

INTERIM ASSESSMENT PROGRAM GUIDE



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

Table of Contents

| | |
|---|----|
| Introduction | 3 |
| Available Tests..... | 3 |
| Test Administration Policies and Procedures..... | 4 |
| Testing Format..... | 4 |
| Students to Be Tested | 5 |
| Scheduling Students for IA Testing..... | 5 |
| Required Materials for Testing..... | 6 |
| Printing/Delivery of Testing Materials..... | 6 |
| Preparing for Administration..... | 7 |
| Approximate Testing Times | 7 |
| Training for the Administration of the Interim Assessment Test..... | 7 |
| Testing Environment..... | 8 |
| Distribution of Testing Materials..... | 8 |
| Scratch Paper | 8 |
| Calculators..... | 8 |
| Reference Sheets | 8 |
| Tracking the Test Booklets | 9 |
| Proctoring | 9 |
| Debriefing Process..... | 9 |
| Test Accommodations..... | 10 |
| Special Formats for Students with Visual Impairments..... | 10 |
| Accommodations for Students with Disabilities and Section 504 Students..... | 10 |
| Accommodations for ELL Students..... | 11 |
| Available Computer-Based Tools for Students | 11 |
| Preparation for Testing Administration | 12 |
| Student Enrollment in Performance Matters | 12 |
| Preparing for Testing Administration | 13 |
| Scanning Software..... | 13 |
| Scanning Answer Sheets..... | 13 |
| Pre-Slugged Bubble Sheets..... | 14 |
| Generic Bubble Sheets | 15 |
| Directions for Printing Bubble Sheets..... | 16 |
| Scanning Performance Matters Answer Sheets..... | 17 |
| Rescanning /Rescoring..... | 18 |
| Preparing CBT Administration in Performance Matters..... | 19 |
| Browser for Student Testing | 19 |
| Student Video | 19 |
| Portal Access..... | 19 |
| Lockdown Browser Feature | 20 |

| | |
|---|----|
| Preparing for Online Testing | 21 |
| Student Login Procedures | 21 |
| Monitoring Students Status Online via OLA Student Administration..... | 21 |
| | 21 |
| Interpreting Test Results for Instructional Purposes..... | 22 |
| Interpreting Performance Levels in Performance Matters..... | 22 |
| District Default Performance Bands | 23 |
| Performance Matters Reports | 24 |
| <input type="checkbox"/> Student Item Analysis (SIA) | 24 |
| <input type="checkbox"/> Baseball Card (BBC)..... | 24 |
| <input type="checkbox"/> Scoreboard | 24 |
| <input type="checkbox"/> Comparative Results..... | 24 |
| APPENDIX A..... | 25 |
| CHECKLIST: BEFORE, DURING, AND AFTER TESTING..... | 25 |
| APPENDIX B..... | 26 |
| MIAMI-DADE COUNTY PUBLIC SCHOOLS | 26 |
| TEACHER COUNT SHEET | 26 |
| APPENDIX C | 27 |
| MIAMI-DADE COUNTY PUBLIC SCHOOLS | 27 |
| RECORD OF ABSENCES, EXEMPTIONS, AND INVALIDATIONS FORM..... | 27 |
| APPENDIX D | 28 |
| EQUIVALENT COURSE CODES..... | 28 |
| APPENDIX E..... | 29 |
| WHO TO CONTACT FOR INFORMATION..... | 29 |

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 2018-2019 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 19 – September 13, 2019 |
| MYA | English Language Arts and Mathematics (Algebra and Geometry) | November 18– December 20, 2019 |
| MYA | Science, U.S. History, and Civics | January 21 – February 21, 2020 |

A Schedule of Activities is provided for each administration period, which provides dates for the delivery of paper versions of the assessments, 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 Performance Matters. 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 via computer-based their scores are available immediately on the OLA Student Administration dashboard. Results appear within 15-30-minute intervals on the Student Item Analysis Report for scanned and CBT assessments. 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 scheduling or accommodations should be made for students needing extended time.

Required Materials for Testing

| Paper-Based Administration | Computer-Based Administration |
|---|--|
| <ul style="list-style-type: none"> • Student Pre-Slugged Answer Sheets (from Performance Matters) • Student Test Booklet | <ul style="list-style-type: none"> • Student Portal Login Credentials |
| <ul style="list-style-type: none"> • 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);
- Pre-Slugged Bubble sheets printed from Performance Matters, 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;
- 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. In Performance Matters a Desmos calculator is embedded within the computer-based assessment for section II of Algebra I and Geometry. A four-function calculator should be distributed to grade 8 students taking the science assessment via paper-based. Students utilizing the accommodated paper format for Algebra I, Geometry, or Biology 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 classroom structured activity whereas discussion and feedback is provided about the assessment and 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 Performance Matters testing 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

Performance Matters 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

- Eliminator
- Line Focus
- Calculators- 4- function calculator, graphing, and scientific (dependent on the assessment)
- Highlighter
- Screen Magnification
- Screen Contrast
- Flag questions for later review

Preparation for Testing Administration

Performance Matters 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 into the DSIS database by the school site registrar. Online testing nor a pre-slugged answer sheet will be available for newly registered students until they appear in the system.

If all updates have been executed properly and the student still does not appear in Performance Matters, please contact the office of Student Assessment and Educational Testing at 305-995-7520 for assistance.

Student Enrollment in Performance Matters

Teachers should cross reference their class list with the MyDashboard students tab 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 in Performance Matters on the MyDashboard students tab of the assigned teacher(s).

New students being administered the assessments via paper-pencil format would have to be provided a generic answer sheet, wait for the next update (usually the next business day), and then the test administrator would need to either scan or resolve the answer sheet in **Scanview** (if previously scanned).

Preparing for Testing Administration

Scanning Software

The scanning script, instructions for setting up the scanning script, and a video can be downloaded at <http://oada.dadeschools.net/IAP/IAP.asp>. The video demonstrates step-by-step instructions for scanning answer documents.

Prior to scanning answer sheets the scanning script 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 instructions and software (scanning script) can be downloaded at <http://oada.dadeschools.net/IAP/IAP.asp>.

Performance Matters 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.

Scanning Answer Sheets

After tests, have been administered answer sheets should be scanned using the Windows and Fax scanning application icon that appears on the desktop. After scanning a batch of bubble sheets, it is suggested that you view the scanning status by accessing **Scanview** within the Performance Matters platform to ensure that answer documents were successfully processed. 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.

NOTE: Reviewing the Student Item Analysis (SIA) report can assist the teacher and/or test chairperson in determining if the answers sheets are scanning properly.

Types of Bubble Sheets

Pre-Slugged Bubble Sheets

To ensure valid and reliable test results, it is suggested that pre-slugged bubble sheets are printed based on the test (s) that students are assigned to in the **Test Center**. Pre-slugged answer sheets contain the student name, Test ID, and the students' M-DCPS identification number.

Pre-Slugged Answer Sheet

| | | | |
|---------------|---|----------------|------------|
| School Name: | SOMERSET ACAD AT SILVER PALMS | Test ID: | 3004871 |
| Test Name: | Grade 5 Science Baseline Assessment - 2018-2019 | Test Event ID: | 3006735 |
| Teacher Name: | Norma Raye | Client ID: | 3100248 |
| Student Name: | Ferris Bueller | Barcode: | 0220061139 |
| Student Code: | 0789132 | Teacher ID: | 5025412 |

| Student Answers | |
|-----------------|---|
| 1 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 3 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 5 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 7 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 9 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 10 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 11 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 12 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |

| Student Answers | |
|-----------------|---|
| 22 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 23 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 24 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 25 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 26 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 27 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 28 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 29 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 30 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 31 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 32 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 33 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |

| Student Answers | |
|-----------------|---|
| 43 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 44 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 45 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 46 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 47 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 48 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 49 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 50 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 51 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 52 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 53 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 54 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |

| Student Answers | |
|-----------------|---|
| 64 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |
| 65 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 66 | <input type="radio"/> T <input type="radio"/> R <input type="radio"/> I <input type="radio"/> N |

Generic Bubble Sheets

Generic or Blank Bubble Sheets are available in the Performance Matters system and can be used, if desired. Students using generic bubble sheets must write their name, teacher's name, and bubble their student ID correctly. It is imperative that students provide the correct information when using generic bubble sheets. If students bubble their student ID incorrectly then the answer document in most cases result in an unresolved answer sheet in Scanview. Also, an incorrectly bubbled student ID could result in another student receiving a score.

Students will need to write in and bubble their 7-digit M-DCPS student ID number, All seven digits must be bubbled on the generic answer sheet. If a student's ID number is 0023456, the leading zeros must be placed on the gridded area from left to right. Only one bubble should be filled out per row.

Blank or Generic Answer Sheet

| | | | |
|---------------|---|----------------|------------|
| School Name: | | Test ID: | 3004871 |
| Test Name: | Grade 5 Science Baseline Assessment - 2018-2019 | Test Event ID: | 3006735 |
| Teacher Name: | | Client ID: | 3100248 |
| Student Name: | | Barcode: | 0220061117 |

| Student Answers | | | | Student Answers | | | | Student Code | | | | | | | | | |
|-----------------|---|---|---|-----------------|----|---|---|--------------|---|---|---|---|---|---|---|---|---|
| 1 | a | b | c | d | 25 | a | b | c | d | | | | | | | | |
| 2 | j | k | l | m | 26 | j | k | l | m | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | a | b | c | d | 27 | a | b | c | d | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | j | k | l | m | 28 | j | k | l | m | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 5 | a | b | c | d | 29 | a | b | c | d | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 6 | j | k | l | m | 30 | j | k | l | m | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 7 | a | b | c | d | 31 | a | b | c | d | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 8 | j | k | l | m | 32 | j | k | l | m | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 9 | a | b | c | d | 33 | a | b | c | d | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 10 | j | k | l | m | 34 | j | k | l | m | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 11 | a | b | c | d | 35 | a | b | c | d | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 12 | j | k | l | m | 36 | j | k | l | m | | | | | | | | |

Student MDCPS 7-digit ID number should be bubbled including leading zero. Only one number should be written in each box. The corresponding number should be bubbled in the row.

Directions for Printing Bubble Sheets

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



Test Center Quick Doc

- Access Performance Matters via the Portal. Click the “**Tests**” tab on the upper left corner and select “**Test Center**”:
- Locate the assessment to be administered.
- If there are numerous assessments appearing then using the filters **Course Subject, Assessment Category, and Test Grade Level** would help in narrowing down the search for the assessment. Also, clicking the option **Limit to Open Test Window** and/or providing a test ID in the search box will be useful.
- If a test is not visible in the Test Center either the administration window is not open, or it has closed. Once a test window closes the assessment will no longer appear. Bubble Sheets cannot be printed on an assessment in which the administration window has closed.
- On the right side of the screen under Administer, click the “**Select**” icon next to the test to be administered.
- A drop-down menu appears, select **Release Online/Paper Based**
- Note that all students that are associated with the selected assessment appear in the popup window. If only a specific class need to be selected, then the **Add Student Filter** can be used or in the bottom left-hand corner the **Class Section** can be selected to narrow down the class(es) by section.
- There are two options at the bottom to print bubble sheets, **Blank Answer Sheet** or **Pre-Slugged Sheets**, select the desired type.
- The bubble sheet file appears on the lower left-hand side of the screen in PDF format.
- Click the PDF and then print the document. Please ensure that the printer is not low on ink as this might result in the answer sheets failing during the scanning process.

Scanning Performance Matters Answer Sheets

The instructions for scanning Performance Matters answer sheets can be found in the **Performance Matter Scanner Installation Procedures M-DCPS [User's Guide](#)** on pages 7-9 located at <http://oada.dadeschools.net/IAP/IAP.asp>.

When scanning the answer sheet make sure the following settings are selected in the **Windows Fax and Scan** application program.

- 1 –**Profile Name:** Document (Default) or Performance Matters
Check the box next to Set this profile as default
- 2- **Source:** Feeder (Scan one side)
- 3- **Paper size:** Letter 8.5 x 11 inches
- 4- **Color Format:** Grayscale
- 5- **File type:** TIF
- 6- **Resolution:** 200

Once the answer documents have been successfully uploaded and transmitted to Performance Matters you must access **Scanview** within the platform. **Scanview** is located in the upper right-hand side of the screen by clicking the app switcher. **Scanview** allows for the previewing of the scanned answer documents, adjustment of fixable errors, and to determine the cause of failed scans.

Information about **Scanview** can be found in the [user's guide](#) on pages 10-18 and on the Quick Doc below. The guide provides tips on how to resolve scanning errors such as omitted or incorrect student IDs.



Scanview Quick Doc

Rescanning /Rescoring

The Office of Student Assessment and Educational Testing must be contacted if scores need to be reset due to errors or that a student received a score that is not identified with any of the assessments that were scheduled to be taken. The Test Chairperson should compose an email to their school administrator stating the reason(s) for the resetting of a test score(s) or the deletion of erroneous score. 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 Performance Matters

Browser for Student Testing

Google Chrome is the preferred browser which should be installed and utilized during student testing. Also, requesting assistance from the school site designated microsystem technician prior to testing would be helpful, if needed.

Student Video

In order to acclimate students to the Performance Matters testing environment a [student experience video](http://oada.dadeschools.net/IAP/IAP.asp) is available at <http://oada.dadeschools.net/IAP/IAP.asp>. It is suggested that students view the video prior to testing as a way of becoming familiar with the tools offered, navigation, and the submission of an assessment for scoring.

Portal Access

Performance Matters utilizes Single-Sign-On (SSO) and students must sign into the desktop computer, laptop, or tablet with their own username and password credentials through the Google Chrome browser. This process authenticates the user of the machine and ensures a secure login into the Portal and Performance Matters. Once students are logged into the Portal they should click on the Performance Matters app this will take them directly into the student testing platform.

After completing the computer-based assessment in Performance Matters, students should logout of the Portal, close the browser, and logout out of the device by either clicking the sign out or switch account feature in Windows 10. This process is especially imperative if students are using shared devices as this will create an authentication credential issue. If the device will no longer be used, then shutting down the device completely would be appropriate.

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 OLA Student Administration screen to resume the student under **Choose An Action**. To resume a student's session, simply select the student and choose **Unlock Student**, this moves the student back to **In Progress**.

Preparing for Online Testing

Student Login Procedures

Students should be instructed to login into the M-DCPS student Portal. Then click on **Apps| Sites|Services**, scroll down to the Performance Matters app, click the link. This will take students directly into the testing environment in Performance Matters. Students will have a list of assessments that have been assigned to them and it is important that they are directed to select the correct test.

Monitoring Students Status Online via OLA Student Administration

The **OLA Student Administration** screen interface is in real time and it allows the test administrator to monitor students while they are online testing. Prior to students testing, you must access the **Test Center** and assign the test to students.

| Student ID | Student Name | Status | Items Answered |
|------------|--------------|----------|----------------|
| 028 | | Assigned | |
| scan 064 | | Finished | 15/15 |
| 023 | | Assigned | |
| 045 | | Assigned | |
| scan 033 | | Finished | 15/15 |
| 024 | | Assigned | |
| scan 030 | | Finished | 15/15 |

The OLA Student Administration screen should be carefully monitored to ensure that students have completed the entire testing session(s) from Unassigned to Finished. Refer to the Performance Matters Quick Doc below for detailed information on the OLA Student Administration



OLA Quick Doc

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 or projection device to assist with debriefing. This review will assist teachers in targeting their instruction.

Interpreting Performance Levels in Performance Matters

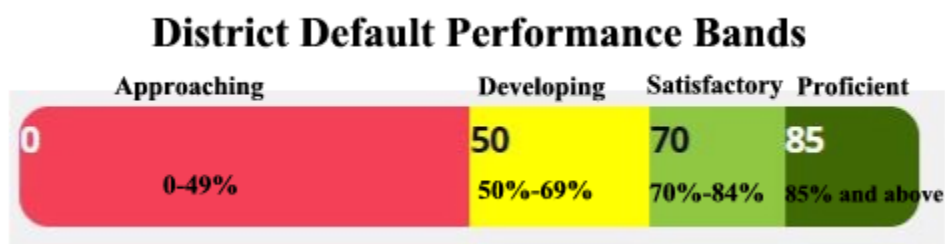
Performance Matters score reports contain three performance levels for analyzing mid-year data for English Language Arts, Mathematics and Social Studies. These performance levels are defined as satisfactory, limited, and insufficient progress. The chart below defines the criteria for each level.

| 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. |

District Default Performance Bands

The Science Baseline Assessment for grades 5 and 8 does not utilize the performance levels of satisfactory, limited, and insufficient. These assessments are intended to determine students' strengths and weaknesses as well as providing an initial data point to monitor progress overtime. The data obtained from the baseline assessments should be used to inform subsequent teaching and learning.

The Science Baseline and any Mid-year assessments in which performance levels have not been defined utilize the district default bands of **Approaching (red)**, **Developing (yellow)**, **Satisfactory (light green)**, and **Proficient (dark green)**.



Note: Cut-scores could be subject to change as directed by the curriculum department. Access the Student Item Analysis Report and then the click on the Achievement Bands tab for defined cut-scores.

Performance Matters Reports

The Performance Matters platform contains a variety of reports dependent on the user needs and the level of analysis. All of the reporting in Performance Matters enables one to make informed instructional decisions about next steps in student learning. The information below is a small overview of each type of report. The Help icon below takes you to a Quick Doc with brief information and how to access the report in Performance Matters. Videos and more documents can be found in the Help section within the Performance Matters platform.

Type of Reports



- **Student Item Analysis (SIA)** – provides a quick glance at the standards assessed, percent of students scoring in each achievement/performance level, average percent by standard, average percent of points earned and points possible, item types, achievement bands, item analysis, overall class average, and average percent for each student.

[SIA Quick Doc](#)



- **Baseball Card (BBC)** – enables the teachers and site administrator to Build reports using data from state, district, and local assessments. The reports usually address a more-defined question such as “how are my FSA level 1 students doing on I-Ready and local assessments”? Are they making progress? What type of support do they need based on what I see?

[BBC Quick Doc](#)



- **Scoreboard** - allows for comparison by course, teacher, school, and District averages as well as demographic information. Scoreboard allows you to compare for example, grade 8 language arts teachers across the district or region(s) on FSA and I-Ready data and see how students are performing. Is progress being made? Are there a group of students not showing progress? Which schools or teachers are most successful in moving students to a proficient level?

[Scoreboard Quick Doc](#)



- **Comparative Results** –allows you to compare data by standards across assessments and item attributes by district, school, teacher, class, and students.

[Comparative Results Quick Doc](#)

APPENDIX A

CHECKLIST: BEFORE, DURING, AND AFTER TESTING

Before Testing

- ✚ Read the Interim Assessment program guide.
- ✚ Read the Performance Matters Scanner Installation Procedures for Traditional or Charter Schools
- ✚ 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, if assessment is to be administered online.
 - Determine students needing accommodations.
- ✚ Prepare for computer based testing by:
 - Preparing materials
 - Train test administrators

During Testing

- ✚ Distribute student identification numbers to students, if blank answer sheet was issued
- ✚ Administer the test
- ✚ 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 out of the Portal and 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 |
|----------------|-------------------------|--------------------------|------------------------|-----------------------|
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Retain a copy of this document for four months following the assessment date.

DUPLICATE AS NEEDED TEST CHAIRPERSON: _____ FM-5812 Rev. (08-03)

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 |
|-------------------|------------------------|---|---|--------|
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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 1 | Algebra 1 – 1200310 Algebra 1 Honors – 1200320, Algebra 1-B – 1200380 IB Middle Years Program Algebra 1 – 1200390 Pre-AICE Mathematics 1 IGCSE Level – 1209810 |
| Biology | Biology 1 – 2000310 Biology 1 Honors – 2000320 Pre-AICE Biology IGCSE Level – 2000322 Biology Technology – 2000430 Florida's Pre-IB Biology 1 – 2000800 IB Middle Years Program Biology – 2000850 Integrated Science 3 – 2002440 Integrated Science 3 Honors – 2002450 |
| Geometry | Geometry – 1206310 Geometry Honors – 1206320 IB Middle Years Program Geometry Honors – 1206810 Pre-AICE Mathematics 2 – 1209820 |
| U.S History | United States History - 2100310 United States History Honors – 2100320 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 - 2106010 M/J Civics - 2106015 M/J Civics & Career Planning - 2106016 M/J Civics, Advanced - 2106020 M/J Civics, Advanced - 2106025 M/J Civics, Advanced & Career Planning – 2106026 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
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 |
| Performance Matters Technical Support | SAET Main Number Tech Support Number Email | 305-995-7520 305-995-2345 TestPlatform@dadeschools.net |