grades 5 and 8, and Biology	Grades 5 and 8	Biology
Civics	Enrolled Students	-	Civics
United States History	Enrolled Students	-	U. S. History

Computer-Based test accommodations and/or decisions regarding modifications for English Language Learners (ELLs), students on Individualized Education and 504 Plans must be made prior to the administration of the assessments. Visually Impaired students using large print and/or Braille formats will be provided with the paper-pencil version of the Interim Assessments.

Scheduling Students for IA Testing

Students being administered the CBT and paper-pencil versions of the tests would need to have an established room for testing in a classroom or computer lab.

A computer lab schedule should be a part of the initial plan. The number of computer labs and available computers will dictate how the schedules should be arranged. The assessments are not timed and students should be provided with sufficient opportunity to

complete the test. Special arrangements should be made for students needing extended time.

Required Materials for Testing

Paper-Based Administration	Computer-Based Administration
• Student Answer Sheet (from Gateway to Data (G2D) • Student Test Booklet	• Miami-Dade County Public Schools 7-digit student identification number • Test identification number for each class (retrieve from Gateway to Data (G2D)
• English-to-heritage language dictionary (ELL students) • Reference Sheets (grade 8 science and Biology) • Scientific Calculator (Algebra I and Geometry) • Scratch paper, pencil	

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 shipping 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. Charter schools who placed an order for test forms will receive those documents via delivery.

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

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*: 90 minutes
Mathematics*: 95 minutes
Science*: 112 minutes
Civics: 90 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 on any 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.

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 Mid-Year 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.

A PowerPoint presentation for training staff is available at http://oada.dadeschools.net/IAP/IAP.asp for the designees at each M-DCPS school prior to the administration.

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 (paper-based tests only);
- Bubble sheets printed from Gateway to Data (G2D), one per student for each content area being tested (paper-based tests only);
- No. 2 pencils;
- Science periodic tables, one per student (grade 8 and Biology I), four-function calculator;
- Scientific Calculators for mathematics - Algebra I, Geometry, and Biology I.
- Mathematics Reference Sheets: Algebra I and Geometry
- Graphing Paper: Geometry

Scratch Paper

Students should be provided with scratch paper during the administration of the mathematics tests. After testing, all scratch paper must be collected and discarded in a secure manner to avoid compromising test content.

Calculators

A scientific calculator is necessary for the administration of the mathematics assessments for Algebra I, Geometry, and Biology. A four-function calculator should be distributed to grade 8 students taking the science assessment. Students may use their own scientific and/or four function calculators or the classroom teacher can provide them one from a class set.

Reference Sheets

Reference sheets for Algebra I, Geometry, grade 8 science and Biology may be downloaded and printed at the school site. These reference sheets may also be used during the year for instructional purposes. However, if they are used prior to IA testing, or if re-used they must be examined for stray marks/notes, etc. PDF files are provided at http://oada.dadeschools.net/IAP/IAP.asp.

Tracking the Test Booklets

To assist in keeping track of the test booklets, a Teacher Count Sheet is provided for your use (see Appendix B). **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.**

Proctoring

As in a real test setting, visual barriers should be installed to prevent students from viewing other computer monitors or students' desks should be arranged in a manner that would prevent cheating. The test administrator and proctors should actively attend to the students during testing.

Debriefing Process

After testing classroom teachers should engage students in a debriefing process, which is a simulated activity whereas feedback is provided about students' performance on the interim assessments. Debriefing allows for any misconceptions to be clarified in the teaching and learning phases and encourages reflective thinking for students.

The focus during debriefing should be first on the positive aspects of their performance and what the students did well. Then move to discuss deficient test items with emphases on facilitating rich, thoughtful, and insightful discussions. Encourage students to discuss their thinking process during testing, how they would do things differently, and generalize how they can increase their performance on future assessments. The teacher should note areas for instructional adjustments or reteaching during the debriefing process.

Test Accommodations

Accommodations are defined as any variation in the assessment environment or process. Accommodations may include variations in scheduling, responding, setting, aids and equipment, and presentation format. These variations should not change the level, content, performance criteria, readability, or validity of the assessment.

Keep in mind that all accommodations should mirror those provided during instruction.

The accommodations listed on the testing accommodations field in ISIS, as documented on a current Individualized Education Plan (IEP) or Section 504 Plan should be provided for students on the IA CBT, to the degree such accommodations are available on the Gateway to Data (G2D) platform. Refer to the description of the permissible accommodations in the following sections.

Note: Because the activities on the *Interim Assessment Reading tests* require students to demonstrate reading ability, the reading passages can never be read to students as an accommodation.

Special Formats for Students with Visual Impairments

Teachers of students who are visually impaired (Large Print and Braille) will be sent the appropriate format of the paper test booklets. Students' responses must be transcribed onto an answer sheet provided by the test chairperson.

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. Additionally, students may require use of special lighting, adaptive furniture, or special acoustics.

- **Flexible scheduling.** Students may be administered the test during several brief sessions or require extended time.

- **Recording of answers.** Students may use varied methods to respond to the test, including the mouse, keyboard, assistive technology (as available), written, signed, or verbal response. The teacher or test administrator may enter students' responses on the computer if their IEP dictates it.

- **Mechanical aids.** Students may use a magnifying device, a pointer, a noncalibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions. Approved manipulatives such as real coins to depict a test item, an abacus, geoboard, and other graphical aids

may also be used.

- **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. Mathematics and Science items and answer choices may be read aloud by the test administrator verbatim.

- **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.

Available Computer-Based Tools for Students

Gateway to Data (G2D) has a variety of embedded electronic tools available to all students. These tools should be considered acceptable tools for accommodating students with disabilities. The following tools are available to all students.

- Strike through text on the test

- Access online 4- function calculator

- Zoom into test questions and graphics

- Flag questions for later review

Preparation for Testing Administration

Gateway to Data (G2D) will be utilized to print, scan, and retrieve the test results for the Interim Assessment tests. G2D system is updated nightly to reflect current student information from DSIS. New students enrolling at the school site after the update will be reflected in the next system rollover, if they have been entered in DSIS database by the school site registrar.

Prior to printing the bubble sheets, it is suggested that copies of the classroom rosters from the G2D system be provided to the classroom teachers for student verification. If classes/teachers are missing from the rosters printed from G2D, please confirm with your school site registrar to make sure updates have been done in DSIS. 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 Student Assessment and Educational Testing at 305-995-7520 for assistance.

G2D bubble sheets may be printed starting on the dates noted on the Schedule of Activities. The Schedule of Activities can be retrieved at http://oada.dadeschools.net/IAP/IAP.asp or via the briefing released for the administration period.

Students with current demographic information in DSIS will have their names preprinted on student and/or roster bubble sheets. Newly registered students will need to use a blank bubble sheet; however, it should not be scanned until their names appear on the teachers' roster.

Retrieving Class or Session Rosters

G2D's Assessment Management System online testing only allows for "enrolled" students to be assigned to an assessment in its system.

Prior to testing, the G2D Account Administrators or teacher must print the class roster(s) through G2D. G2D roster should be compared with the school site roster(s) to determine if any students are not appearing on the G2D roster.

Printing Gateway to Data (G2D) Roster(s)

G2D Rosters should be retrieved at the beginning of each testing administration to verify that students are enrolled. Teachers should cross reference their DSIS list with the G2D Roster to determine whether students are enrolled in the testing platform for the computer-based administration. Students not enrolled will be unable to take the computer-based test until their name appears on the roster of the assigned teacher(s).

Such students may be administered the assessment(s) in paper-pencil format and would have to wait for the next update (usually the next business day) to resolve the answer sheet. These students should be provided with a plain paper bubble sheet for paper-pencil administration. Also, students can be administered the assessment via computer-based during a make-up session, provided the rosters have been updated to reflect that the student is enrolled in the G2D Assessment Management System.

To print out a G2D Roster the classroom teacher must access the G2D website at the Miami Dade County Public Schools portal located at https://tg.dadeschools.net/FLMiamiDade/tglogin.aspx. Login into the portal using your Miami-Dade employee number and password.

The G2D Class Roster may be used to take attendance and record students' completion status of the assessments. Alternatively, a template is provided in Appendix A that may be used to record students taking the CBT format, paper-pencil format, and those needing special accommodations.

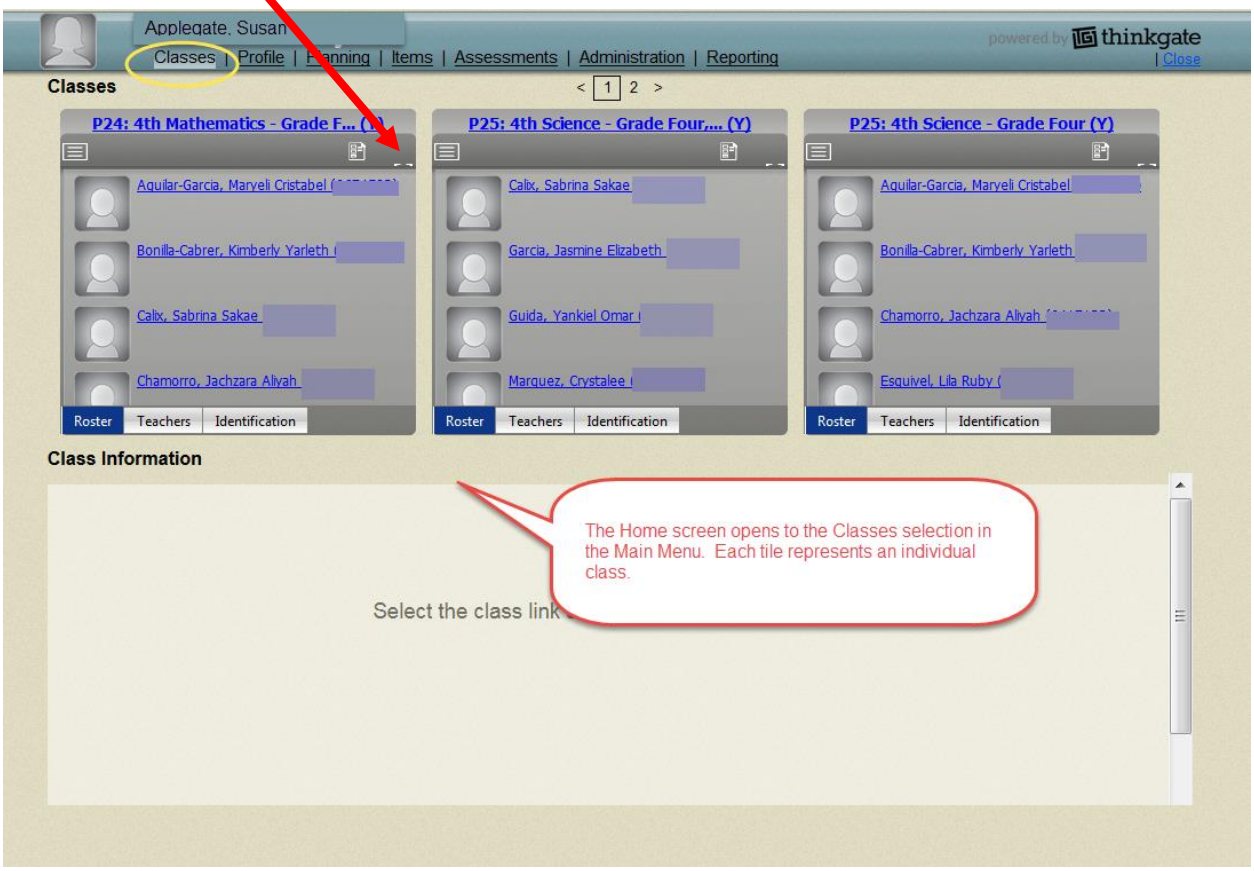
Printing a Gateway to Data (G2D) Roster from Teacher's View

To print a G2D roster from the **teacher's sign on**, follow the screenshots below after signing in.

After signing on the Main Menu opens with a tile for each of the classes that you are assigned to.

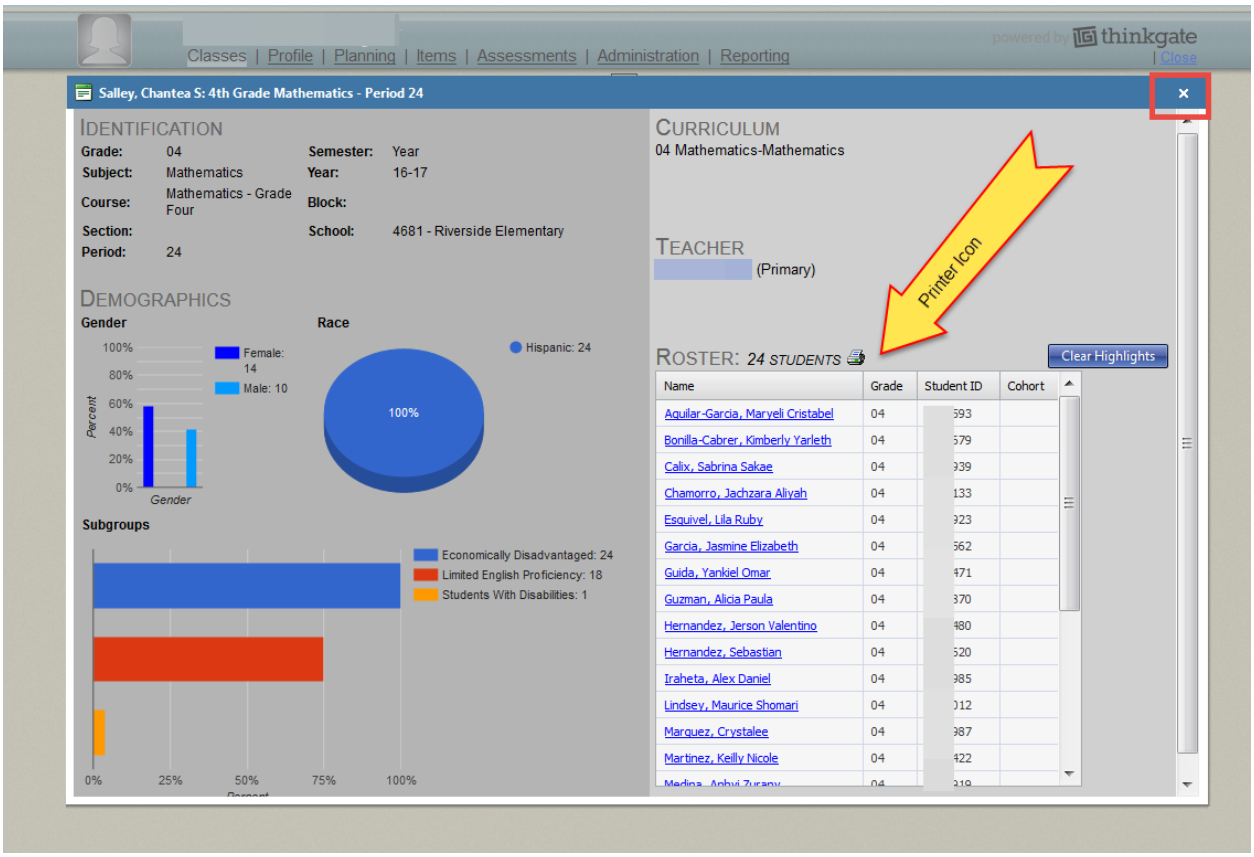
Ensure that the **Classes** link in the left-hand corner is selected.

Click the **Expand** icon



The class roster and demographics display. Click the **Printer** icon to print the roster of students.

Click the X at the top to return to the Main Menu. Continue to repeat the steps to print all rosters from the available classes.



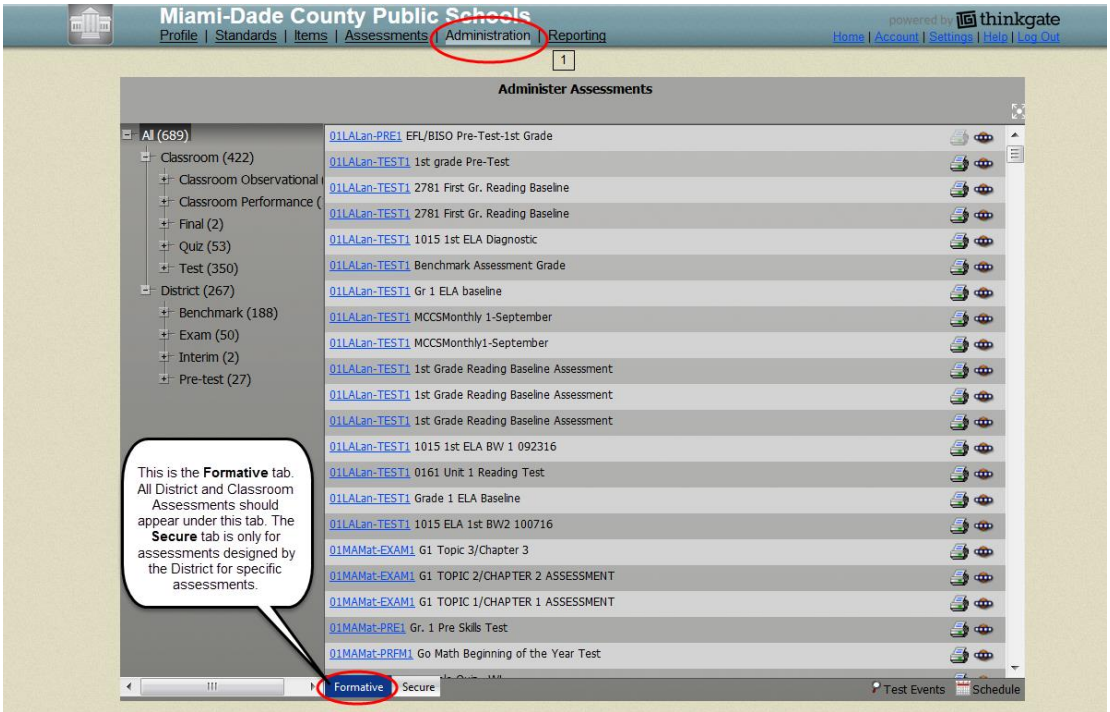
Quick Tip: Test Chairpersons printing rosters for all teachers can proceed in printing out the Roster Form bubble sheets. Then have teachers verify student enrollment from the bubble sheet.

Printing Gateway to Data (G2D) Rosters and Bubble Sheets for Test Chairpersons

Test Chairpersons should sign-in to the G2D platform with their appropriate credentials.

Click the **Administration** link located at the top of the toolbar menu.

The **Formative** tab at the bottom of the tile should be active (tab is highlighted blue).



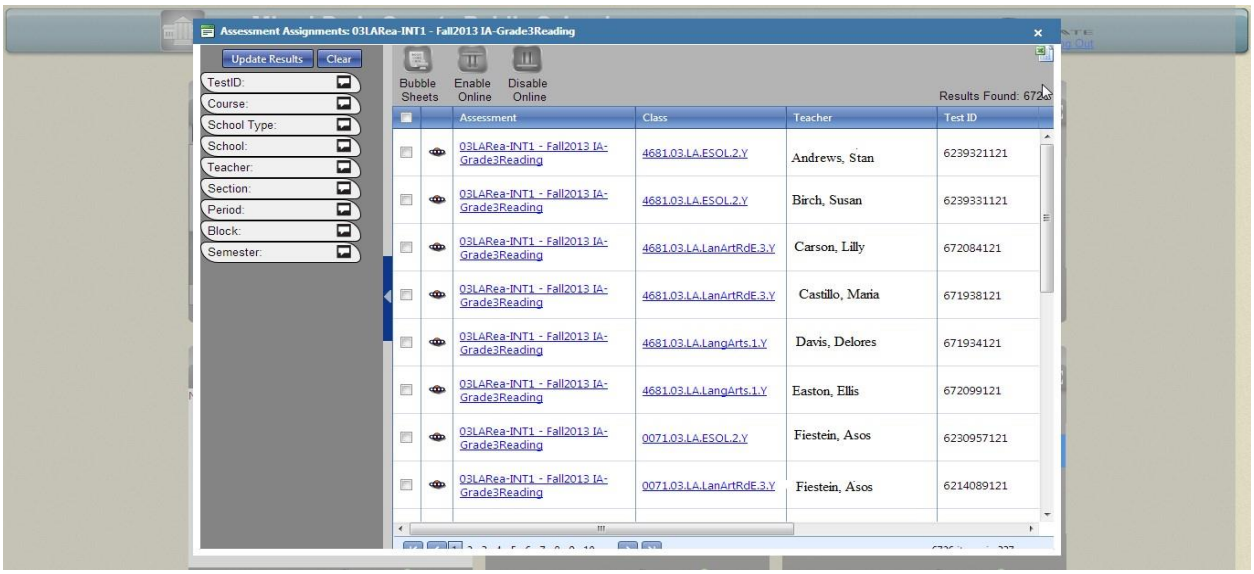
Navigate to the folder structure on the left side of the screen.
Click the Plus Sign (+) next to **All.**
Click on the **District's plus sign**.
Click on the **plus sign next to Interim Assessmen**t. Then click on the content or subject area, and grade level. Note in the middle of the screen that the names of the test(s) appear.

Click the **Administration** icon (picture **resembles a** **spaceship)** that is listed under the name of the test.

All teachers assigned to the selected test will be listed.

To search or filter for an individual teacher, click the **Teacher** dropdown menu on the left-hand side and type the last name of the teacher.

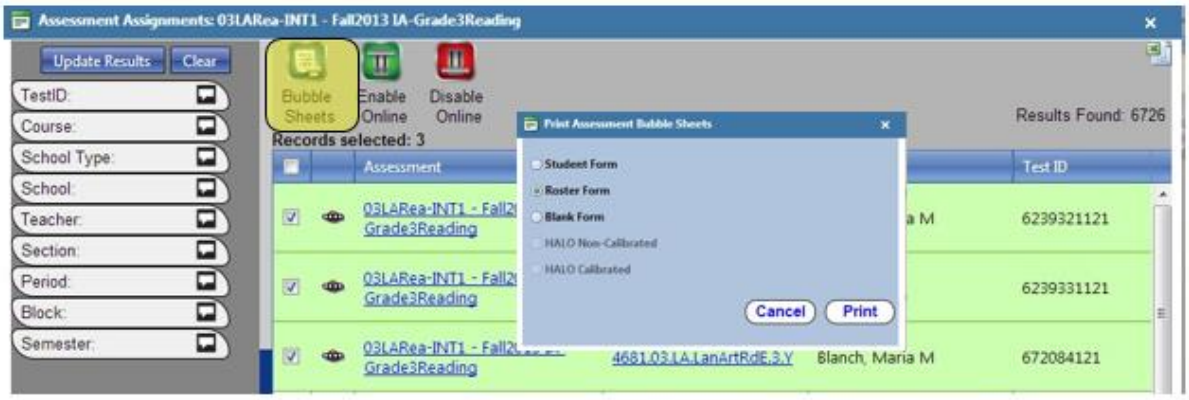
Click the **Update Results** button. All the classes for the selected teacher appears. (It should be noted that a given teacher might have 3 test IDs for a given test. The classes appear by subgroup, meaning standard curriculum, ELL, and SWD.)



To begin to print the Roster form of the bubble sheet for any of the teachers listed (for roster verification and distribution), click the radio button in the first column.

Note the selected teachers' roster information highlights in green and the Bubble Sheets icon become activated.

Click the **Bubble Sheets** icon.



Select **Roster Form** from the Print Assessment Bubble Sheets

Click the **Print** button.

The Roster forms for the selected teachers and classes will appear. **These rosters can be used for roster verification and to print copies for each class from a high-quality copy/printer.**

Preparing for Paper- Pencil Testing Administration

Appropriate Grade Level Bubble Sheets

To ensure valid and reliable test results, it is important that the bubble sheets are printed based on the students' appropriate grade levels listed in DSIS. If a teacher has various grade levels in a course or class, bubble sheets for a selected 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 bubble sheet are in the grade level printed at the top of the bubble sheet.

Please make sure to verify the test form name and number of items on the test to make sure that the bubble sheet and test booklet match.

Directions for Administering Paper/Pencil Test

- Distribute test booklets, answer sheets, pencils, mathematics reference sheets, science periodic tables, and calculators (if needed). 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 test booklet and bubble their name on the answer sheet (if using the roster form) and write their name (if using the blank form).

- 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; verify that all answers have been completely bubbled in on the answer sheet.

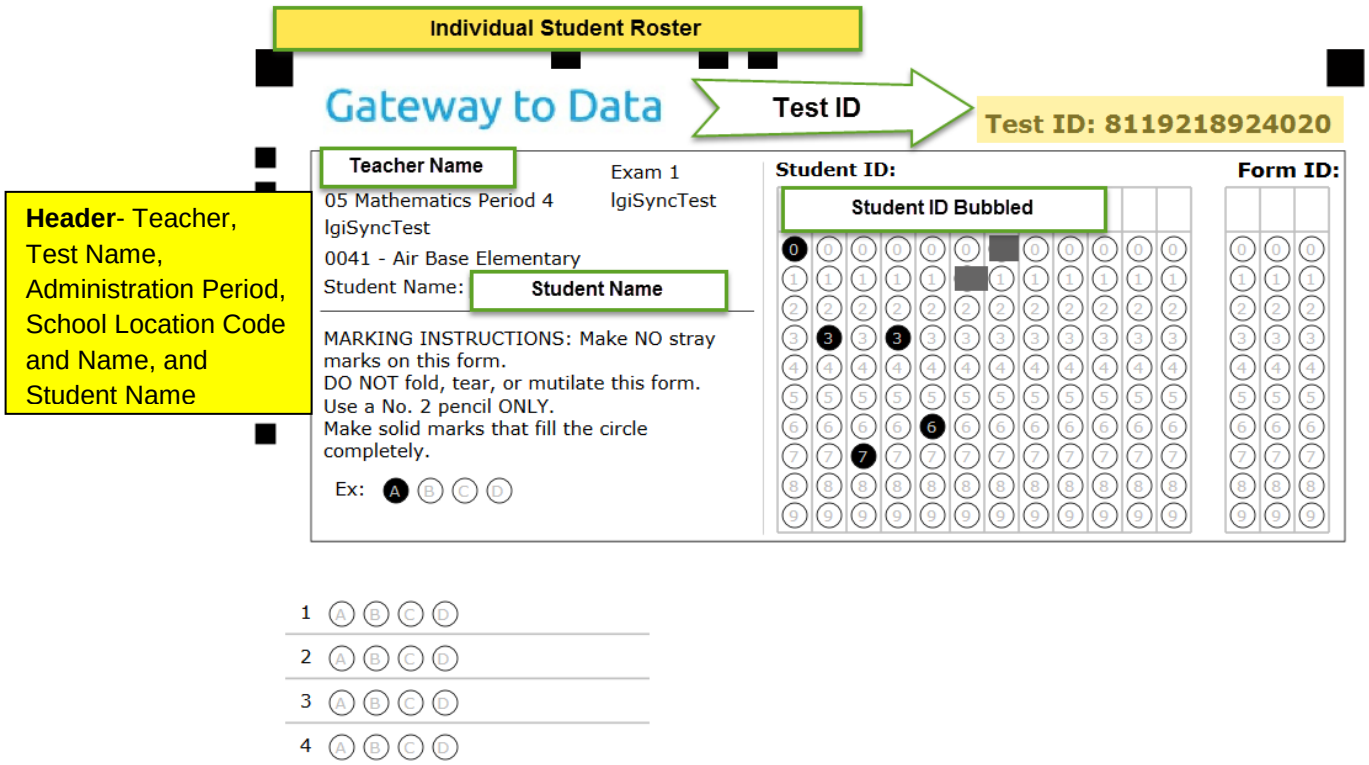
Types of Bubble Sheets

G2D offers three types of bubble sheets, a student form, roster form, and blank form. The student form contains the student's M-DCPS seven-digit student identification number and name pre-bubbled at the top of the bubble sheet. The roster form includes a class list of all students. Schools need to make enough copies for distributing one to each student. Each student receiving the roster form version would need to bubble the circle next to their name. The blank form should be used for new students or those have not been rostered in G2D at that time. Examples are provided below:

Student Form

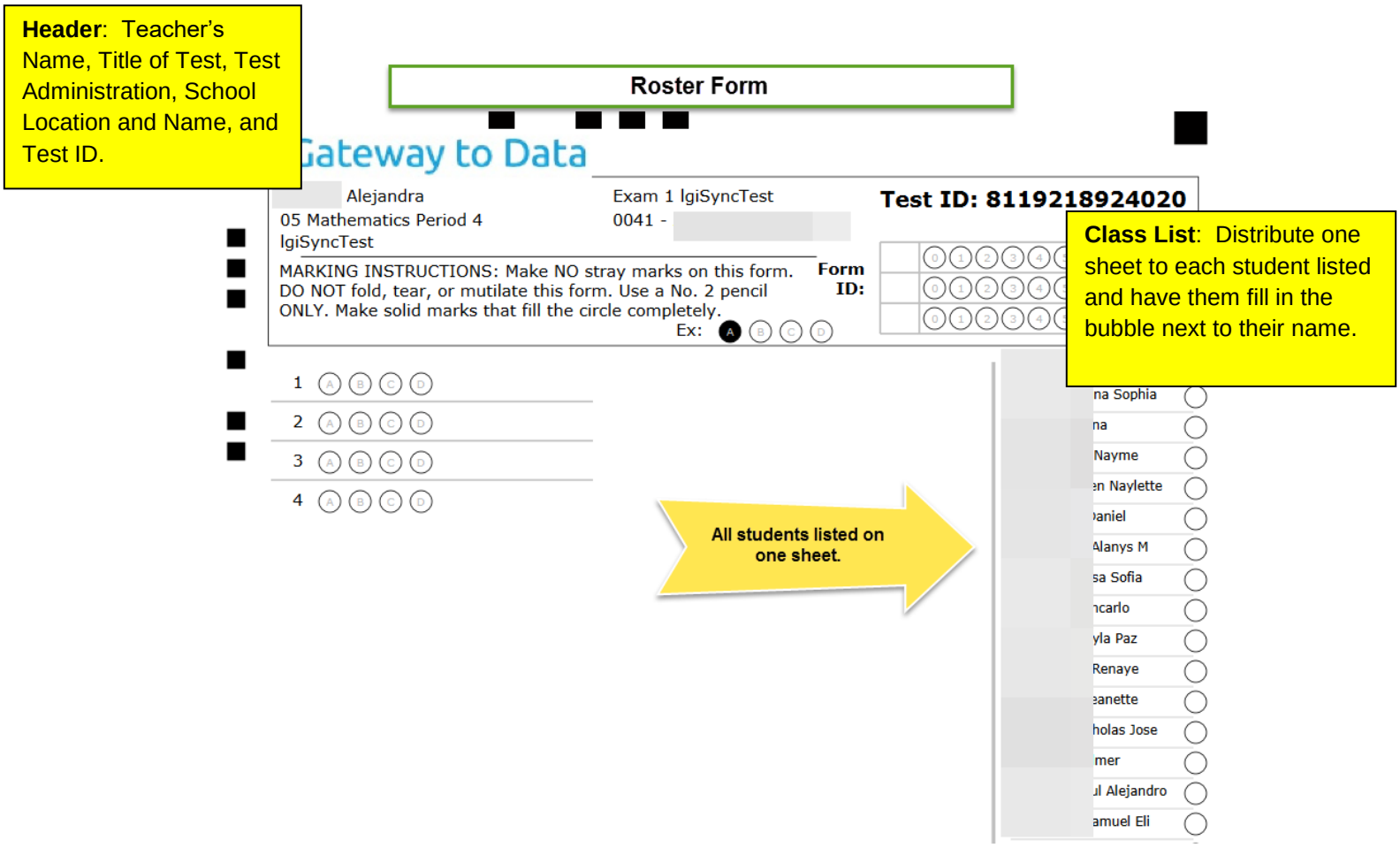
The Student Form bubble sheet prints out in PDF format with a first page header sheet that contains teacher name, period, administration period, school name and location code, test ID, and a list of all students.

Scrolling to page 2 of the PDF starts the first individual student bubble sheet for the first student on the list followed by the other students. The student ID is pre-bubbled for each student. A Form ID is not needed and should be disregarded.



Roster Form

The Roster Form is a one page bubble sheet that contains all students. A high-quality copier should be used to make additional copies from this one sheet, providing a copy to each student. Students will need to fill in the bubble next to their name on the bubble sheet provided to them.



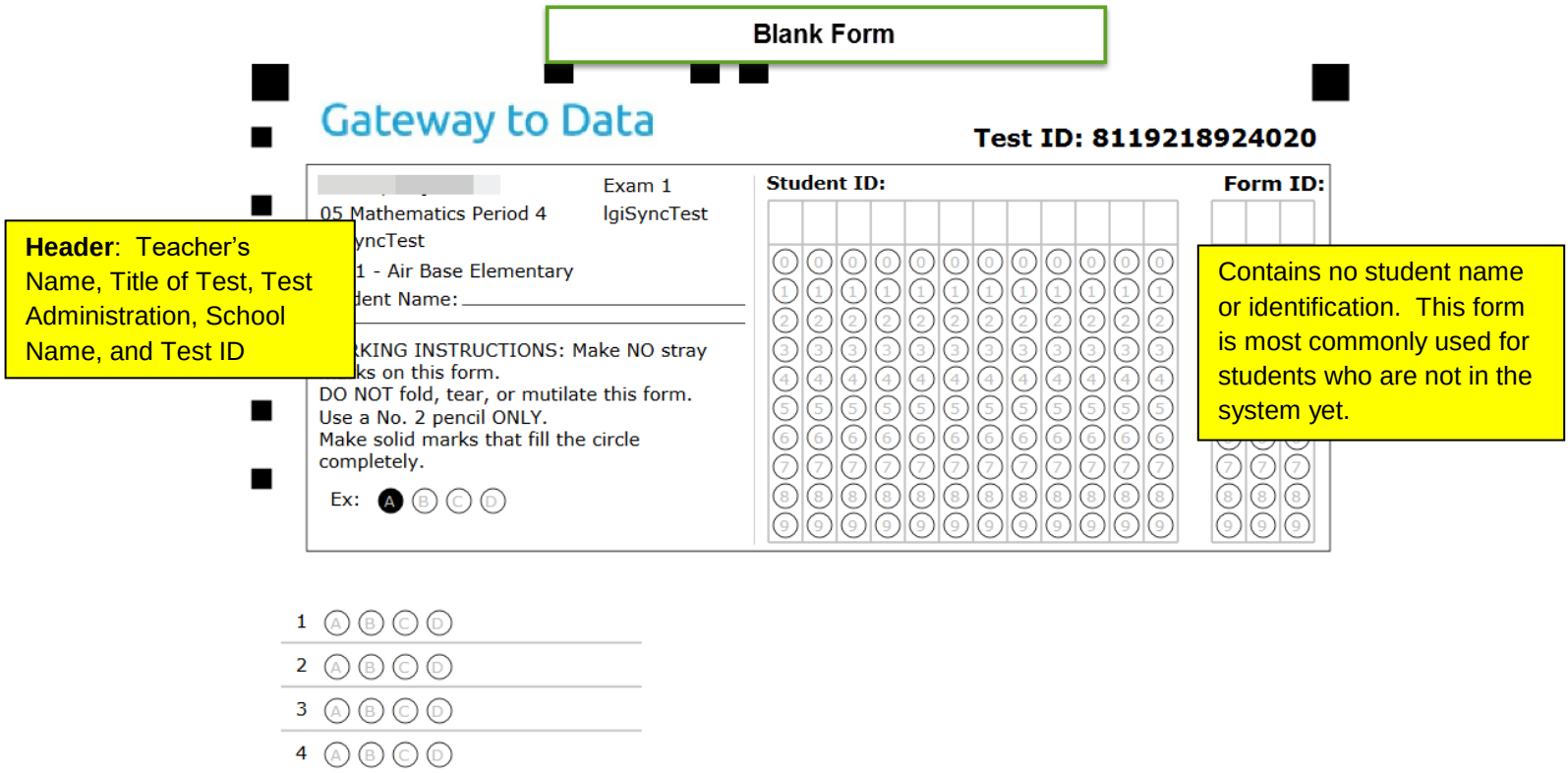
A Roster Form bubble sheet can be printed for each teacher who is scheduled for computer-based testing. This roster form contains the students' name and Test ID and can be an efficient way of providing the classroom teacher with the information needed to get started with computer-based testing.

The Test ID should be provided to each teacher along with the student ID number. The Test ID is needed to access the student testing portal.

Blank Form

The Blank Form should be retrieved by class or period and then additional copies should be made for each student. Students will need to write in and bubble their 7-digit M-DCPS student ID number. All seven digits must be bubbled on the blank answer form. If a student's ID number is 0023456, the leading zeros must be placed on the gridded area from left to right. A Form ID is not needed.

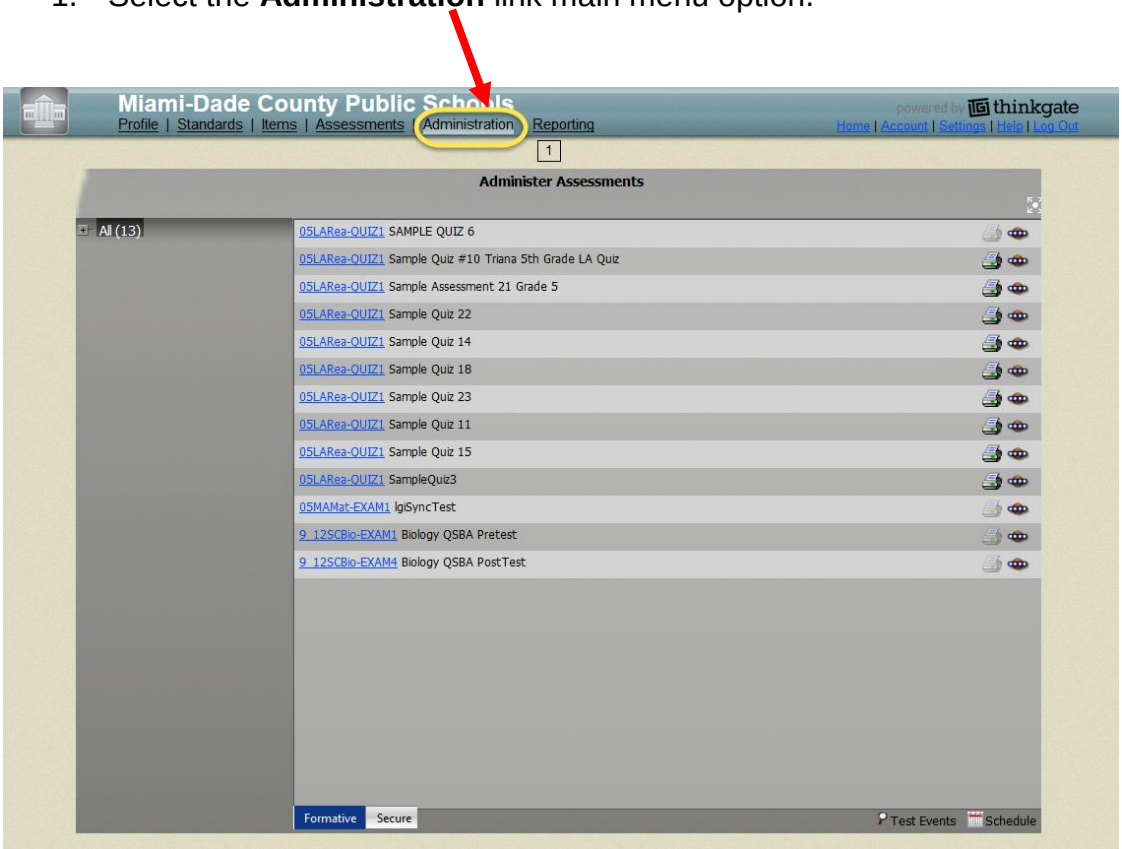
Please note that this form should not be used as a generic form. This form can be provided only if a student does not appear on the roster (s). Once the school roster(s) have been updated then this blank form can be scanned for scoring. It will find the student by teacher, school, and student ID.



Directions for Printing Bubble Sheets

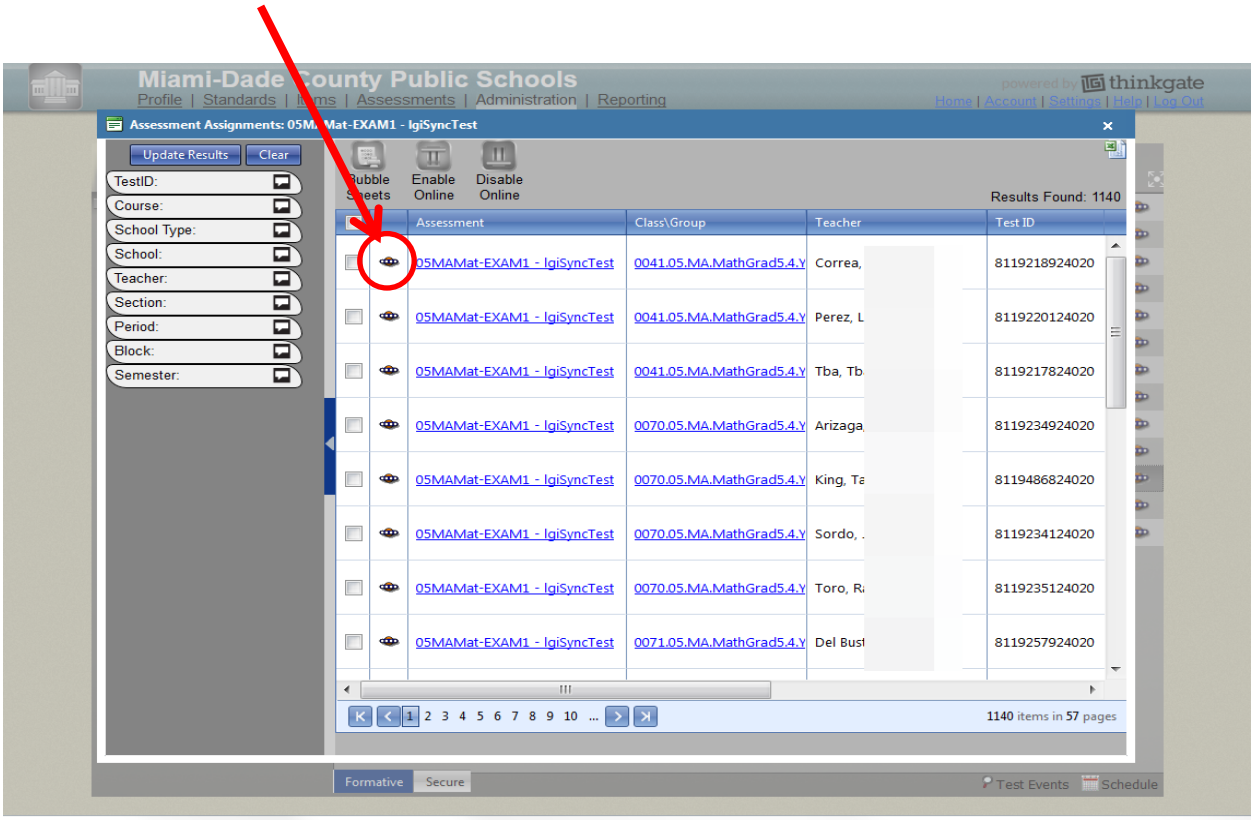
To print bubble sheets for an assessment, follow the directions below.

1. Select the **Administration** link main menu option.



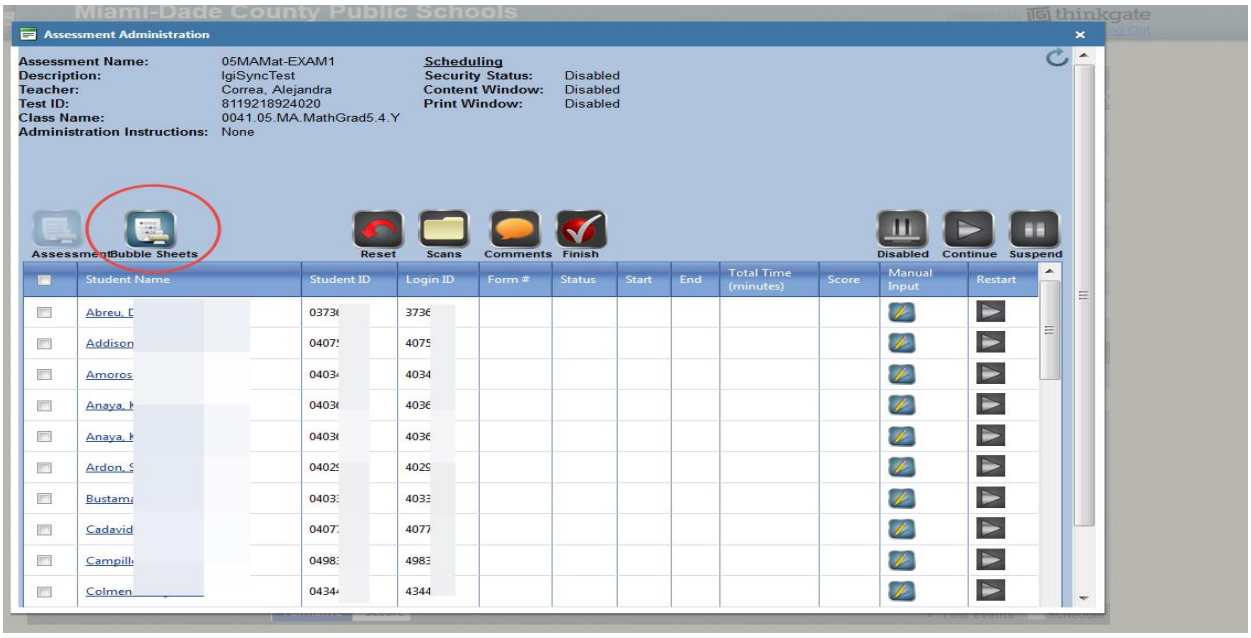
2. Click the **spaceship** icon on the left-hand side of the screen. Note the classes will appear that are linked to the assessment being administered.

Click on the spaceship icon next to the class or teacher name.



The class appears on the **Assessment Administration** screen.

Click the **Bubble Sheets** icon



Click on the **Bubble Sheets** icon and select either **Roster** or **Blank Form** to print the answer sheets.

To print a Student Form bubble sheet, select the student(s) by clicking the square next to their name. Then click on the Bubble Sheet icon and then select Student Form. An answer sheet prints for each student.

Note: When printing a bubble sheet, it **must be saved to your computer** and not printed directly from your web browser. When printing from the copy saved to your computer, be certain to set **Page Scaling** to **None**. When making copies of the bubble sheet on the copy machine, be certain to set the **copier scaling to 100%.**

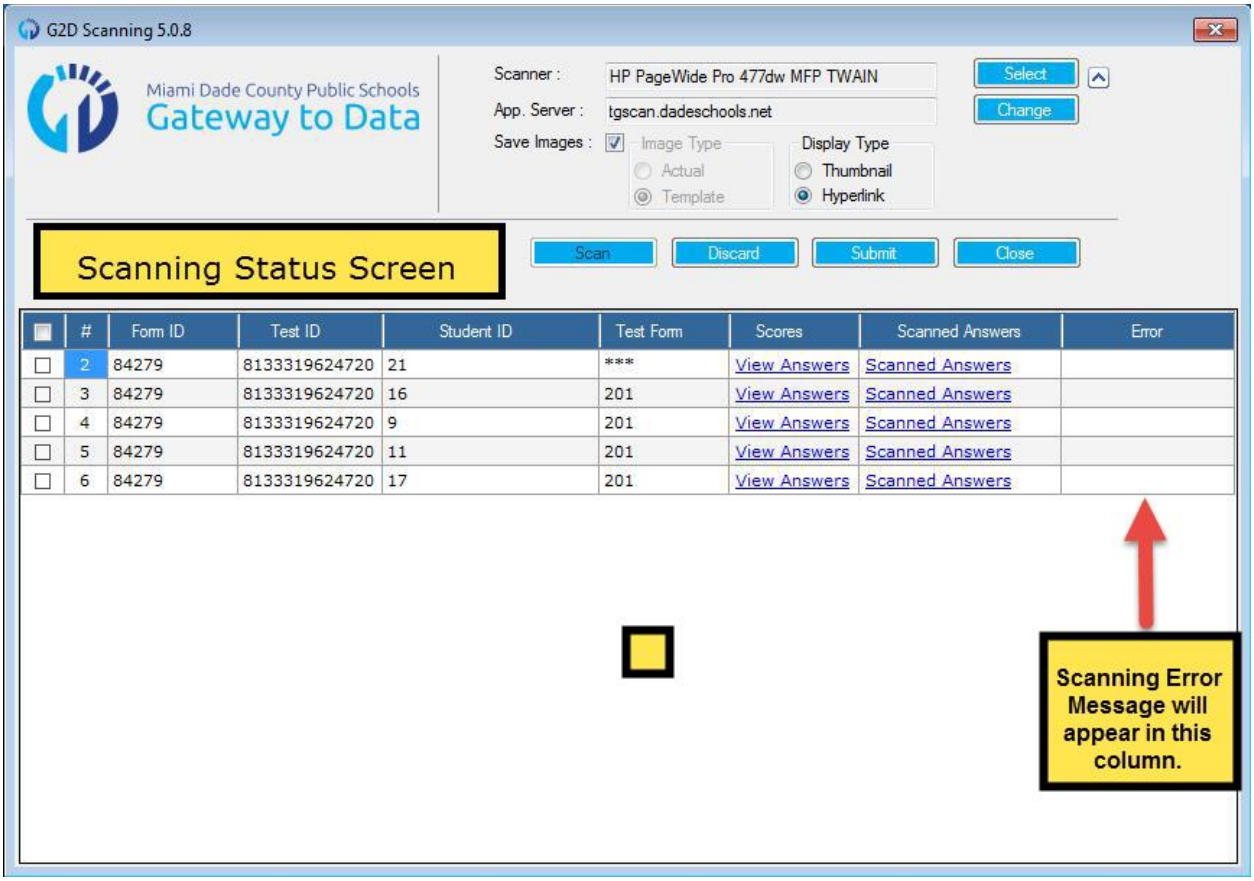
Scanning Gateway to Data (G2D) Answer Sheets

Scanning Software

Prior to scanning answer sheets the G2D 5.0.8 scanning software must be installed on the computer that will be utilized for scanning students' answer sheets. The microsystem technician should be consulted to assist with the installation process. The updated version of the software can be downloaded at http://oada.dadeschools.net/IAP/IAP.asp using the Installation Procedures and Instructions for Scanning and Scoring documents.

Scanning Answer Sheets

After tests, have been administered the school-site person(s) designated to operate Gateway to Data (G2D) should begin to scan the bubble sheets. After scanning a batch of bubble sheets, it is suggested that you view the "Scanning Status" screen (shown below 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. **All scanned bubble sheets should be stored in a secure location until the end of the administration window, and then discarded.**



Additional instructions for scanning and scoring is available about the G2D Scanning Software 5.0 8 on the Interim Assessment website located at http://oada.dadeschools.net/IAP/IAP.asp

NOTE: Reviewing the Distractor Analysis can assist the teacher and/or test chairperson in determining if the answers sheets are scanning properly. A reporting of excessive zeros or asterisks may signify that the answers were not detected in the scanning process. Reasons for such errors could be that answers were not bubbled dark enough, more than one answer was chosen, number 2 pencil not used, scaling is not appropriately set on scanner, scanning software was not updated, or answers were left blank.

Rescanning /Rescoring

The Office of Student Assessment and Educational Testing must be contacted if scores need to be reset due to errors. The Test Chairperson should compose an email to their school administrator stating the reason(s) for the resetting of a test score(s). The principal should then contact Felicia Mallory at FMallory@dadeschools.net or Denetra Collins at CollinsD@dadeschools.net with their request.

Preparing CBT Administration in Gateway to Data (G2D)

Computer Preparations

All computer workstations to be used for testing must meet the minimum specifications as indicated in the G2D Technical Consideration document located at http://oada.dadeschools.net/IAP/IAP.asp. Please check with your technology coordinator or computer technician to verify that your workstations meet noted specifications.

Browser for Student Testing

The Firefox browser should be installed and utilized during student testing. Specific guidelines need to be followed for installing the Firefox browser on student workstations. Please refer to the G2D Technical Consideration document for latest acceptable version as well as request assistance from your school's computer technician.

Disabling Browser's Pop-up Blockers

Prior to testing, the pop-up blocker feature should be disabled on each workstation to avoid any distractions to students while testing. Please consult with your designated school site computer technician for specific instructions on disabling pop-up blockers for the browser that is currently installed on your workstations.

Creating Shortcut to Gateway to Data (G2D) Student Testing Website

A shortcut is an icon that points to a program or data file. Shortcuts can be placed on the desktop or stored in other folders for easier access to a website. Creating a shortcut directly to the G2D student website eliminates students typing in the URL, which lessens errors with entry. Please contact the designated site computer technician to assist in creating this shortcut icon on all student work stations.

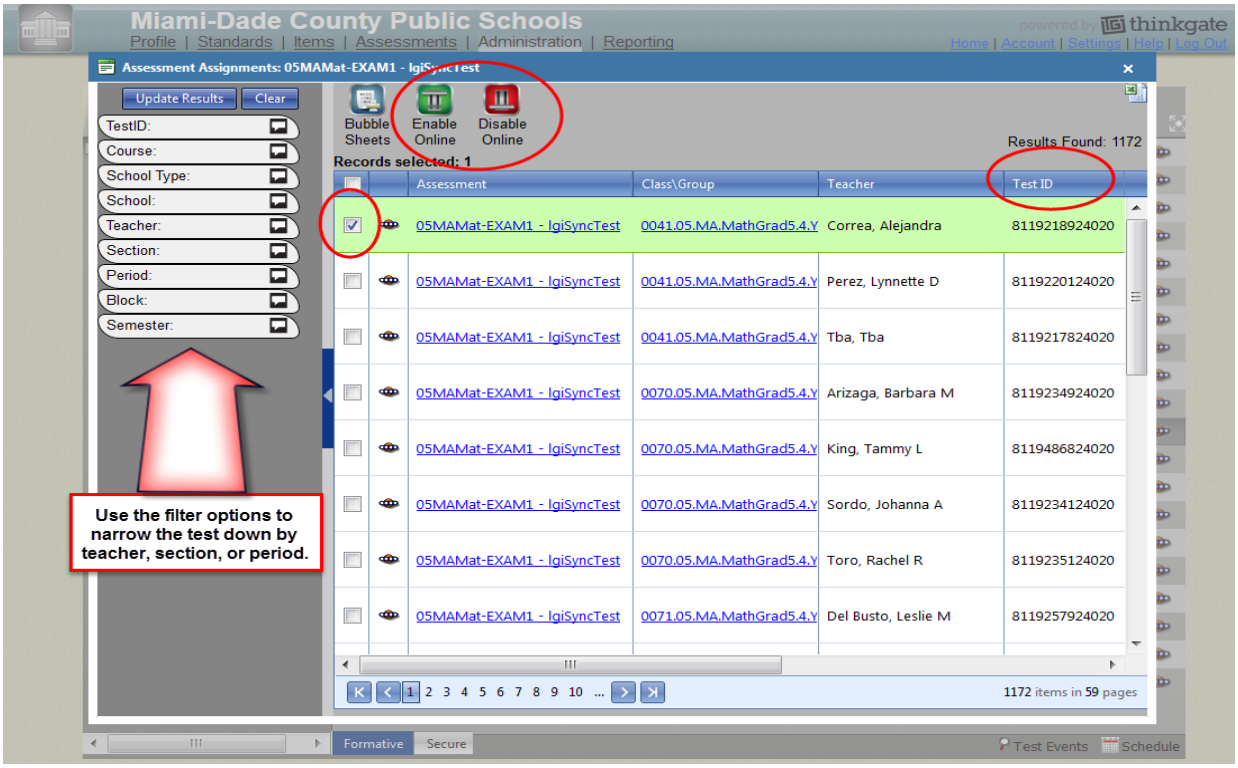
Lockdown Browser feature

During any computer-based testing session the browser automatically locks down the testing environment as a means of an added level of security. Students are locked into the online test being administered, which prevents them from accessing other applications during testing. Students will not be able to open a new browser, view notes, open email, or send instant messages during testing.

During testing if a student attempts to open any other application, a new tab, or window they will immediately be locked out of all windows. A message will display that tells them they are locked out and will need an administrator to unlock their screen. The test administrator would need to access the Assessment Administration window to resume the student. To resume a student's session after locking, the Test Administrator should select the student's name and click the "Suspend" icon. Then select the student's name again and click the "Continue" icon. The test status should change to "In Process".

Preparing for Online Testing

Access the **Administration** link from the tool menu at the top, and then navigate to the District's Assessments tile.

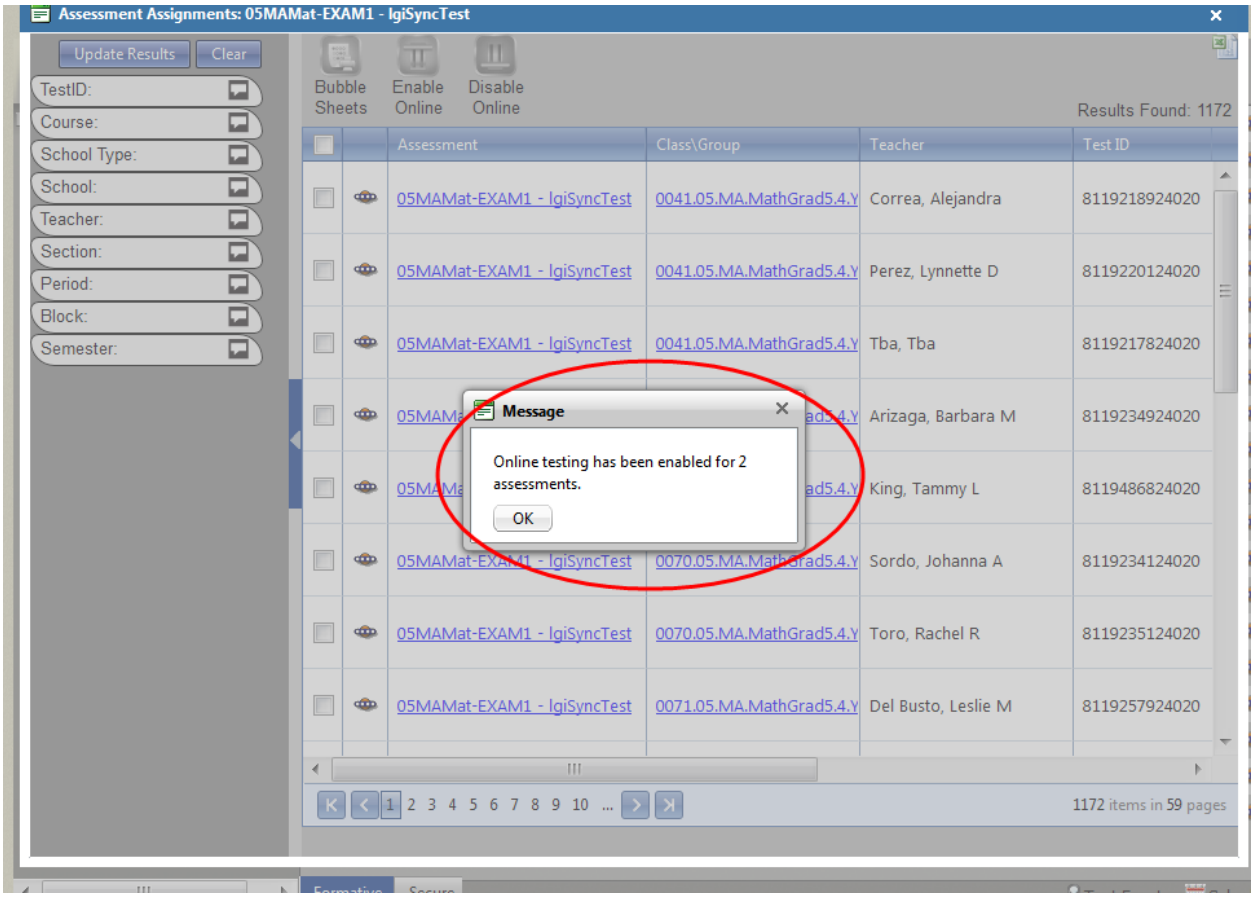


Click the square radio button next to the teacher(s) name(s) that will be scheduled to take the online assessment selected.

Notice that the **Enable Online** or **Disabled Online** icons become active by turning green and red. For the selected teacher(s) to administer an online assessment the **Enable** icon must be selected and activated.

The "**Enabled"** button turns green. The **"Enabled**" feature must be activated for all classes for students to sign into the Gateway to Data (G2D) testing platform.

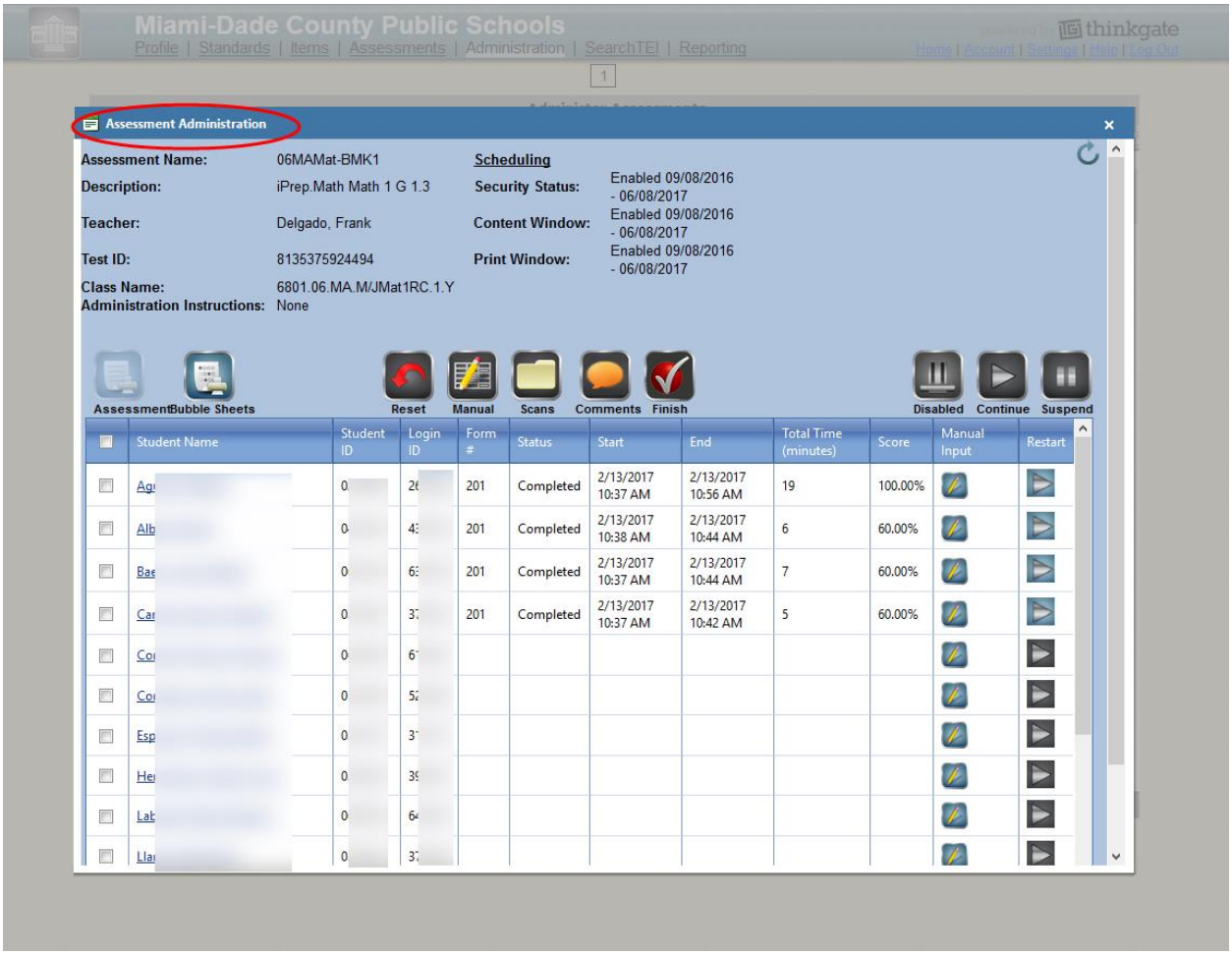
A Message will appear (Online testing has been **Enabled**) for the selected assessments. This process must be done for all teachers prior to administering any online assessment.



If students are taking the test over two days, then the **Disabled icon** should be activated. This process inhibits the students from accessing the assessment at home. G2D is a web-based application and students can access the assessment from home if they have a Test ID. The Test ID is a 12 or 13-digit number that enables the student to access the test.

Click the **Administration** icon next to the name of the teacher (s) that appears under the name of the test that is to be selected for online delivery.

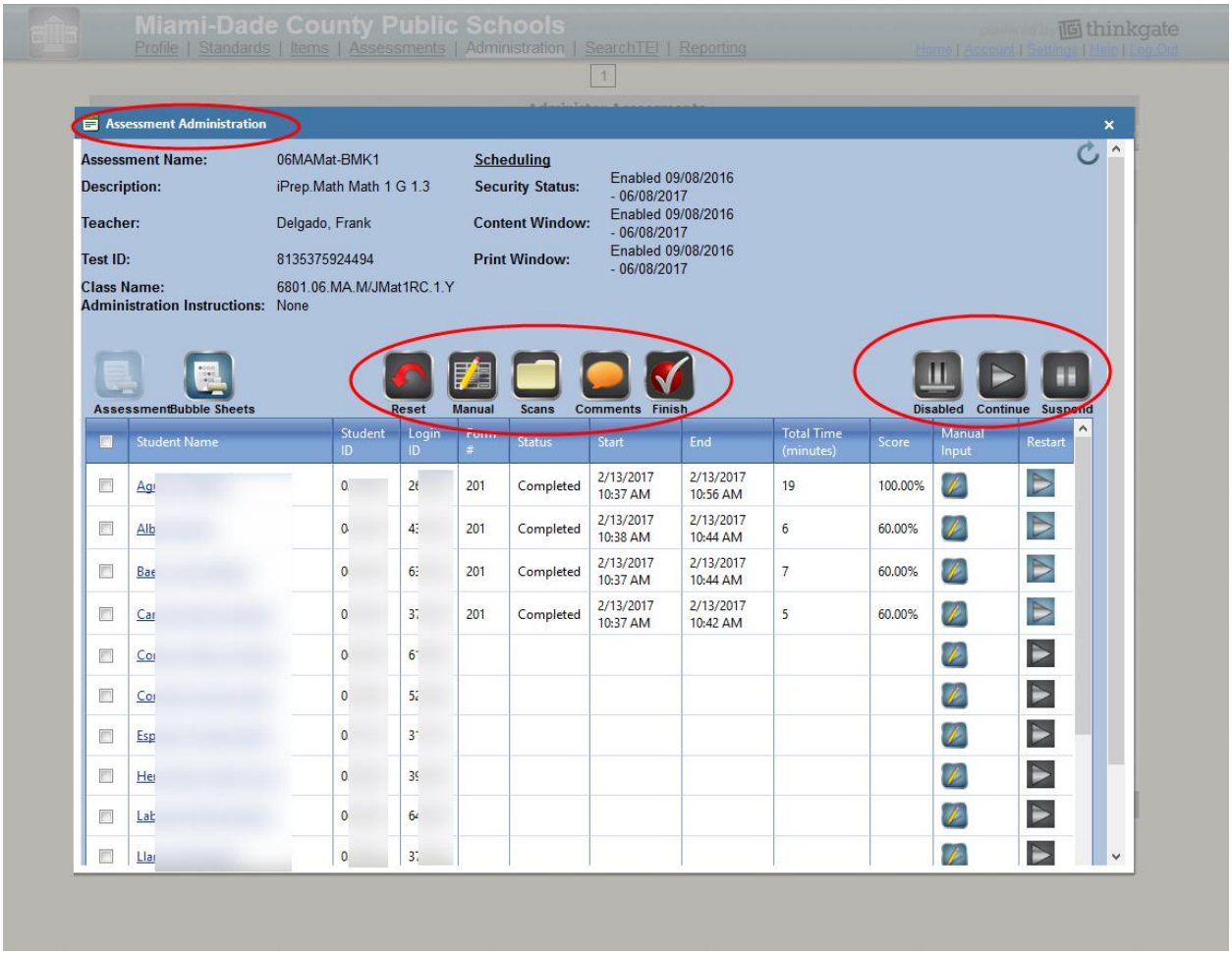
The **Assessment Administration** screen appears. This screen allows you to monitor students while they are testing online. This screen displays a score once the student has submitted the assessment for scoring.



Enabling and Disabling an Online Test

The Enabling and Disabling feature can be controlled from the Assessment Administration screen using the Disabled icon.

The **Disabled Online** icon should only be selected if you have enabled classes to test and due to unforeseen circumstances, such as a fire drill, lunch, or two-day testing period. If, a two-day testing administration is decided then it would be appropriate to disable the class(es) to eliminate students going home and signing into the G2D testing platform website to complete testing.



Monitoring Students Status Online

The **Assessment Administration** screen interface allows you to monitor students while they are online testing. The assessment name, teacher name test description, and test ID appears on the screen.

The **Assessment** icon enables you to print the actual test and answer key.

The **Bubble Sheets** icon allows you to print bubble sheets in Roster or Blank form for the group of students appearing on the screen only.

The **Rese**t icon can only be used by a District Administrator. This feature erases the entire test score once a student has submitted the test for scoring. A test administrator would need to call the Student Assessment office and provide details as to the cause of why a student or a group of students would need to be reset.

The **Scans** icon displays a warning if there are any errors in scanning process.

The **Finish** icon allows a teacher or test administrator to submit a test for scoring. If a student completes the test, but closes the browser without submitting the test for scoring, then this feature can be used.

The **Enabled/Disabled** icon allows you to continue and discontinue testing for a student or all of the students. Click the radio button next to the Student Name to disable the entire group of students. To disable one student or several students, click the radio button next to their name and then click the **Disabled** icon. To **Enable** students back to testing status, select the students and click the **Disabled** button (red) and it turns to **Enabled** (green)

The **Continue** icon allows you to click the radio button of any student(s) that were abruptly signed out of the system during testing or who accidently signed out by clicking the X on the right-hand side of the student testing screen. Students are unable to be continued in a testing session if they submit their test for scoring. A final score will appear on the Assessment Administration screen.

The **Suspend** icon enables you to disable specific students or the entire class. (due to illness, lunch break, or two-day testing administration)

The Status column should be carefully monitored to ensure that students have **Completed** the entire testing session. A blank status indicates that the student has never signed in to the testing session. An **In Process** status denotes that the student is currently online testing or has clicked out of the assessment without submitting their answers for scoring. If the latter is the case, click the square radio button and click the Continue icon to restart the student. The student can sign in and complete the testing session.

During testing a starting and ending time is recorded resulting in total time tested. Also, once students submit their test from the student administration screen in G2D a final test score appears.

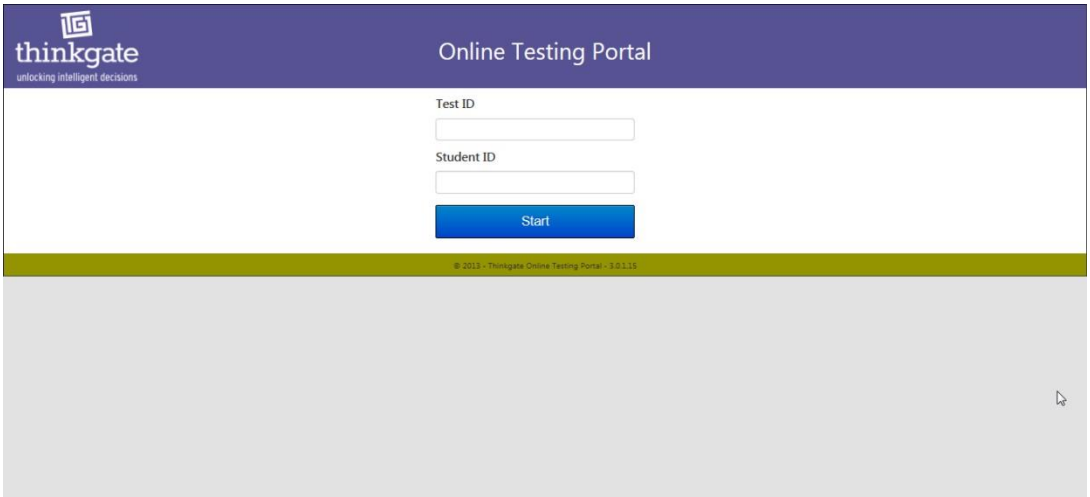
The **Assessment Administration** screen must be refreshed periodically to capture students live scores during testing.

The **Manual Input** feature enables a teacher to enter scores for constructed responses. All other test responses are unable to be modified or deleted.

The **Restart** column allows a teacher or administrator to reopen the assessment once a student has been locked out. Usually, a student is locked out when the browser window is minimized or if attempts are made to access the web or other applications while in testing mode.

Students Sign-in Process to Gateway to Data (G2D) Testing Platform

Students should be directed to sign on to https://tga.dadeschools.net/flmiamidade. A Test ID and Student ID is needed to access the site. Students should have both credentials prior to testing.



Computer-Based Testing Administration Script for Teachers

Today you will be taking the Interim Assessment test on the computer. To access the test you will need a **Test ID** and **Student ID**.

[*If students need a calculator, reference sheet, or scrap paper please provide the materials now. These tools or reference sheets are not available in the Gateway to Data (G2D) platform*]

Direct student to type in the URL https://tga.dadeschools.net/flmiamidade **in the address bar**:

Click on the **Mozilla Firefox** icon on your desktop.

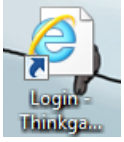
[Write the URL on board on the board in the front of the room.]

[Direct students to typing in the URL into their address bar.]

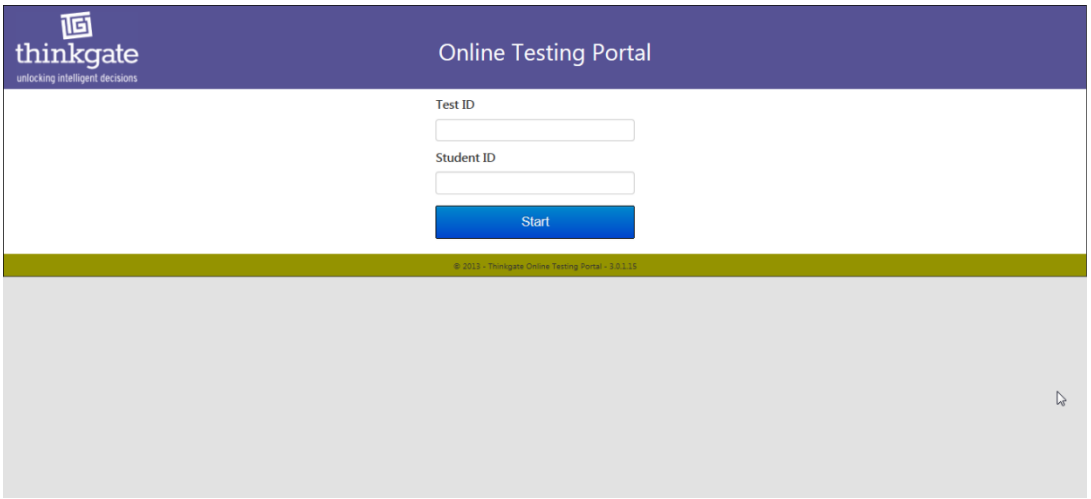
On the toolbar at the top of the screen, type the Internet web address that I have written on the board.

or

[If a shortcut has been created direct students to click on the icon on the desktop named Login Thinkgate or the name of the icon on their desktop.]



[*Once students have navigated to the student login page for G2D their screen should resemble the one below*.]



The screen should be titled **Online Testing Portal** and in the left corner of the screen you should see a logo with the name **Thinkgate.**

Raise your hand if you are not on the page described or if you are having difficulty. [*Walk around to ensure that students are on the correct page*]

[*Provide students with their M-DCPS 7-digit student identification number and their Test ID]*

To start you will need your 7-digit MDCPS student identification number and the Test Identification number that was provided to you.

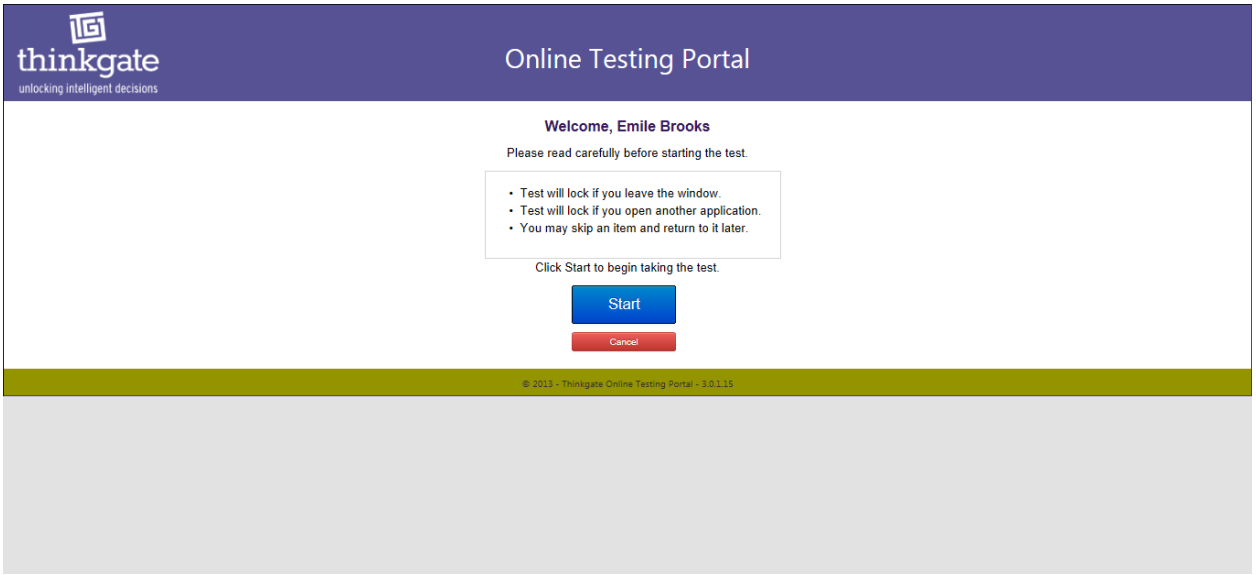
Carefully type in the Test Identification number under the box titled, **Test ID**. [*The number you obtained from the Assessment Assignment page or printed from the bubble sheets for each teacher and class or if you retrieved it from the answer sheet*]

Next click your mouse in the box titled, Student ID. Type in your 7-digit **Student ID**. [*This is M-DCPS 7-digit student identification number*]

Click the **Start** button.

[The welcome screen should appear]

The testing screen should now say **Welcome** and your name should appear.



Please read silently as I read aloud:

Please read carefully before starting the test.

The test will lock if you leave the window and try to access the Internet at any time during the test.

The test will lock if you try to open another software program while you are taking the test. [*Stress to students that they are not to access any other program on the computer*.]

If you don't know an answer you can skip the question and return to it later by flagging the item. To flag an item simply click on the number of the item and the number icon should turn red.

Click **Start** to begin taking the test.

[*Read the following directions to the students*.]

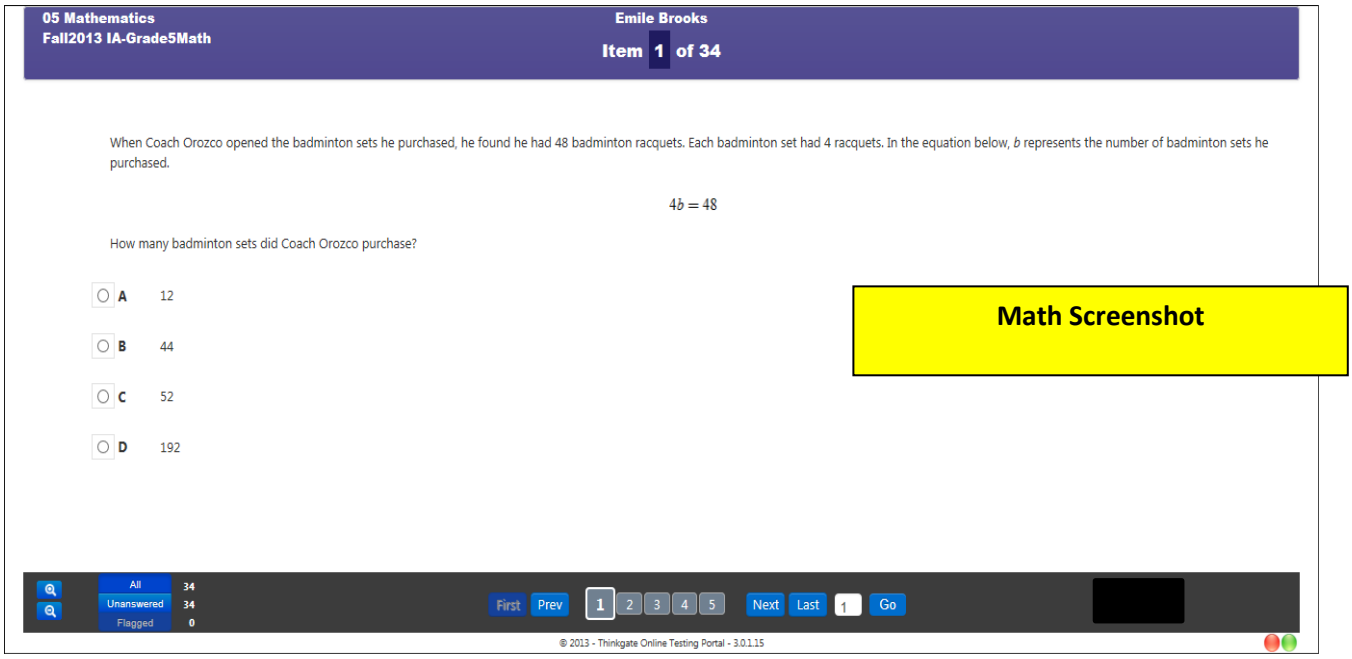
Read each item and then with your mouse select the best answer response or choice by clicking in the circle of the answer. If you decide to change an answer simply click in the circle that you want to select and it will automatically deselect (or unselect) the previous answer choice.

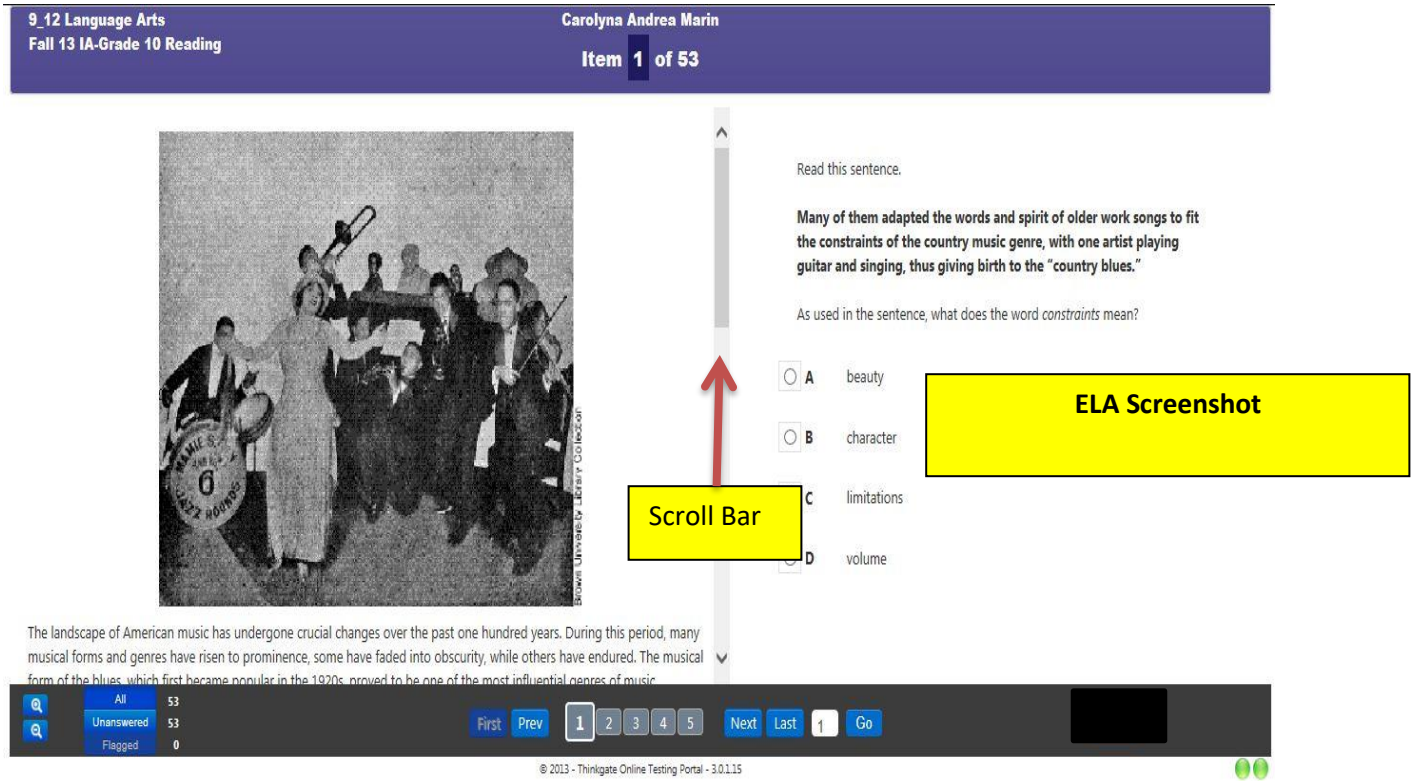
Click **Continue**.

Look at the blue heading bar at the top of the screen. In the left corner it should have your correct grade level and name of the test.

In the middle of the bar your first and last name should appear.

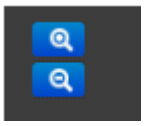
Number 1 should be highlighted. This indicates that you are on question 1.



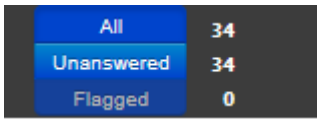


[If you are administering the reading assessment direct student to the scroll bar in the middle of the screen. In order to navigate through the story they would need to move the scroll bar down to advance or up to reread a section].

Look at the black navigational bar at bottom of the screen.



On the bottom left hand side you see two magnifying glasses. These are for **Zooming In** and **Zooming Out** to enlarge the screen.



Move over to the status area, which shows **All**, **Unanswered**, and **Flagged**. The **All** shows the total number of questions. The **Unanswered** shows the number of questions you have left or that you have not answered. The **Flagged** items show the number of items that you **Flagged** to return to because either you wasn't sure of the answer or you wanted to review it again before answering it. Click on the number of the item, once the number turns red, the item becomes flagged.

The navigational bar at the bottom of the screen allows you to move between screens. The numbers indicate the number of the item. You can click the numbers to move to the next item or to move back to an item.

Also, you can use the **First**, **Prev**, **Next**, **Last**, and **Go** to navigate through the screens.

The **First** button takes you back to the first item in the test.

The **Prev** button takes you back to the item that you did previously.

The **Next** button allows you to move to the next item.

The Last button allows you to move to the last item in the test.

The white box at the bottom with the number 1 in it allows you type in the number of the test question and then click **Go**. This will take you directly to that test question.

The **Finish** button appears on the last item of the test and should ***only*** be selected once all questions have been answered. This submits all answers for scoring.
.

During the test if you need to use the restroom, please raise your hand and I will come to you. Please do not get out of your seat during the testing session.

When you have completed the last question of the testing session, go back and review your answers, then click the "**Finish**" test button.

If you decide that you want to review your answers, click the "**Back**" button or jump to specific questions by using the "**Previous"** button, click the item numbers shown, or by typing the item number in the box and selecting "**Go"**.

Now you can begin the test. If you need help, please raise your hand and I will come to you.

***Note to Test Administrator**:*

You should see two green lights *at the lower right hand of the computer screen. This means the program and internet are working correctly. If they turn red, you should "suspend" testing until the system is restored.*

If a student needs to use the restroom, or to provide a break, either turn off the computer monitor and turn it back on when they return, or if the session is being monitored, you may "Suspend" the student's session and "Continue" when they return.

If a student becomes ill, or the test is to be administered over two days, suspend the session and resume it the next day.

When a session is resumed, the student will begin using the same Test ID and his/her student ID number.

Monitoring Students Test Status

Teachers or Test Administrators can monitor their classes through the **Assessment Administration** screen to determine if they have completed the assessment being administered. Follow the steps below for monitoring students.

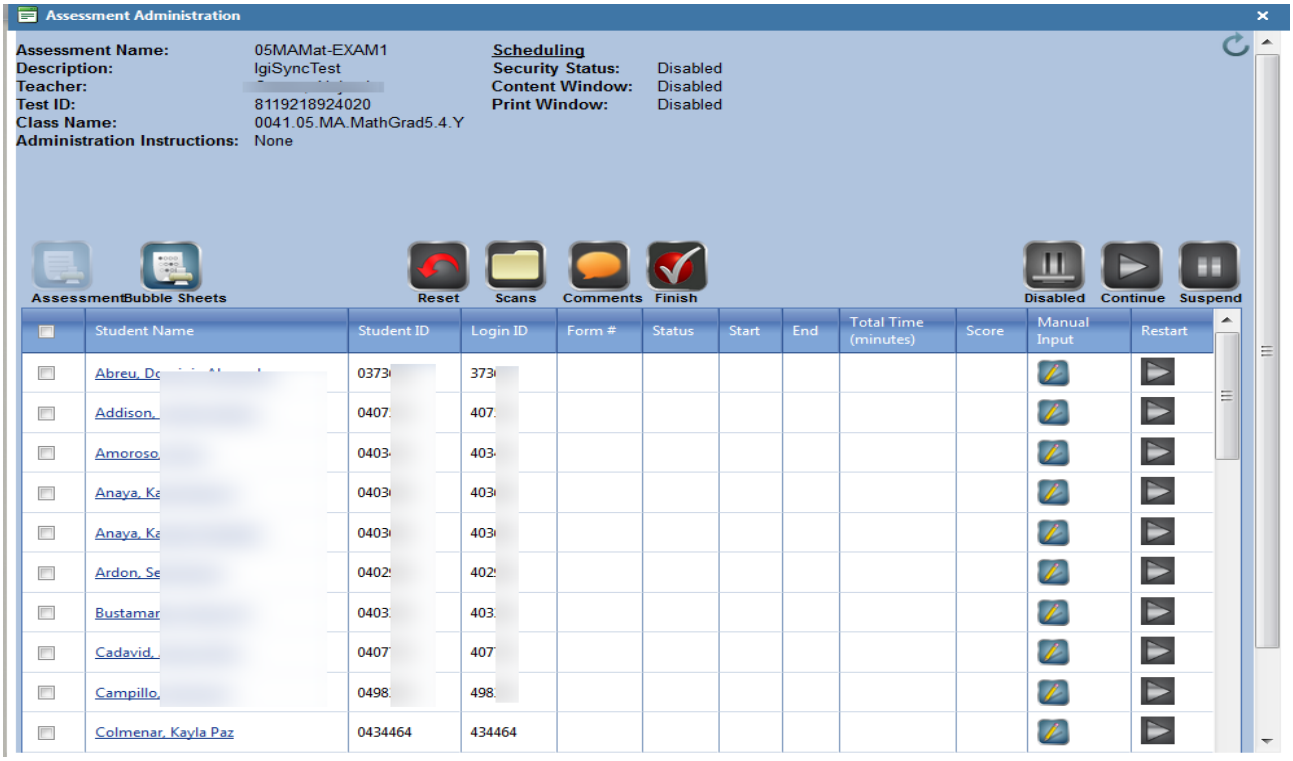
- Login onto Gateway to Data (G2D) with your username (employee ID) and password.
- Click the **Assessment** link located on the top left side of the screen.
- Locate the **District Assessments** tile and scroll to the test that students are currently taking.
- Click the **Administration** Icon (spaceship looking graphic) under the name of the test.

This takes you to the **Assessment Assignments** screen.

Administration Icon

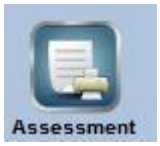
(spaceship looking icon)

- Click on the **Administration** icon for the class you want to monitor.
- The **Assessment Administration** screen appears.



- While students are taking the test the status column shows **In Process.**
- Once the students submit the assessment for scoring the **Status** column updates as **Completed** and a score is recorded.

There are additional icons on the **Assessment Administration** screen



Assessment – allows you to print the assessment (*this icon has been disabled by the district)*

Bubble Sheets – allows you to print bubble sheets

Disabled/Enabled – To begin testing the **Enabled** button must be activated. The icon toggles from Disabled (grayed out-red) to Enabled (green).
In the Scheduling area on the Assessment Administration window the Security and Content areas should display Enabled. The Print Window may or may not display as Enabled, but the students should be able to test.

Continue – Click the box next to the students' name if you have suspended the test due the student becoming ill or the student logged out in error by clicking the X in the right-hand corner of the screen. Note if the student clicks **Finish**, the test is submitted and scored.

Suspend – Click the box next to the students' name if the students have not finished the test or if the test will be administered over 2 days.
(*Suspending the test disables the student from going home and logging in to take the test*)

Refresh icon should be used to refresh the screen while monitoring students activity while online. This allows you to see student scores in real time.

Interpreting Test Results for Instructional Purposes

The Mid-year assessments 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 mid-year 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.

Interpreting Performance Levels in Gateway to Data (G2D)

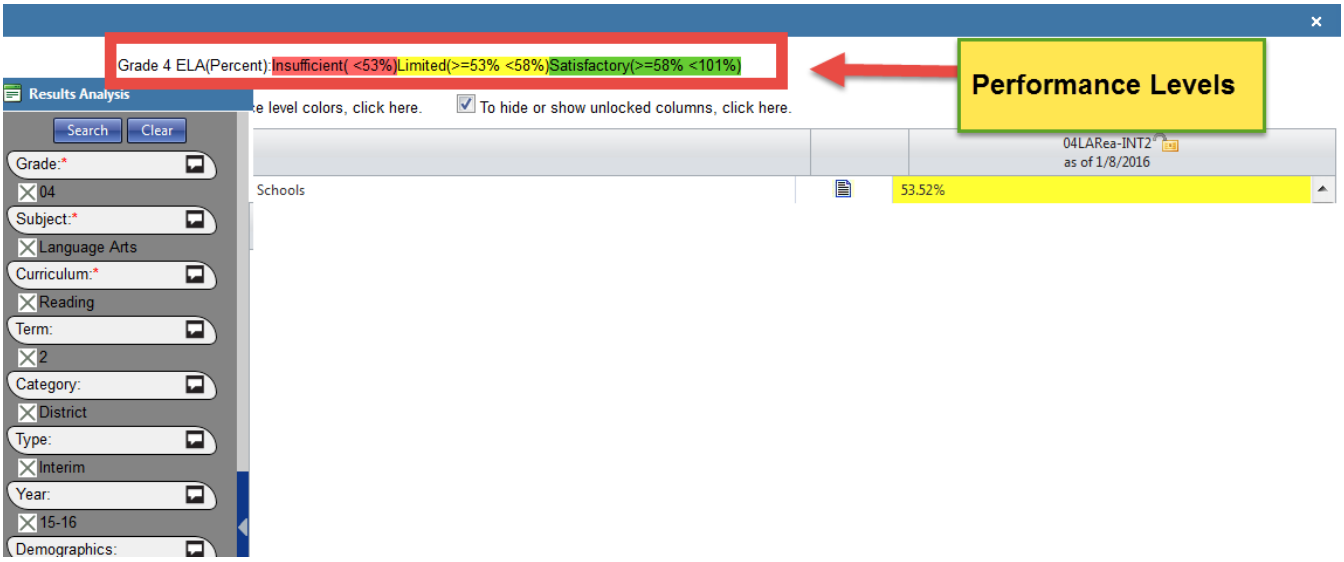
G2D's score reports contain three performance levels for analyzing mid-year data for English Language Arts, Mathematics, Science, and Social Studies. These performance levels are defined as satisfactory, limited, and insufficient progress. The chart below defines the criteria for each level.

Performance Level	Description
Satisfactory Progress	This student demonstrated a **satisfactory level** of achievement on the content focus of the Next Generation Sunshine State Standards or 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 Next Generation Sunshine State Standards or Florida Standards 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 Next Generation Sunshine State Standards or 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: The default of 70% mastery is utilized, if performance levels are not available.

Retrieving Performance Levels in Gateway to Data (G2D)

The performance levels are different for each assessment and grade level. To access Performance Levels for each of the Interim Assessments click on the Reporting link at the top of the toolbar in G2D, then click on the expanded icon (4-way arrow) on the Assessment Results tile. The Results Analysis screen appears, filter for the assessment by grade, subject, curriculum, term, category (district), type (interim), and year (current school year). See screenshot below.

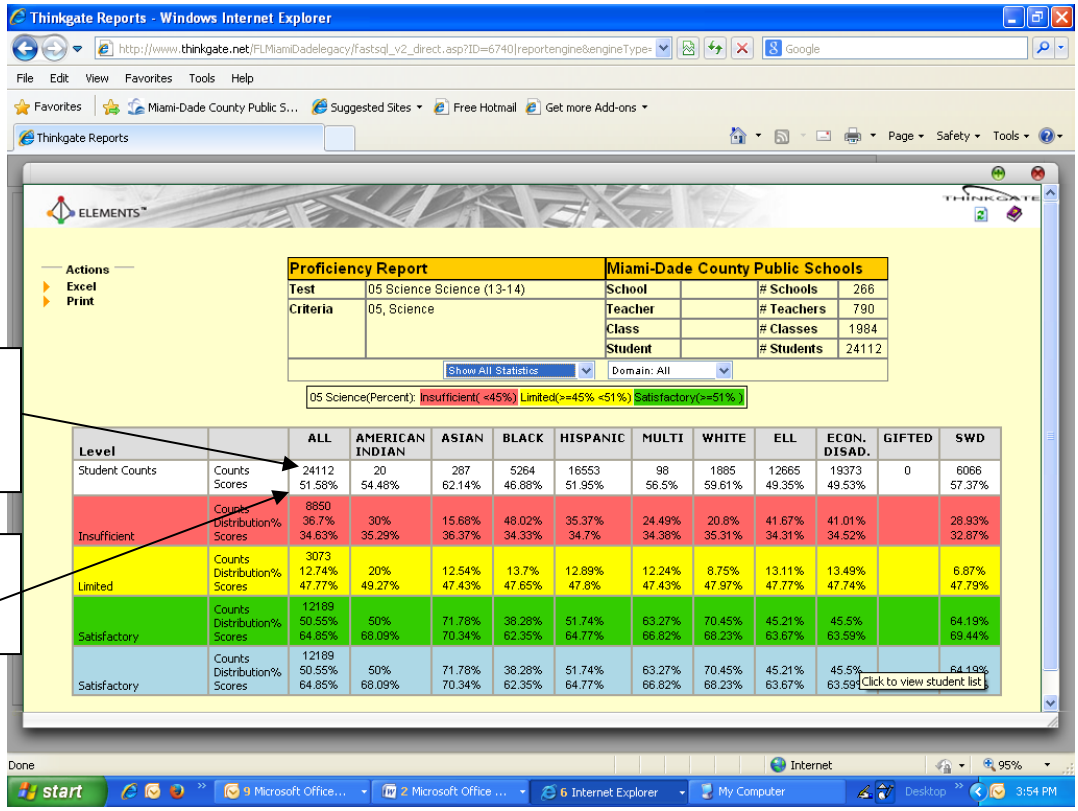


Retrieving Gateway to Data (G2D) Reports

Gateway to Data (G2D) has a wealth of reports and while all are useful for analyzing data, some might be more helpful for making well-formed instructional decisions. For the Interim Assessment tests, specific reports that are of valuable for principal and teachers are highlighted below.

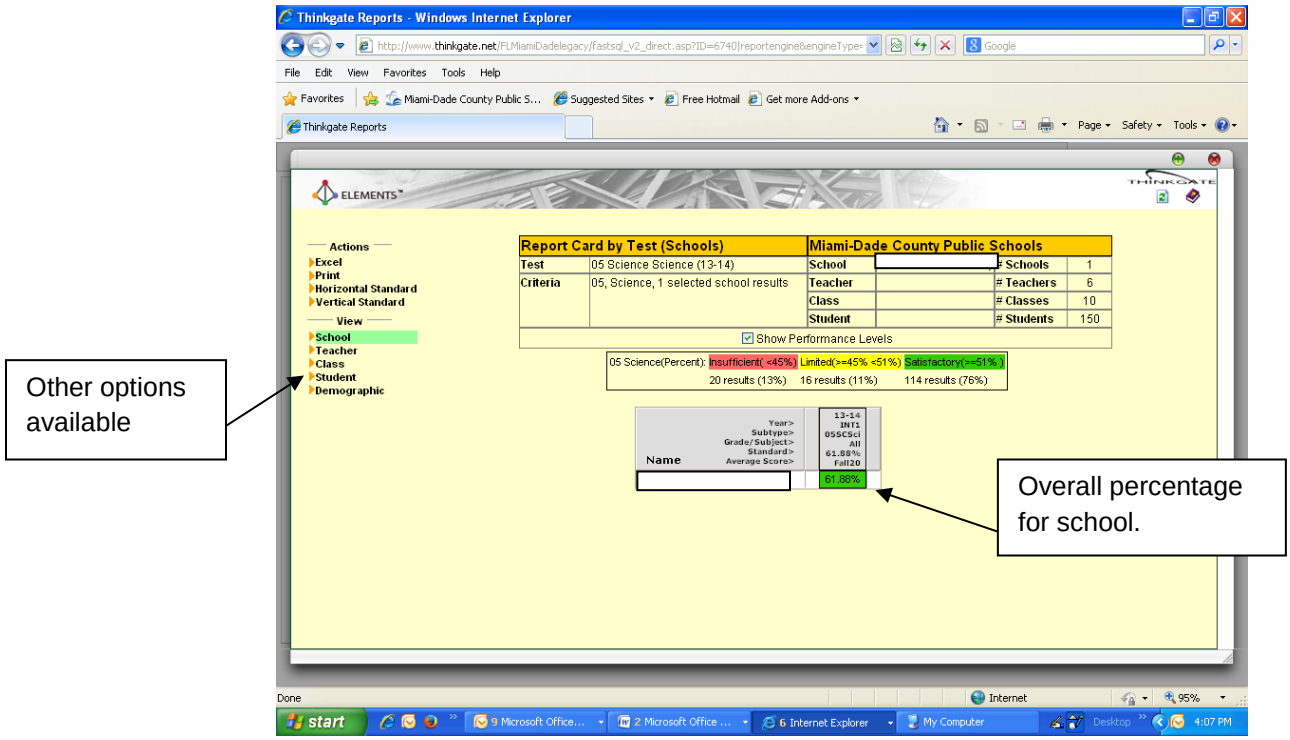
Reports for the Principal

- **Proficiency Report** – provides the number and percentage of students in each performance levels by all students and subgroups.



Count- total number of students tested in each level
Scores – represent the average score of the students tested
Distribution –indicates the percentage of the spread of scores from the mean or average

- **Report Card by Tests** (available through the Paper icon and Report Engine) - provides the overall percentage scores for each assessment and teacher in the scope of the criteria selected. Other options for Report Card by Test include: School, Teacher, Class, Student, and Demographic.



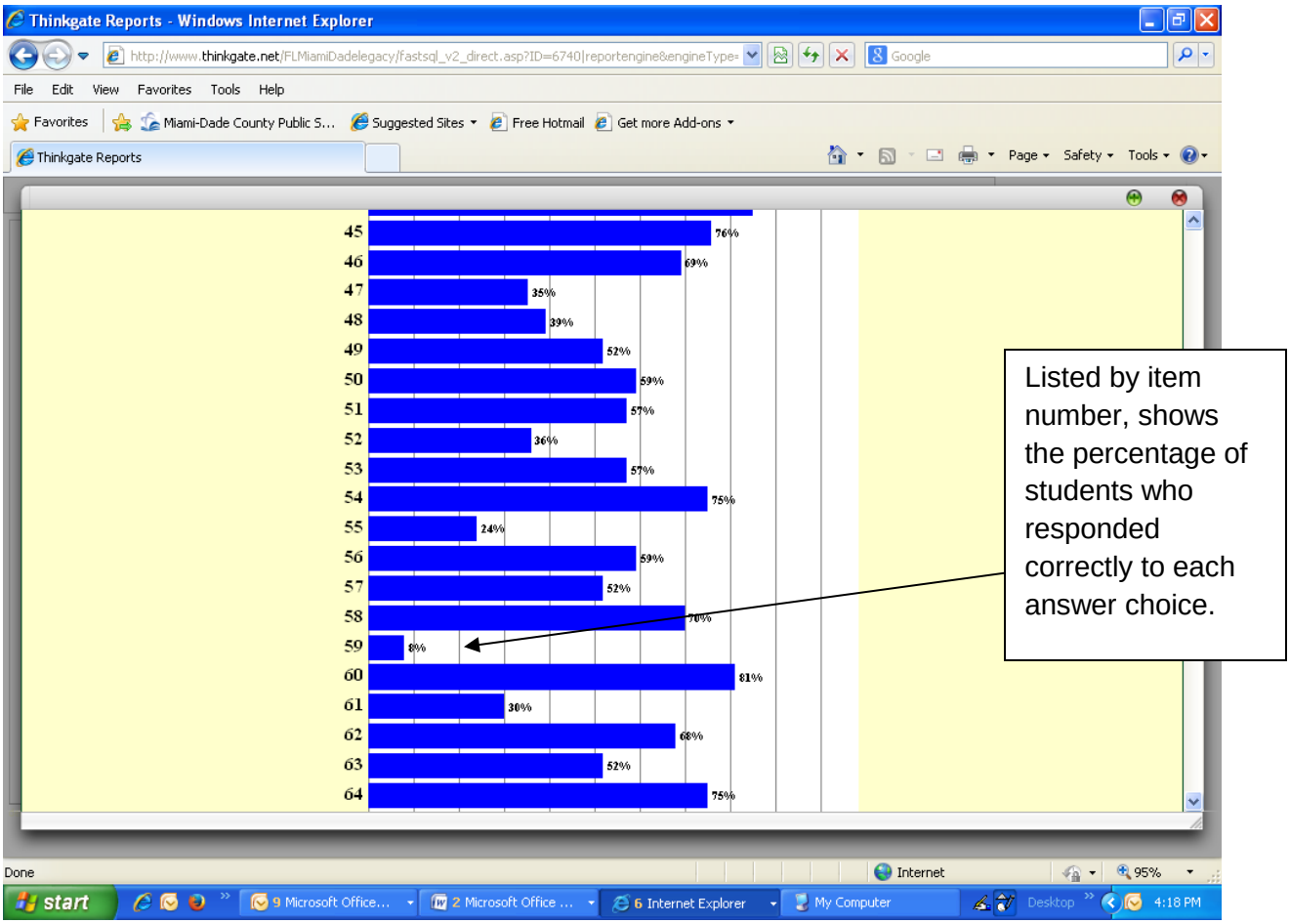
Reports for the Teacher

- **Proficiency Report** – provides the percentage proficient. It displays both proficiency rates and/or average scores.

- **Report Card by Standards** – provides the overall percentage scores for each standard and student in the scope of the criteria selected. Other options for Report Card by Standards include: Students, School, Teacher, Class, and Demographic.

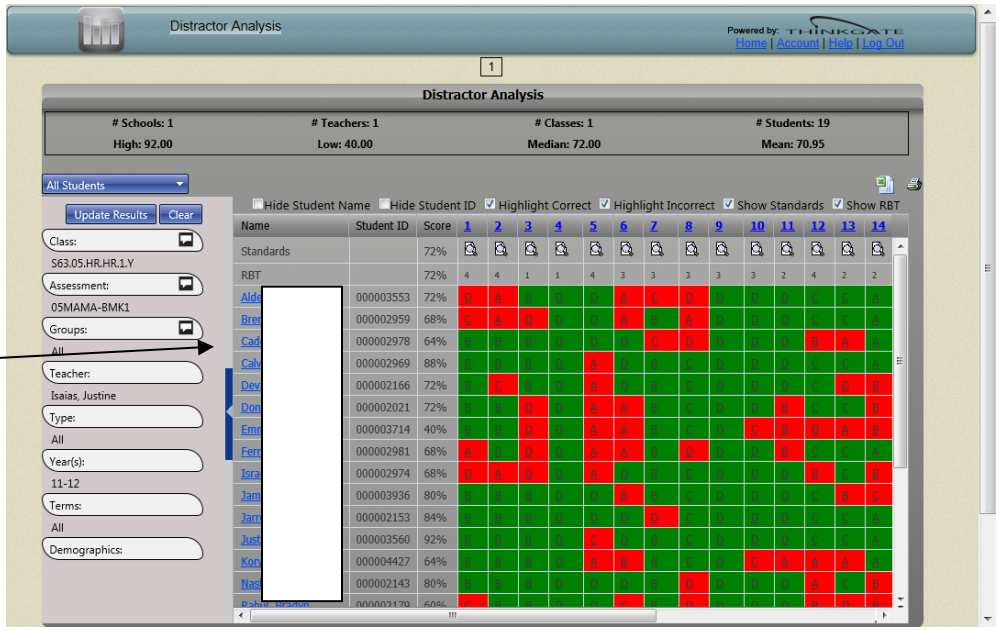
- **Item Analysis** – shows how a student, class, teacher, school, and district performed on each item on the assessment. This report can be the starting point to debriefing in the class.

- **Standard Analysis** – shows each standard on the assessment and the percentage of correct responses to items associated to those standards. It allows teachers and administrators to identify which concepts students are struggling with.



- **Distractor Analysis** – This report is available for the teacher and administrator through the Report Engine. It shows how every student in the scope of the criteria responded to every item on the assessment and whether or not their response was correct. A gray square displayed would indicate that the student skipped that question. This report is particularly helpful in determining which students need remediation in a particular area. It will also alert you to common misconceptions the class may have, useful for debriefing purposes.

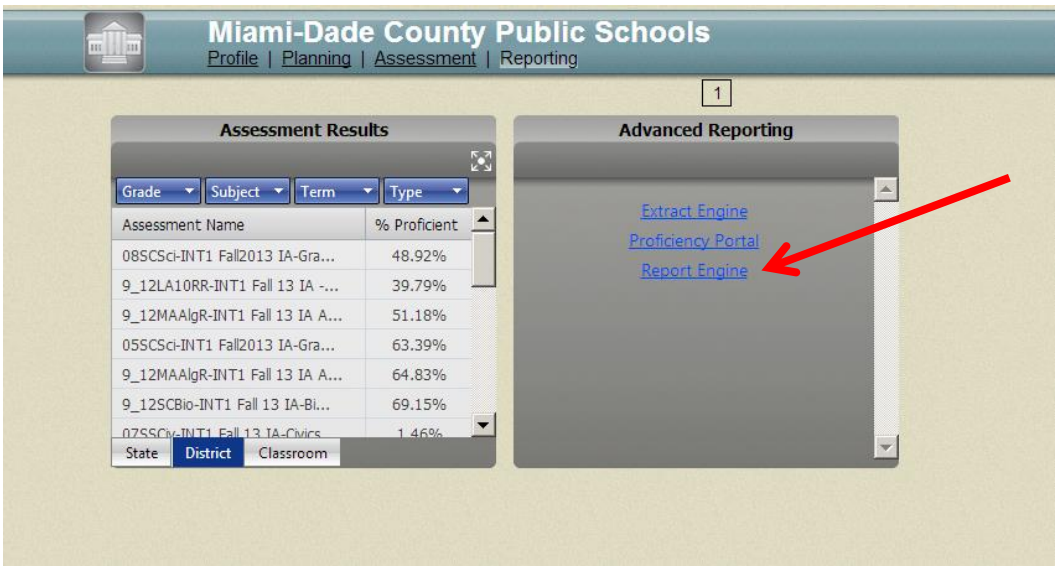
Class with a line by line item response by correct and incorrect answer, and most common incorrect response.



Using the Report Engine in G2D

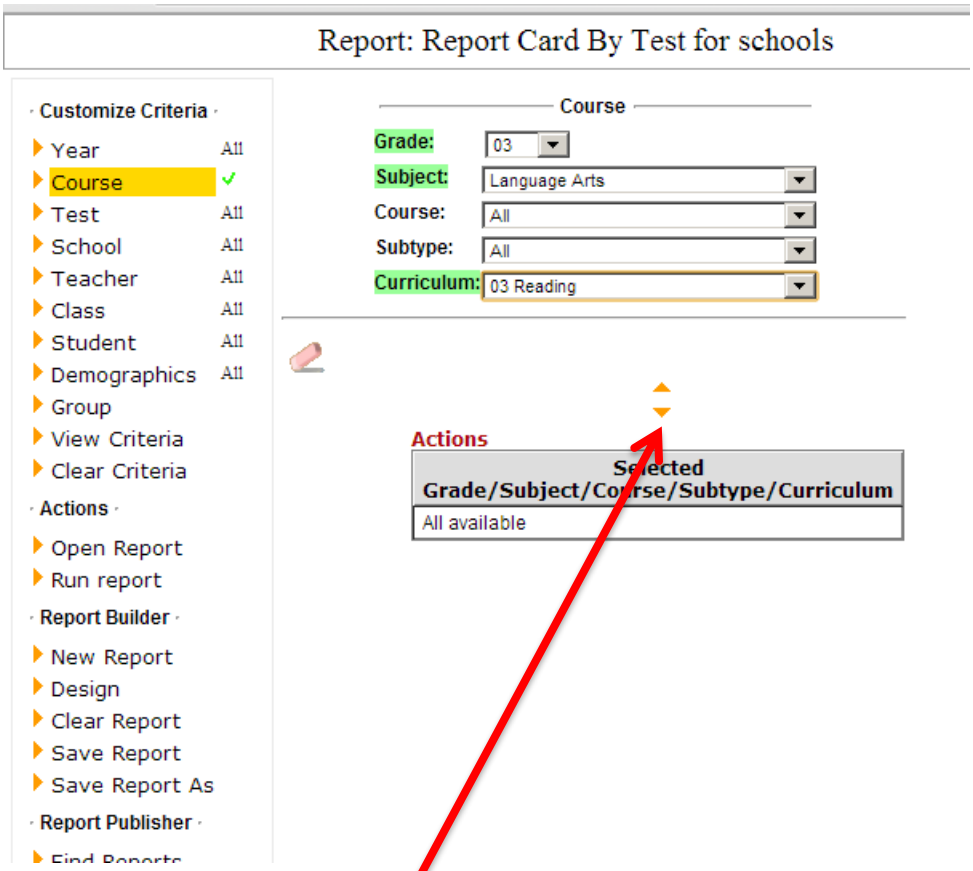
The Report Engine is located on the Advanced Reporting tile under the Reporting link. This method of obtaining reports allows you to run and view results for multiple grades and subject simultaneously. A step-by-step is below for retrieving a Standards Analysis Report.

Click the Report Engine link from the Advanced Reporting Tile

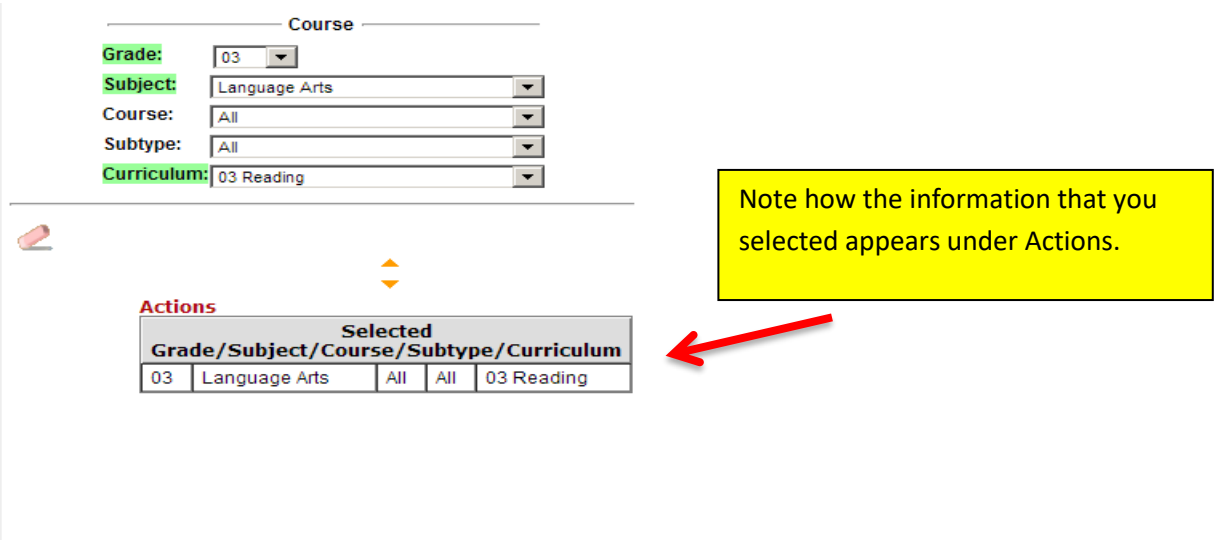


Under Customize Criteria, click and select the following

- Click **Year** – Select 16-17 (**or current year**)
- Click **Course**
  - Grade - Select dropdown and choose grade level
  - Subject – Select content area, example Language Arts
  - Select All from Course and Subtype
  - Curriculum – Select grade and content test that you want to report



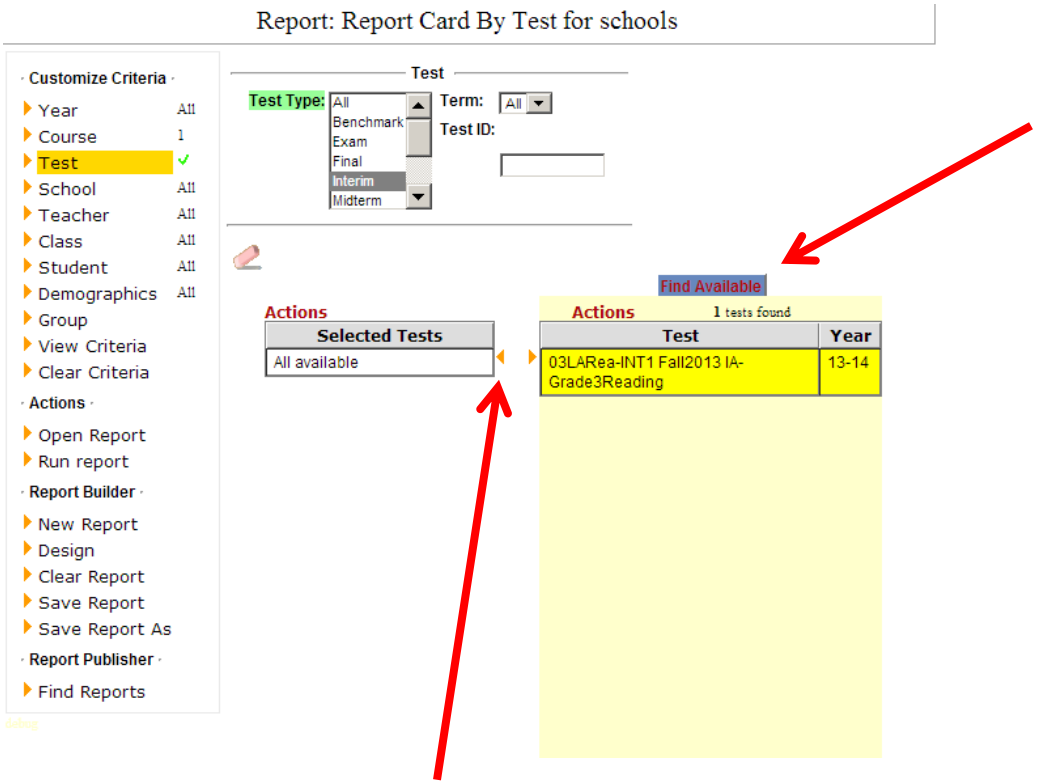
Click the down arrow located above Actions to add the selected information.



Click Test, under **Test Type** Select Interim

Click **Find Available** rectangle

Select the Interim Test



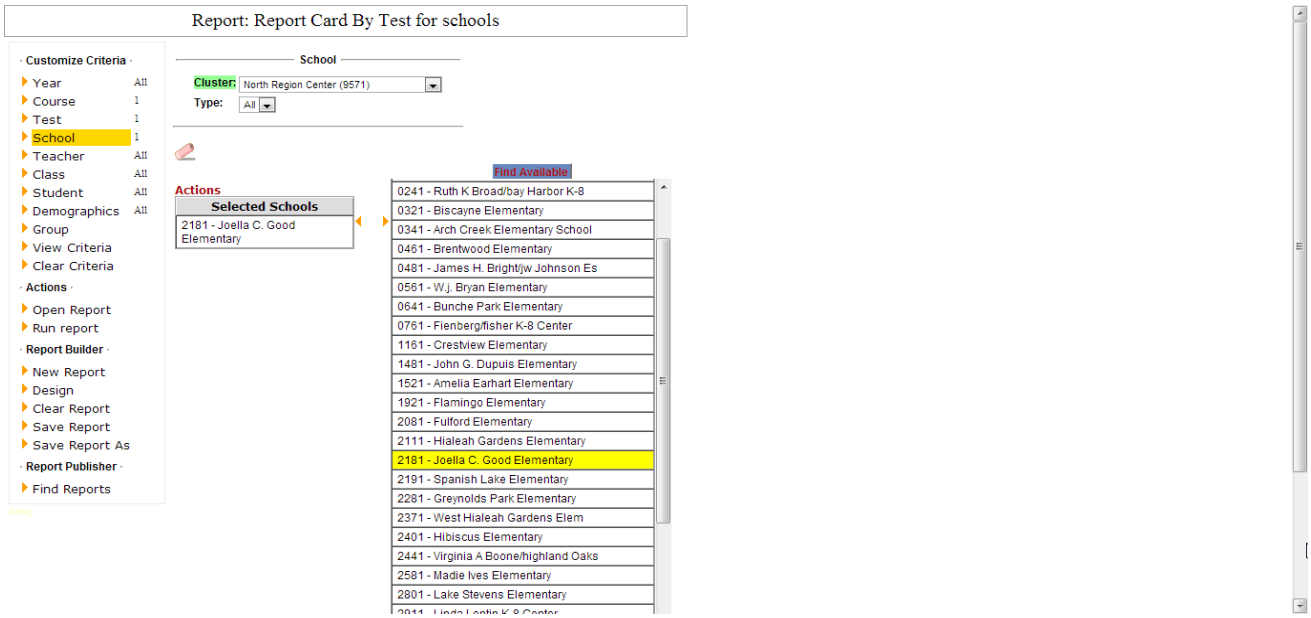
Click the arrow under **Selected Tests**

Click **School** (if you want to drill down to teacher, class, and student you can continue with selections)

Under **Cluster** select the Region Center (if you have teacher access only your school will show under this option)

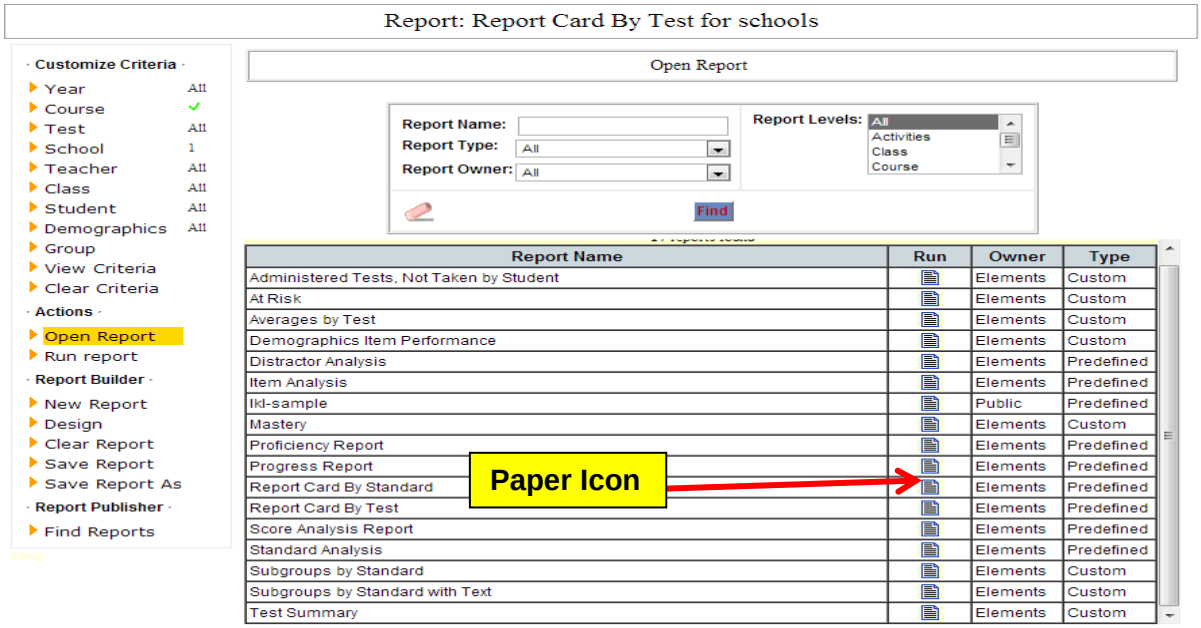
Click **Find Available**

Note all of the available schools. To select one school, click on the school and then the arrow under Selected Schools. Complete the same process if you want to select more than one school under the lists of schools until you have added all of them.



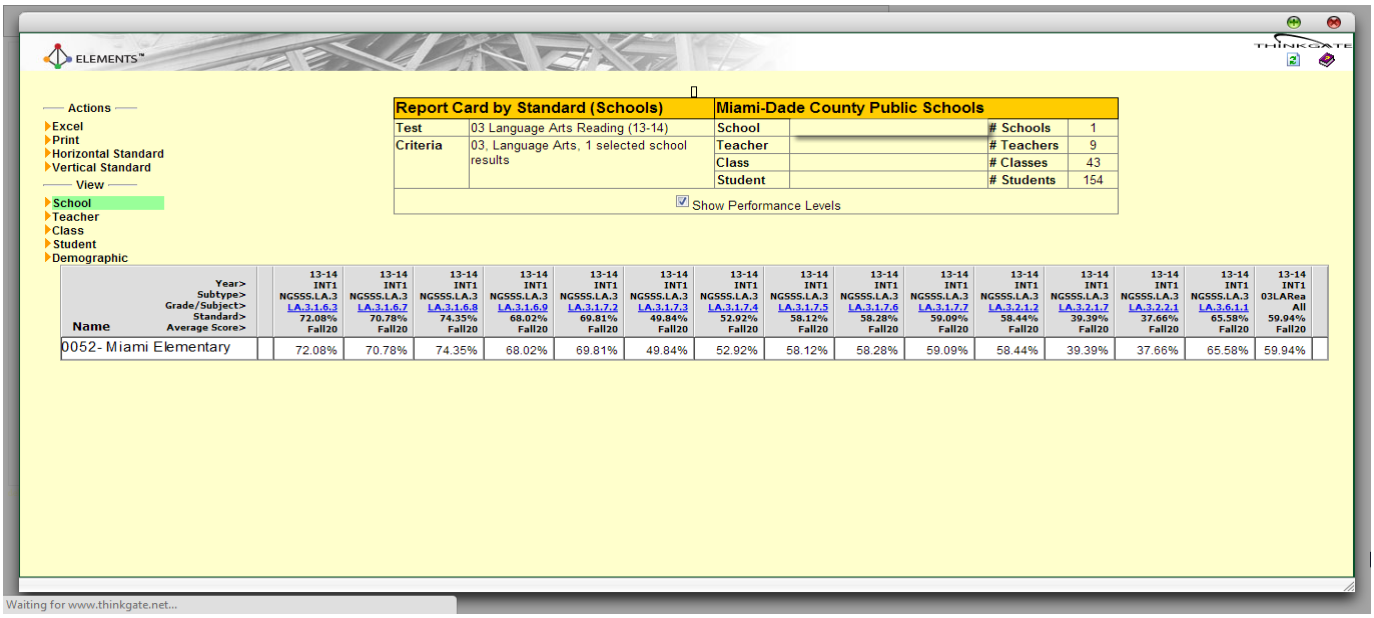
Under **Actions** on the left-hand side menu, click **Open Report**.

Lists of all the available reports are displayed below.



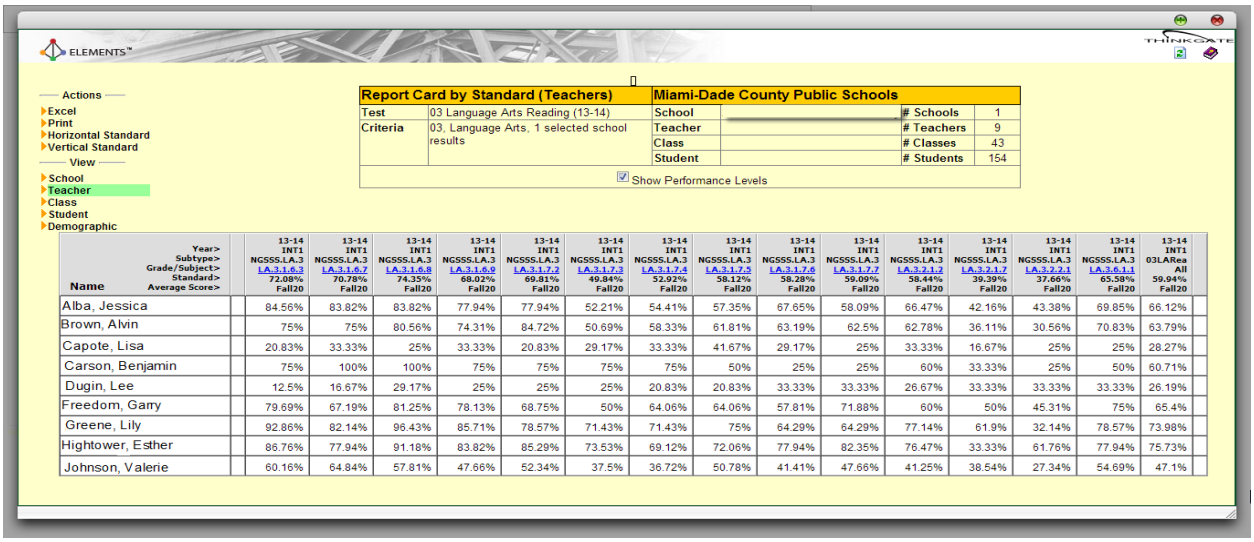
Click the paper icon next to Report Card by Standard.

A report displays that show the results by standard of the entire school average percent on each tested standard. This report can be printed or downloaded in Excel.



On the View menu, more options are available for the Report by Standard.

Teacher View



ELEMENTS™ THINKGATE

Actions
- Excel
- Print
- Horizontal Standard
- Vertical Standard

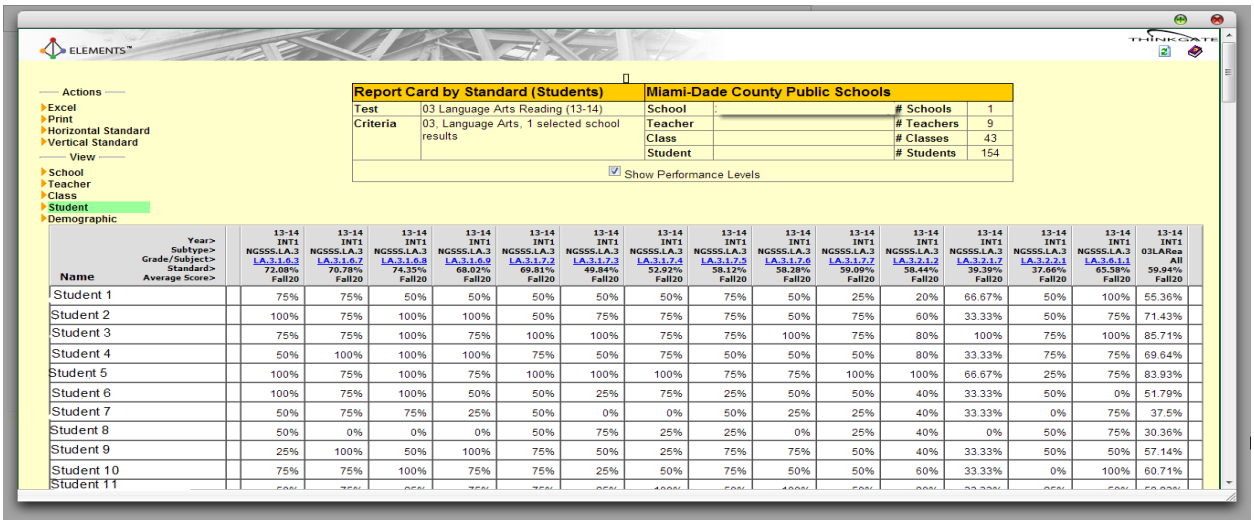
View
- School
- Teacher
- Class
- Student
- Demographic

Report Card by Standard (Teachers)		Miami-Dade County Public Schools			
Test	03 Language Arts Reading (13-14)	School	[redacted]	# Schools	1
Criteria	03, Language Arts, 1 selected school results	Teacher		# Teachers	9
		Class		# Classes	43
		Student		# Students	154

☑ Show Performance Levels

Name / Year> / Subtype> / Grade/Subject> / Standard> / Average Score>	13-14 INT1 NGSSS.LA.3 LA.3.1.6.3 72.08% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.7 70.78% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.8 74.35% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.9 68.02% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.2 69.81% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.3 49.84% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.4 52.92% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.5 58.12% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.6 58.28% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.7 59.09% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.1.2 58.44% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.1.7 39.39% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.2.1 37.66% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.6.1.1 65.58% Fall20	13-14 INT1 03LARea All 59.94% Fall20
Alba, Jessica	84.56%	83.82%	83.82%	77.94%	77.94%	52.21%	54.41%	57.35%	67.65%	58.09%	66.47%	42.16%	43.38%	69.85%	66.12%
Brown, Alvin	75%	75%	80.56%	74.31%	84.72%	50.69%	58.33%	61.81%	63.19%	62.5%	62.78%	36.11%	30.56%	70.83%	63.79%
Capote, Lisa	20.83%	33.33%	25%	33.33%	20.83%	29.17%	33.33%	41.67%	29.17%	25%	33.33%	16.67%	25%	25%	28.27%
Carson, Benjamin	75%	100%	100%	75%	75%	75%	75%	50%	25%	25%	60%	33.33%	25%	50%	60.71%
Dugin, Lee	12.5%	16.67%	29.17%	25%	25%	25%	20.83%	20.83%	33.33%	33.33%	26.67%	33.33%	33.33%	33.33%	26.19%
Freedom, Garry	79.69%	67.19%	81.25%	78.13%	68.75%	50%	64.06%	64.06%	57.81%	71.88%	60%	50%	45.31%	75%	65.4%
Greene, Lily	92.86%	82.14%	96.43%	85.71%	78.57%	71.43%	71.43%	75%	64.29%	64.29%	77.14%	61.9%	32.14%	78.57%	73.98%
Hightower, Esther	86.76%	77.94%	91.18%	83.82%	85.29%	73.53%	69.12%	72.06%	77.94%	82.35%	76.47%	33.33%	61.76%	77.94%	75.73%
Johnson, Valerie	60.16%	64.84%	57.81%	47.66%	52.34%	37.5%	36.72%	50.78%	41.41%	47.66%	41.25%	38.54%	27.34%	54.69%	47.1%

Student View



ELEMENTS™ THINKGATE

Actions
- Excel
- Print
- Horizontal Standard
- Vertical Standard

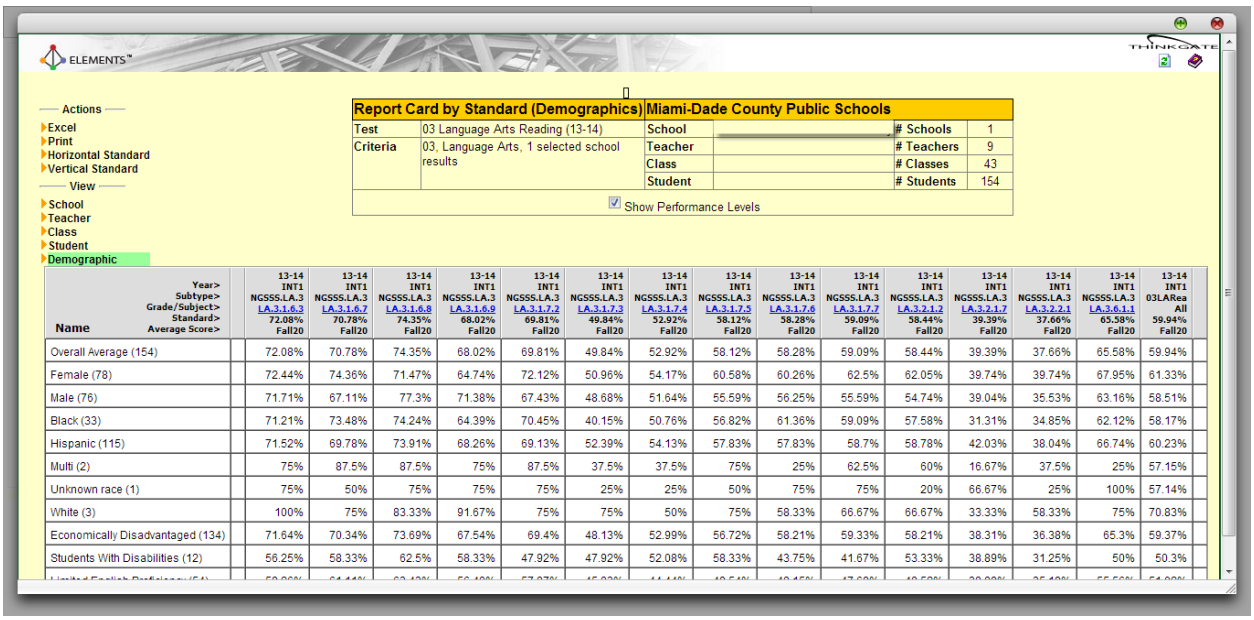
View
- School
- Teacher
- Class
- Student
- Demographic

Report Card by Standard (Students)		Miami-Dade County Public Schools			
Test	03 Language Arts Reading (13-14)	School	[redacted]	# Schools	1
Criteria	03, Language Arts, 1 selected school results	Teacher		# Teachers	9
		Class		# Classes	43
		Student		# Students	154

☑ Show Performance Levels

Name / Year> / Subtype> / Grade/Subject> / Standard> / Average Score>	13-14 INT1 NGSSS.LA.3 LA.3.1.6.3 72.08% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.7 70.78% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.8 74.35% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.9 68.02% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.2 69.81% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.3 49.84% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.4 52.92% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.5 58.12% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.6 58.28% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.7 59.09% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.1.2 58.44% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.1.7 39.39% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.2.1 37.66% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.6.1.1 65.58% Fall20	13-14 INT1 03LARea All 59.94% Fall20
Student 1	75%	75%	50%	50%	50%	50%	50%	75%	50%	25%	20%	66.67%	50%	100%	55.36%
Student 2	100%	75%	100%	100%	50%	75%	75%	75%	50%	75%	60%	33.33%	50%	75%	71.43%
Student 3	75%	75%	100%	75%	100%	100%	75%	75%	100%	75%	80%	100%	75%	100%	85.71%
Student 4	50%	100%	100%	100%	75%	50%	75%	50%	50%	50%	80%	33.33%	75%	75%	69.64%
Student 5	100%	75%	100%	75%	100%	100%	100%	75%	75%	100%	100%	66.67%	25%	75%	83.93%
Student 6	100%	75%	100%	50%	50%	25%	75%	25%	50%	50%	40%	33.33%	50%	0%	51.79%
Student 7	50%	75%	75%	25%	50%	0%	0%	50%	25%	25%	40%	33.33%	0%	75%	37.5%
Student 8	50%	0%	0%	0%	50%	75%	25%	25%	0%	25%	40%	0%	50%	75%	30.36%
Student 9	25%	100%	50%	100%	75%	50%	25%	75%	75%	50%	40%	33.33%	50%	50%	57.14%
Student 10	75%	75%	100%	75%	75%	25%	50%	75%	50%	50%	60%	33.33%	0%	100%	60.71%
Student 11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Demographic View



ELEMENTS™

Actions
- Excel
- Print
- Horizontal Standard
- Vertical Standard

View
- School
- Teacher
- Class
- Student
- Demographic

Report Card by Standard (Demographics)		Miami-Dade County Public Schools			
Test	03 Language Arts Reading (13-14)	School		# Schools	1
Criteria	03, Language Arts, 1 selected school results	Teacher		# Teachers	9
		Class		# Classes	43
		Student		# Students	154

☑ Show Performance Levels

Name / Year> / Subtype> / Grade/Subject> / Standard> / Average Score>	13-14 INT1 NGSSS.LA.3 LA.3.1.6.3 72.08% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.7 70.78% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.8 74.35% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.6.9 68.02% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.2 69.81% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.3 49.84% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.4 52.92% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.5 58.12% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.6 58.28% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.1.7.7 59.09% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.1.2 58.44% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.1.7 39.39% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.2.2.1 37.66% Fall20	13-14 INT1 NGSSS.LA.3 LA.3.6.1.1 65.58% Fall20	13-14 INT1 03LARea All 59.94% Fall20
Overall Average (154)	72.08%	70.78%	74.35%	68.02%	69.81%	49.84%	52.92%	58.12%	58.28%	59.09%	58.44%	39.39%	37.66%	65.58%	59.94%
Female (78)	72.44%	74.36%	71.47%	64.74%	72.12%	50.96%	54.17%	60.58%	60.26%	62.5%	62.05%	39.74%	39.74%	67.95%	61.33%
Male (76)	71.71%	67.11%	77.3%	71.38%	67.43%	48.68%	51.64%	55.59%	56.25%	55.59%	54.74%	39.04%	35.53%	63.16%	58.51%
Black (33)	71.21%	73.48%	74.24%	64.39%	70.45%	40.15%	50.76%	56.82%	61.36%	59.09%	57.58%	31.31%	34.85%	62.12%	58.17%
Hispanic (115)	71.52%	69.78%	73.91%	68.26%	69.13%	52.39%	54.13%	57.83%	57.83%	58.7%	58.78%	42.03%	38.04%	66.74%	60.23%
Multi (2)	75%	87.5%	87.5%	75%	87.5%	37.5%	37.5%	75%	25%	62.5%	60%	16.67%	37.5%	25%	57.15%
Unknown race (1)	75%	50%	75%	75%	75%	25%	25%	50%	75%	75%	20%	66.67%	25%	100%	57.14%
White (3)	100%	75%	83.33%	91.67%	75%	75%	50%	75%	58.33%	66.67%	66.67%	33.33%	58.33%	75%	70.83%
Economically Disadvantaged (134)	71.64%	70.34%	73.69%	67.54%	69.4%	48.13%	52.99%	56.72%	58.21%	59.33%	58.21%	38.31%	36.38%	65.3%	59.37%
Students With Disabilities (12)	56.25%	58.33%	62.5%	58.33%	47.92%	47.92%	52.08%	58.33%	43.75%	41.67%	53.33%	38.89%	31.25%	50%	50.3%

Debriefing Process Reports

The debriefing process should be done after testing. Reports to assist teachers with analyzing the data prior to the debriefing process should include the following:

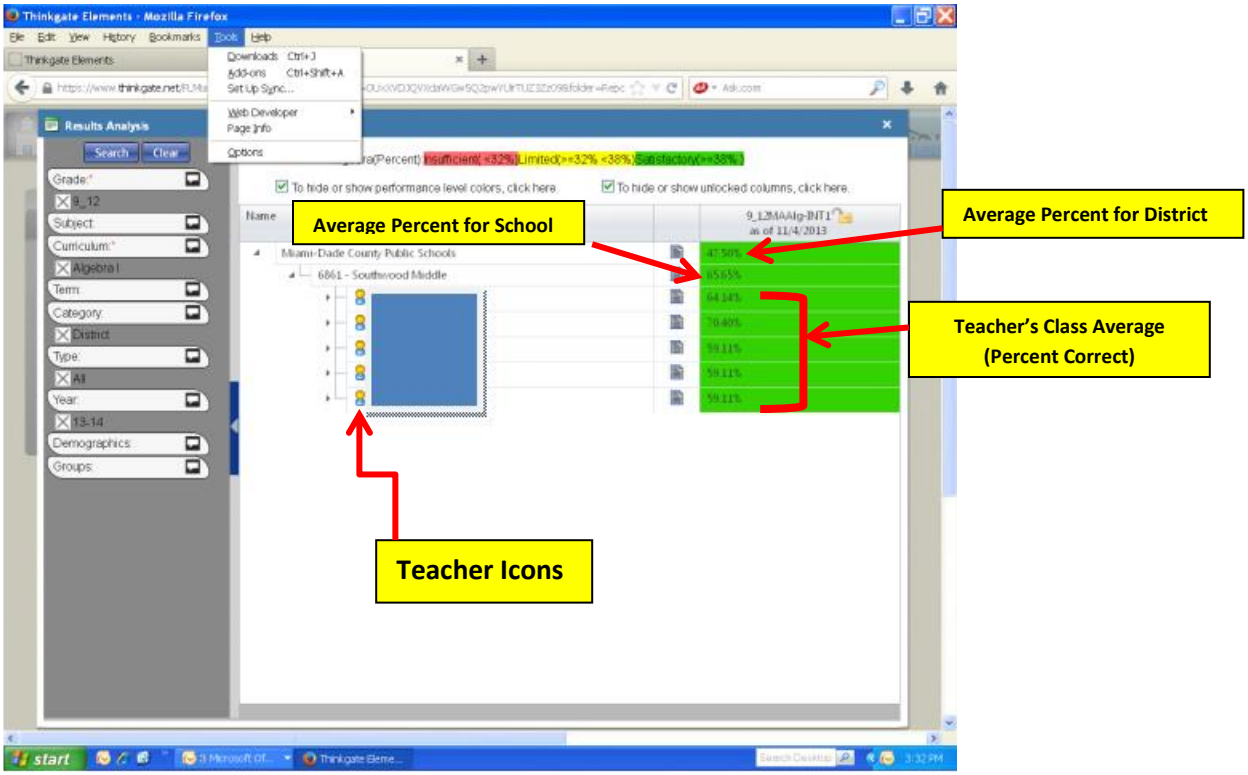
- Item Analysis
- Distractor Analysis
- At-Risk Report
- Report Card by Standards

Retrieving Data for State Reporting

Schools are required to report preliminary and mid-year data to the state for progress monitoring purposes. Data for completing these reports are available in Gateway to Data (G2D) on various reports. The reports and data elements required for state reporting are described below.

The Average **Percent Correct**, Percent scoring "**Satisfactory"** and the **percent tested** can be retrieved from the Results Analysis screen.

- At the top of your home page, select the Reporting link on the top left hand side of the screen.
- Click the expand icon on the Assessment Results tile.
- The red asterisks on Grade and Curriculum mean that you must specify a grade and test name
- High school grades are all lumped under 9_12, and you must use that even for Algebra tests given in middle schools.
- Click Search



- Clicking on the arrow beside the teacher icon expands to show each of their classes.

- Clicking on the paper provides some sub-report options, clicking in the colored section on the percent correct shows other sub reports – including the **Distractor Analysis Report that teachers may use to debrief with their students.**

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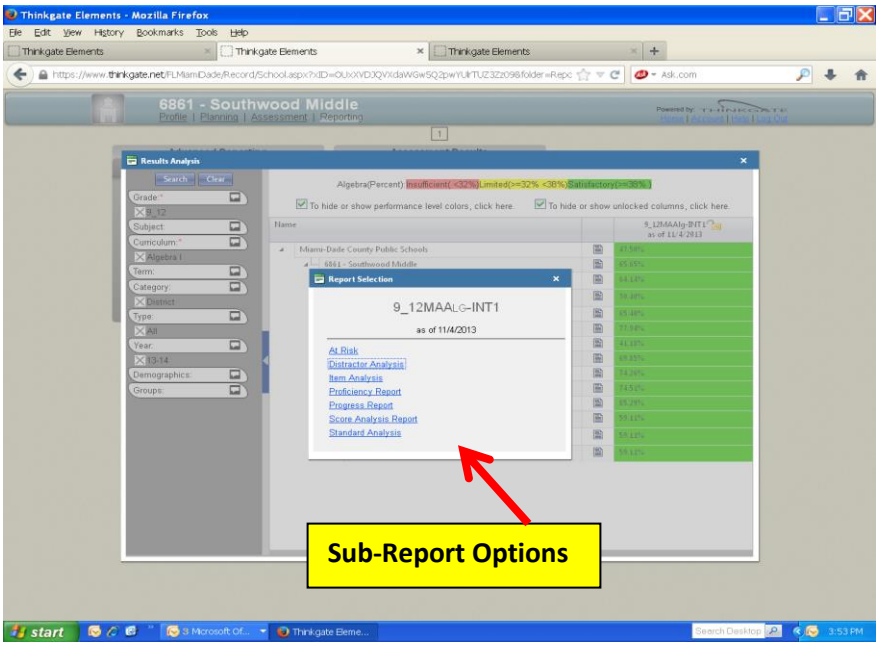
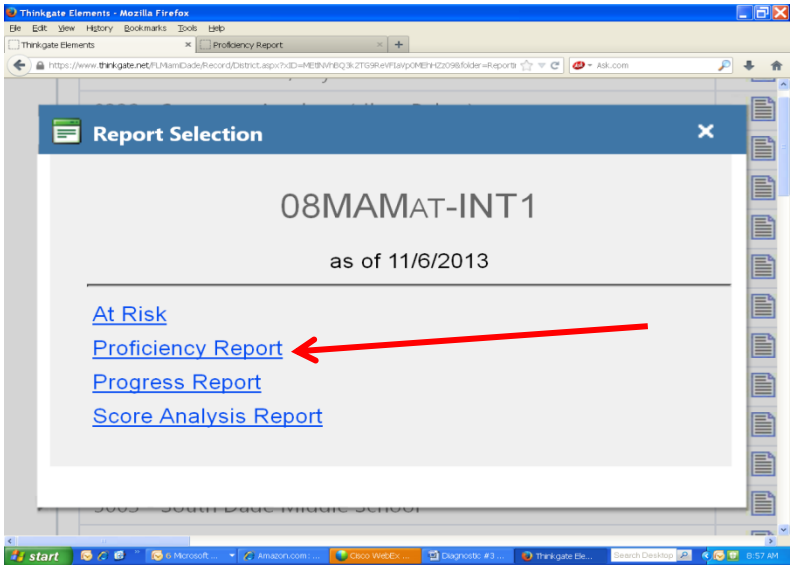


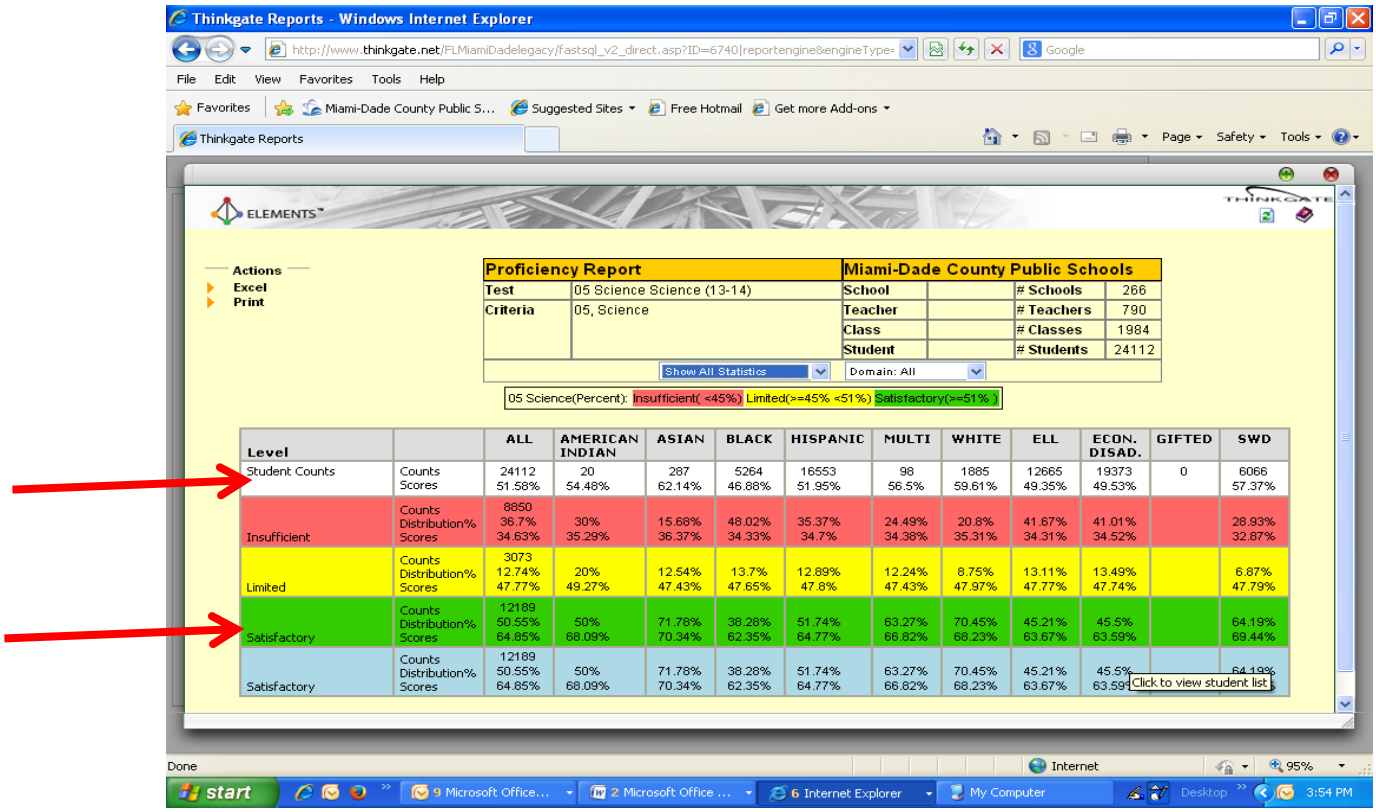
To retrieve the percent "**Proficient**", click on the average percent correct in the far-right hand column.

A list of available reports is displayed.



Select the **Proficiency Report** to pull the remaining items needed for SIP reporting. The state template **requires that you report the percent scoring "Satisfactory"** (not the percent scoring 70% or above).

Note the number of students in the Satisfactory level (count) and the Scores (percent scoring satisfactory).



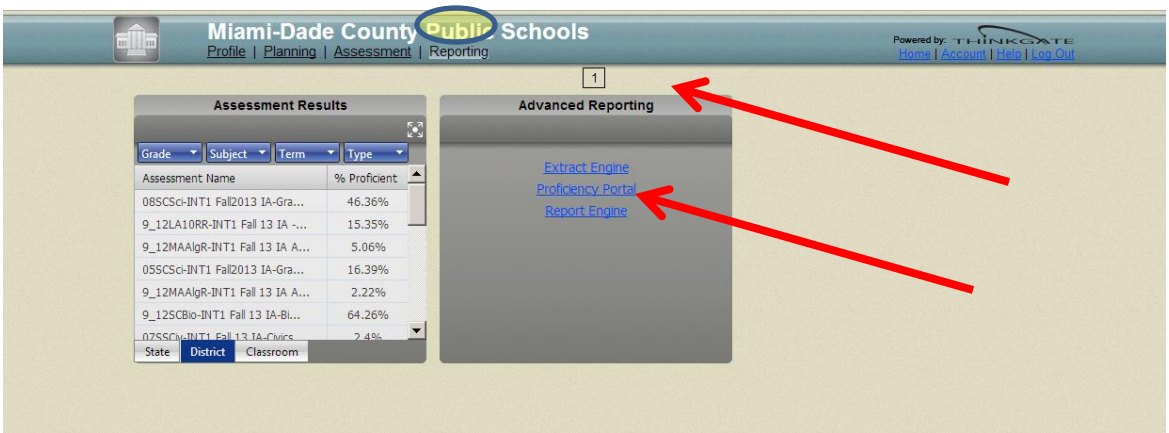
To calculate the "Percent Tested, you will pull the count of students tested from the white row: Student Counts, in the column marked "ALL". That shows the total number tested (the example here is for grade 5 science); you can pull the approximate number of students in your school from the October or February FTE membership report (by grade level) located at http://oada.dadeschools.net/StudentMembership/membership.asp , or through File Download Manager.

Reports to Assist Test Chairpersons

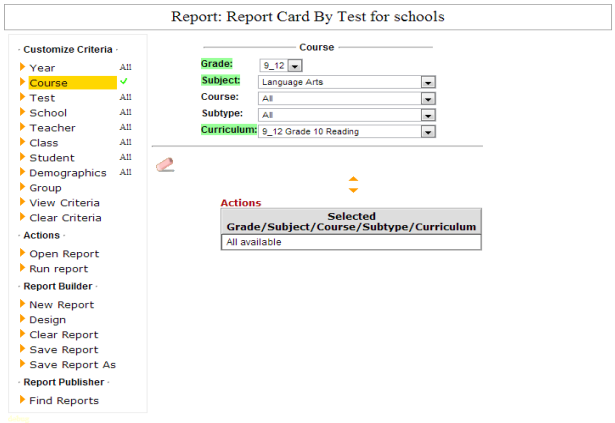
Administered Tests, Not Taken by Students

This report is available for the Teacher, Administrator and through the Report Engine. Without having to open each Assessment Assignments screen to determine the students yet to complete the specified assessment, this report shows the assessment, teacher, class, the number of students and student names for the class that have not taken the specified assessment.

- Click the **Reporting** link
- Navigate to the **Advanced Reporting** tile
- Click **Report Engine**



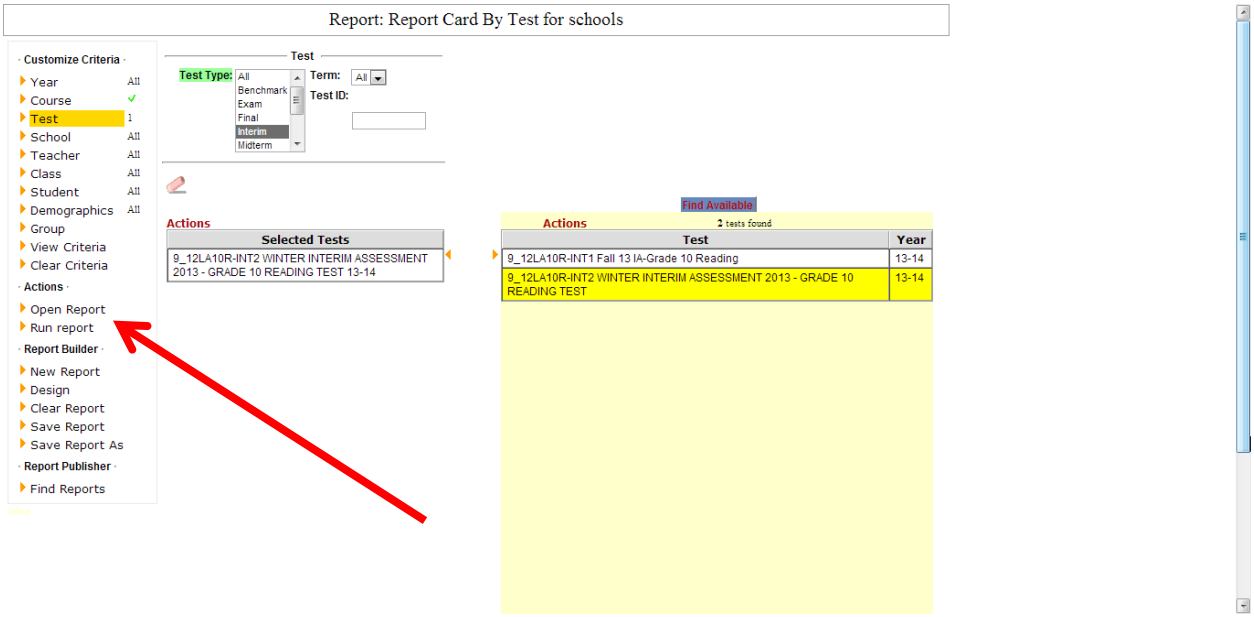
- **Filter for Year, Course (grade, subject, and curriculum) Test (Interim)**



Click **Find Available**

Click on correct test under **Test column (highlights in yellow)**

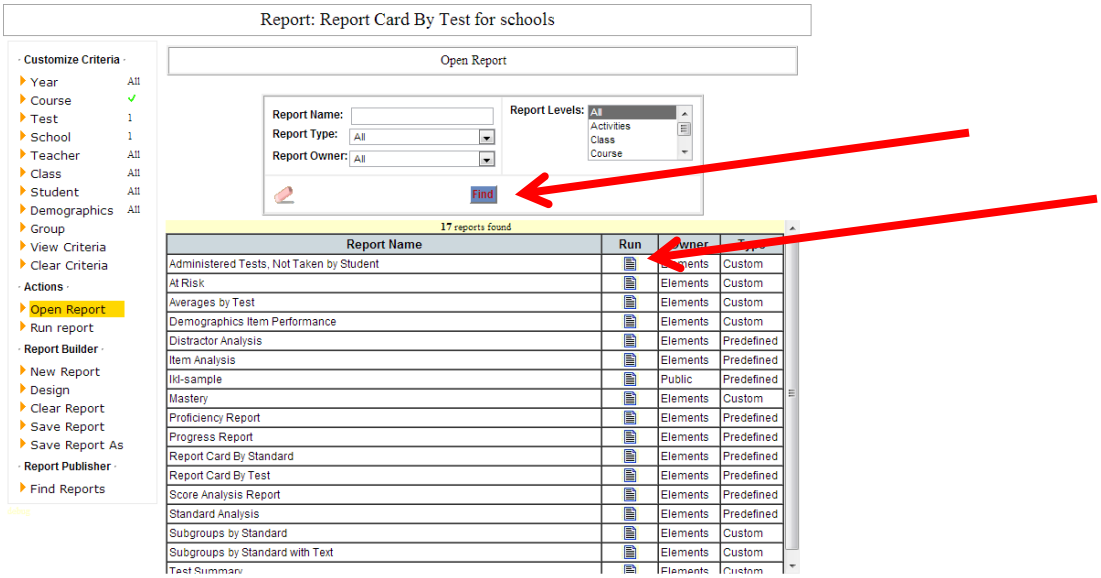
Click the arrow pointing left under **Selected Tests**



This tutorial drills down to the school level; however you can continue to filter by **School**, **Teacher(s)**, **Class**, or **Student,** if you need to drill down to that level. (This is limited depending on the level of access granted)

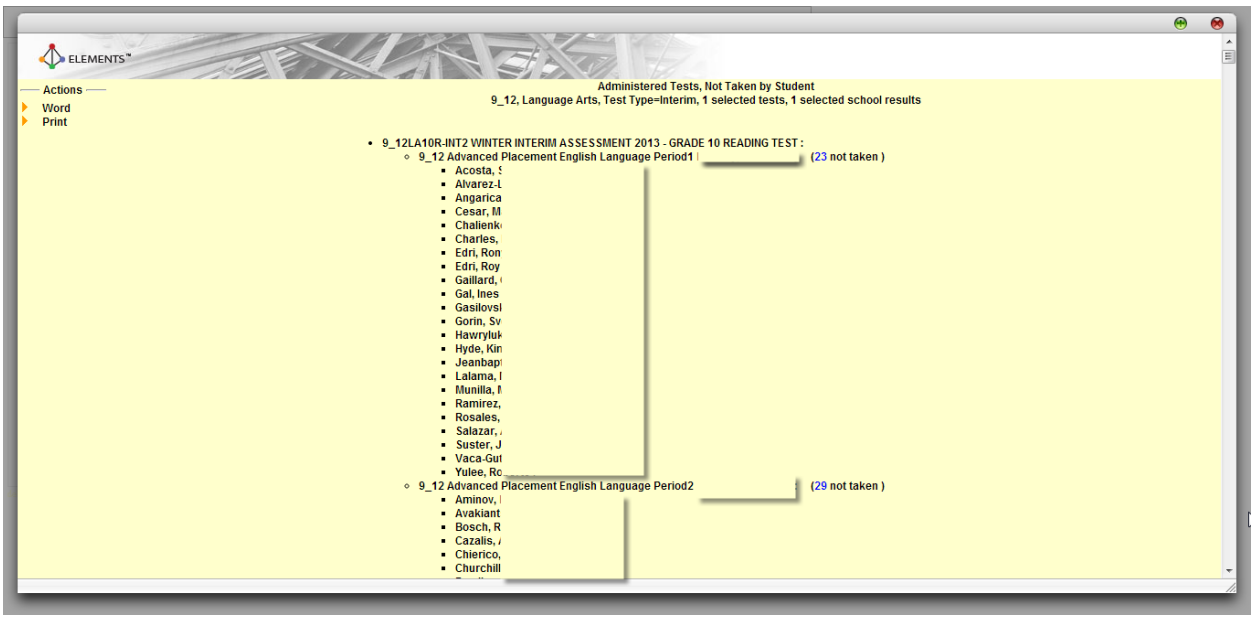
Click **Open Report**

Click **Find**



Click the paper icon in the Run column next to the report **Administered Tests Not Taken by Student.**

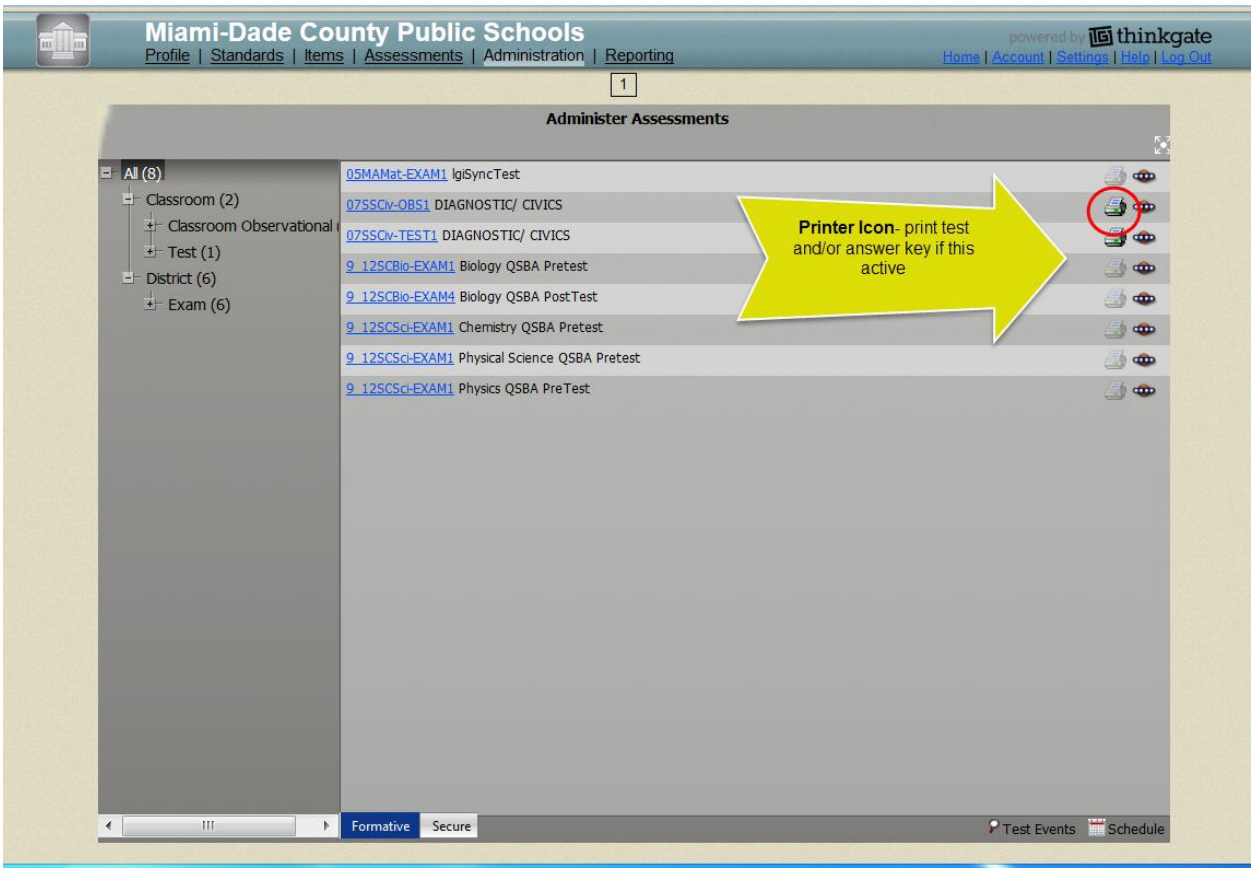
Report displays providing the test name, period, teacher, and students who have not tested.



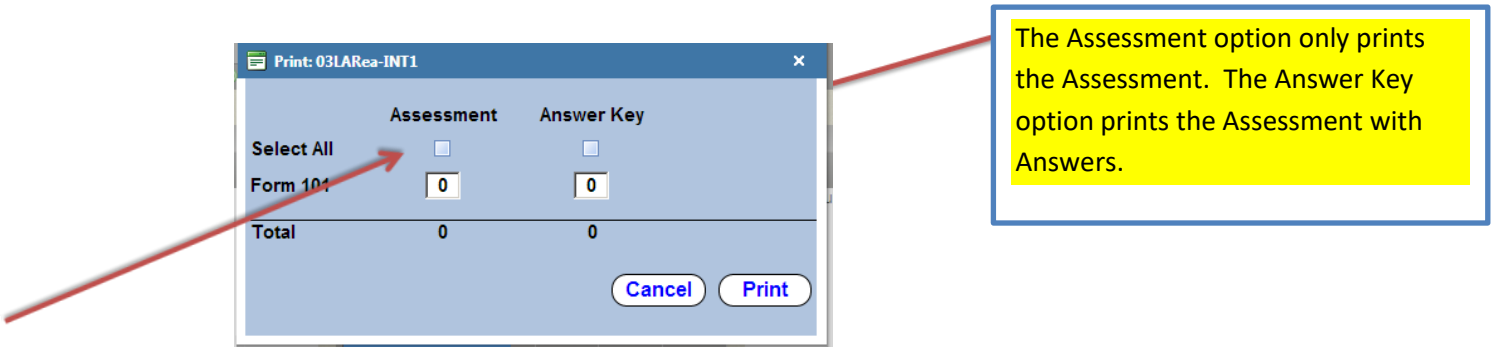
Retrieving Answer Keys

Please follow the directions below to retrieve an answer key from Gateway to Data (G2D).

- Login into Gateway to Data (G2D)
- Click on the *Administration* link at the top
- Navigate to the folder of where the test resides
- Filter for **Subject** and then **Grade Level**



Click the **Printer** icon



Dialog box appears (shown below), Click the **Assessment** or **Answer Key** box, Click **Print**

APPENDIX A

CHECKLIST: BEFORE, DURING, AND AFTER TESTING

Before Testing

- Read the Interim Assessment program guide.
- Meet with school's administrators, microsystem technician, classroom teachers, lab manager, and proctors to:
  - Train and review testing procedures for computer-based testing
    - Verify minimum requirements and prepare computers for testing
    - Determine students who will need to take the paper-pencil version(s) of the tests.
    - Schedule students and/or classes into the computer lab.
    - Determine students needing accommodations.
- Prepare for computer based testing by:
    - Preparing materials
    - Train test administrators

During Testing

- Distribute student identification numbers to students
- Administer the test following script in Appendix B.
- Monitor test administrations
- Make note of any problems encountered during testing
- Make sure students close out the testing session properly by exiting the test and closing the Internet browser.

After Testing

- Arrange make-up sessions for students who were absent or unable to complete testing
- Scan answer sheets
- Retrieve score reports

APPENDIX B

MIAMI-DADE COUNTY PUBLIC SCHOOLS

TEACHER COUNT SHEET

SCHOOL NAME: _____ **SCHOOL NUMBER:** _____

ASSESSMENT PROGRAM: _____

ASSESSMENT DATE: _____ **(Month & Year)**

DIRECTIONS FOR TEST CHAIRPERSON:

When assigning materials to teachers, record the teacher's name, quantity of test booklets, and grade/test level assigned. Teachers certify receipt/return by initialing this count sheet when picking up the materials prior to testing and again when returning them after testing.

Teacher's Name	Grade/ Test Level	Test Booklet Count	Date ___/___/___ Receipt	Date ___/___/___ Return

Retain a copy of this document for four months following the assessment date.

DUPLICATE AS NEEDED TEST CHAIRPERSON: _____

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APPENDIX C

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 SS= SOCIAL STUDIES	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

APPENDIX D

EQUIVALENT COURSE CODES

Course	Codes
Algebra	Algebra 1 – 120031001 Algebra 1 Honors – 120032001, 02 - Gifted, EM - 6th gr Algebra 1B – 1200380 IB Middle Years Program Algebra 1 – 120039001 Pre-AICE Mathematics 1 IGCSE Level – 120981001
Algebra 2	Algebra 2 – 1200330 Algebra 2 Honors – 1200340 Pre-AICE Mathematics 3 IGCSE Level - 1209825 IB Middle Years Program Algebra 2 - 1200395
Biology	Biology 1 – 200031001 Biology 1 Honors – 200032001, 02-Gifted Pre-AICE Biology IGCSE Level – 200032201 Biology Technology – 200043002 Florida's Pre-IB Biology 1 – 200080001 IB Biology 1 - 2000805 IB Middle Years Program Biology – 200085001 Integrated Science 3 – 200244001 Integrated Science 3 Honors – 200245001
Geometry	Geometry – 120631001 Geometry Honors – 120632001, 02 - Gifted IB Middle Years Program Geometry Honors – 120681001 Pre-AICE Mathematics 2 – 120982001
U.S History	United States History - 210031001 United States History Honors - 210032001, 02 - Gifted Visions and Countervisions: Europe, U.S. and the World from 1848 - 2100390 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors - 2100480
Civics	M/J Civics - 210601001, M/J Civics - 2106015 M/J Civics & Career Planning - 210601601 M/J Civics, Advanced - 210602001, 02 - Gifted M/J Civics, Advanced - 2106025 M/J Civics, Advanced & Career Planning - 210602601, 02 - Gifted M/J IB MYP Civics Advanced – 2106027 M/J IB MYP Civics Advanced & Career Planning – 2106028 M/J Civics and Digital Technologies - 2106029 M/J U.S. History & Civics - 2100045

APPENDIX E

TROUBLESHOOTING: COMMON ERRORS AND POSSIBLE SOLUTIONS

Error	Possible Solution
Student or Administrator unable to login to the Gateway to Data (G2D) Platform.	• Confirm that the student is on the roster for the class associated with that test ID. • Confirm that student has typed in Test ID and (7 digit) Student ID Number correctly. • Check network status by typing http://www.google.com in the Internet browser to see if the web page is being displayed properly
Questions or answer do not display properly for students in the online environment.	Make sure you are using the Firefox browser and that the correct URL of https://tga.dadeschools.net/flmiamidade is being accessed by the student.
The student accidentally selects finish while testing and exits out of the test.	Chair or School Admin must contact the District Assessment Department and request that the student's assessment be restarted. They will need the school name, name of the assessment, Test ID number, student's name and ID number. **Please remind students before they take the test that they should only click on finish at the completion of the test.**
The browser freezes during testing	Close the browser* and have student to access the assessment again. Also, the test administrator should access the Assessment Administration screen to view student (s) status. If the student (s) status displays "In Process", "Locked", or "Input Required", and the student is unable to access the test again due to needing Administrator Assistance, try do the following: • Select the student (s) name and click **Suspend** • Select student (s) name again and click **Continue** *A reboot may be required. Check with local Technical Coordinator or Microsystem Technician if system locks up often.
The keyboard or mouse freezes while student is taking the test.	A reboot may be required. * Check with local Technical Coordinator or Microsystem Technician if system locks up often.

APPENDIX E

TROUBLESHOOTING: COMMON ERRORS AND POSSIBLE SOLUTIONS

Error	Possible Solution
Bubble sheets are not scanning	• Make sure that you printed the bubble sheets at **full scale.** • The alignment markers, which are the **4 bold squares** on the corners of the bubble sheets are critical to be in the proper location. • If in doubt, download another bubble sheet from the site, save it to your desktop, then print it by opening it up, checking the page setup so that the scale is set to NONE or 100%, (depending on the Adobe Acrobat Reader version you have) and not set to “shrink to fit”. • Once you have the **FULL** scaled bubble sheet, hold it against the bubble sheet that you are having issues with and see if the alignment markers match up or not. • If not, you must reprint your bubble sheets and rebubble. • Make sure that the bubble sheets are fed in straight and not at an angle. • Make sure that the student ID and answers are all bubbled if you are using a blank form score sheet. • Make sure that the bubble sheets do not have any hand-written notes written on them – this will generate a scanning error.

APPENDIX F

WHO TO CONTACT FOR INFORMATION

Issue	Contact Office	Phone Number
Purpose and administration of the Interim Assessment tests.	Felicia Mallory Denetra Collins	305-995-1213 305-995-4580
District Pacing Guides	Language Arts/Reading Mathematics Science Social Studies	305-995-1949 305-995-1921 305-995-2341 305-995-1982
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
G2D Technical Support	SAET Main Number	305-995-7520