

**Administration Program Guide
for the
Interim Assessment Tests
Grades 9-10: April 23-27, 2007
Grades 3-8: May 7-11, 2007**

Administrations

Miami-Dade County Public Schools



Office of Assessment, Research and Data Analysis
Student Assessment and Educational Testing

Miami-Dade County Public Schools

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TABLE OF CONTENTS

Introduction	1
Program Overview	2
Interim Assessment Tests	3
2006-2007 Administration Windows	3
Schedule of Activities, Spring 2007	4
Students to Be Tested.....	5
Accommodations for Students with Disabilities, Section 504 Students, and Limited English Proficient (LEP) Students.....	5
Special Formats for Students with Visual Impairments	5
Accommodations for Students with Disabilities and Section 504 Students.....	6
Accommodations for LEP Students	6
Testing Format	7
Preparing for the Test	7
Types of Answer Sheets.....	7
Printing Answer Sheets.....	8
Appropriate Grade Level Answer Sheets	9
Delivery of Testing Materials	9
Testing Materials Shipped to Schools	9
Preparing for Administration.....	10
Approximate Testing Times for the Spring Administration	10
Testing Environment.....	10
Distribution of Testing Materials	11
Tracking the Test Booklets	11
Administration of the Interim Assessment Tests.....	12
Directions for Administering.....	12
Absences, Exemptions, and Invalidations	12
Concluding the Assessment.....	13
Scanning and Scoring.....	13
Printing Score Reports.....	13
Reports for the Principal	13
Reports for the Teacher.....	14
Preliminary Score Reports.....	15
Packing of Test Materials for Return.....	16
Directions for Packing of Interim Assessment Tests	16
Interpreting Test Results for Instructional Purposes.....	18
Interim Assessment Program School-Level Coordinator’s Responsibilities	18
Who To Contact For Information	19
APPENDIX A	20
APPENDIX B	21
APPENDIX C	22
APPENDIX D	23
APPENDIX E	24
APPENDIX F	25

INTRODUCTION

The Interim Assessment Program is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Sunshine State Standards. It consists of three components:

- Interim Assessment tests, administered three times per year;
- Benchmark Assessment Item Bank, provided to classroom teachers for their use in creating classroom assessments; and
- Professional development to help teachers make the most of these resources.

In the first year of implementation (2006-07), the Interim Assessment Program provides support for instruction in reading and mathematics. Beginning in 2007-08, it will also offer support in science.

This Administration Program Guide provides a brief description of each component of the Interim Assessment Program, and provides the information school staff will need to administer the spring Interim Assessment test in April/May 2007.

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

PROGRAM OVERVIEW

In June 2005, a needs assessment determined that Miami-Dade County Public Schools (M-DCPS) would benefit from a uniform assessment program that would provide valid and reliable tools that can be used to monitor student progress toward mastery of Florida's Sunshine State Standards. The Interim Assessment Program was developed to meet these needs.

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

In 2006-2007, Reading and Mathematics tests will be administered in grades 3-10. Additionally in 2007-2008, Science tests will be administered in grades 4, 5, 7, 8, 10, and 11. The tests are on-grade level, and will be administered three times a year (in the fall, winter, and spring). Each school will use their Edusoft system to print answer sheets, scan, score, and produce reports. This will enable teachers to have data that can be used immediately to identify individual students' strengths and weaknesses and allow teachers to target instruction and monitor progress. Score reports will be available for individual students, classrooms, schools, regional centers, districtwide, and for specific subgroups, for example, students enrolled in the Limited English Proficiency (LEP) or Exceptional Student Education (ESE) programs.

The Interim Assessment Program also includes an item bank that can be used to monitor student progress after intervention and/or remediation have taken place. During the 2006-2007 school year, the item bank will contain reading and mathematics items in grades 3-10, and science items in grades 5, 8, and 11. More items will be added each year. By 2009-2010, the item bank will include over 20,000 reading, mathematics, and science items for grades K-12. Teachers will be able to select multiple-choice, short response, and extended response items on an as-needed basis; thereby, allowing for "on demand" tests that are tailored to individual students or classes.

The third component of the Interim Assessment Program is professional development, focused on how to read, interpret, and analyze assessment results in order to target instruction. This is the cornerstone of the integrated system, and will enable the classroom teachers to make the most of the other two components, ensuring the system's usefulness as an instructional tool, rather than as just another mandatory test.

¹ Pacing guides may be accessed on-line at: reading, http://languageartsreading.dadeschools.net/pacing_guides_index.htm ; mathematics, http://mathscience.dadeschools.net/scope_n_sequence/ss_math.htm; and science, http://mathscience.dadeschools.net/scope_n_sequence/ss_ElementaryScience.htm or http://mathscience.dadeschools.net/scope_n_sequence/ss_SecondaryScience.htm.

INTERIM ASSESSMENT TESTS

2006-2007 Administration Windows

The Interim Assessment tests will be administered three times per year: fall, winter, and spring. The administration windows for the Interim Assessment tests are one week long, allowing each school the flexibility of scheduling dates and times based on their instructional schedule. Following is a summary of the testing times, subjects, and grade levels.

Interim Assessment Administration Windows, 2006-2007

Assessment Period	Administration Windows	Subjects and Grade Levels
Fall	October 23- October 27, 2006	Reading and Mathematics Grades 3-10
Winter	January 10- January 19, 2007	Reading and Mathematics Grades 3-10
Spring	April 23- April 27, 2007	Reading and Mathematics Grades 9 and 10
	May 7- May 11, 2007	Reading and Mathematics Grades 3-8

Schedule of Activities, Spring 2007

The following tables delineate the schedule of activities for the Interim Assessment tests in Spring 2007. Each activity is discussed in more detail in the sections that follow.

Interim Assessment Test Schedule of Activities, Spring 2007

Grades 9 - 10

March 14 – 30	Delivery of Interim Assessment testing materials via UPS
April 9 – 19	Schools conduct refresher training sessions for teachers who will administer tests
April 17- 20	Print answer sheets for Reading and Mathematics for grades 9 - 10 (regular, large print, and Braille)
April 23 – 27	Administer Interim Assessment tests in Reading and Mathematics and begin to scan answer sheets
April 30- May 4	Continue to scan answer sheets
May 7 – 11	Download reports from Edusoft
April 30 – May 16	Debriefing of results by teachers with students
May 21 – 25	Pickup of test booklets by Comet Delivery Services

Grades 3 - 8

April 9 – 23	Delivery of Interim Assessment testing materials via UPS
April 23 – May 3	Schools conduct refresher training sessions for teachers who will administer tests
May 1 – 4	Begin to print answer sheets for Reading and Mathematics for grades 3 - 8 (regular, large print, and Braille)
May 7 – 11	Administer Interim Assessment tests in Reading and Mathematics and begin to scan answer sheets
May 14 – 18	Continue to scan answer sheets; Download reports from Edusoft; Debriefing of results by teachers with students
May 21 – 25	Pickup of test booklets by Comet Delivery Services

Students to Be Tested

All students in grades 3-10 must take the Interim Assessment tests. Students are to be tested *on the grade level in which they are currently listed in ISIS.*

Accommodations for Students with Disabilities, Section 504 Students, and Limited English Proficient (LEP) Students

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

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

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

Special Formats for Students with Visual Impairments

Teachers of students who are visually impaired will be sent the large print or the Braille format of the test booklets. These materials will be sent directly to the students' home schools. The Braille format should be administered only to those students who require a Braille format, and administered only by the teacher of the visually impaired.

The home school will assess students who require the use of a large print format of the test booklets. These students may be grouped with other students with disabilities.

Students who use a large print and/or Braille test format may record answers directly on the adapted format copy of the test, may use a scribe, or other techniques for response as designated in the student's IEP. Upon completion of testing, the student's test responses must be transferred onto the answer sheet by the teacher.

Accommodations for Students with Disabilities and Section 504 Students

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

- **Flexible setting.** Students may be administered the test individually or in a small group setting.
- **Flexible scheduling.** Students may be administered the test during several brief sessions.
- **Recording of answers.** Students may use varied methods to respond to the test, including written, signed, and verbal responses. The teacher will then transcribe students' responses onto the answer sheets.
- **Mechanical aids.** Students may use a magnifying device, a pointer, a noncalibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions.
- **Auditory or sign language presentations.** The teacher may sign, provide oral interpretations of, or read general directions. The reading test must be read by the student using visual or tactile means.
- **Dictionary.** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.

Accommodations for LEP Students

The guidelines for all LEP students are as follows:

- **Flexible setting.** LEP 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.** LEP 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.** LEP students must have access to an English-to-heritage language dictionary and/or heritage language-to-English dictionary, such as those made available to LEP students in an instructional setting. However, a dictionary written exclusively in the heritage language or in English may not be used.

Testing Format

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

Preparing for the Test

Types of Answer Sheets

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

Period Specific Answer Sheet

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

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

Gr 5 Reading Interim Assessment Test
Z. Suarez
C6008

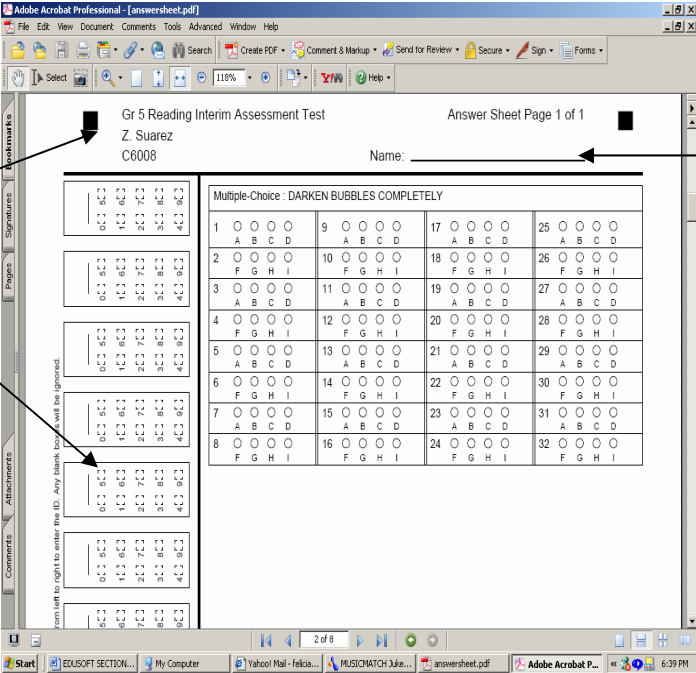
Answer Sheet Page 1 of 1
Name: _____

Multiple-Choice - DARKEN BUBBLES COMPLETELY			
1	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	10	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	12	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
5	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	14	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
7	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	16	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		17	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		18	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		19	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		20	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		21	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		22	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		23	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		24	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		25	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		26	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		27	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		28	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		29	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		30	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
		31	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		32	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I

Generic Answer Sheet

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

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



Student Name

Printing Answer Sheets

Edusoft will be utilized to print, scan, and retrieve the test results for the Interim Assessment tests. The Edusoft system is updated every 5 to 7 business days to reflect current student information from the district’s database (ISIS). New students enrolling at the school site after the update will be reflected in the next system update, if they have been entered into the ISIS database by the school site registrar.

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

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

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

Edusoft requires that you print the master student answer sheets from a **high-quality laser printer** and then copy them using a **high-quality copier** to avoid having numerous errors

during the scanning and scoring process. Printing the answer sheets directly from the high-quality laser printer is greatly suggested when a high-quality copier is not available.

Appropriate Grade Level Answer Sheets

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

Delivery of Testing Materials

Test booklets are delivered directly to the school-sites via a contracted carrier. **All test booklets should be delivered in one shipment, as noted on the Schedule of Activities.** Upon receipt of the testing materials, check the quantities against the Box Contents list that was sent with the materials. It is imperative that you verify your school's materials **immediately** upon receipt so that you can obtain the correct quantity of materials prior to the start of testing. (See Appendices A and B for samples of a Shipping Notice and a Box Contents list.)

If your school did not receive the necessary quantities of materials for administering the assessments to all of your students, please complete the Additional Materials Order Form found in Appendix C and fax to ETS. Call the ETS Call Center at 1-866-881-2802 to confirm the receipt of your fax.

Testing Materials Shipped to Schools

Schools will receive the following in their shipments:

- Test booklets: each grade and content area has a separate test booklet and
- Mathematics reference sheets for grades 6-10.

Test booklets are consumable, which means students **can** write in the booklets. If scratch paper is used, the paper should be collected and destroyed by the classroom teacher.

Please note: Although the test booklets are consumable, they will be collected by the test coordinator for return. They should **not** be sent home with students.

Mathematics reference sheets are provided for students in grades 6-10. ***The reference sheets may be kept at the school for use in the classrooms throughout the school year.***

Preparing for Administration

The Interim Assessment tests should be administered as you would a typical “important” classroom test. They are **not** timed tests, as are traditional high stakes tests or other standardized 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 for the Spring Administration

Before the Test	Administration Time	After the Test
Approximately 10 minutes to pass out testing materials	Approximately 60 minutes for the Reading tests	Approximately 10 minutes to collect testing materials
	Approximately 75 minutes for the Mathematics tests	

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

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 set of materials should be assembled for each classroom prior to testing:

- Test booklets;
- Answer sheets printed from Edusoft, one per student for each content area being tested;
- No. 2 pencils;
- Mathematics reference sheets one per student (grades 6-10 only); and
- Calculators (grades 7 – 10 only).

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

Tracking the Test Booklets

Test booklets do not contain individual identification numbers; however, it is necessary to account for the number of books received by a school and returned to TDC at the end of the administration period. To assist in keeping track of the test booklets, a Teacher Count Sheet is provided for your use during the administration (see Appendix D). This form should be kept on file at the school site for four months following the assessment date.

It is important that all test booklets are accounted for before and after testing.

Administration of the Interim Assessment Tests

Each content area of the Interim Assessment test is designed to be administered separately: Reading and Mathematics. It is highly recommended that the two content areas not be administered successively on the same day in order to avoid student fatigue. It is further recommended that school staff confer to determine if the longer tests should be administered in one sitting or in two sittings over a two-day period. If this option is chosen, a stopping point should be designated in advance, with all students instructed to stop at the same point. Individual students should not be allowed to “pick up wherever they left off” on a subsequent day.

Directions for Administering

- Distribute test booklets, answer sheets, pencils, mathematics reference sheets (for grades 6 – 10), and calculators (for grades 7 – 10). 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 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 top left corner of the test booklet.
- Students **may** write in the test booklets to make notes or to work out mathematics problems.
- When testing is completed, each student should place his/her answer sheet and, if appropriate, mathematics reference sheet on top of the closed test booklet.
- Collect testing materials individually from each student.
- Divide the testing materials into four piles, or five if mathematics reference sheets are used: 1) used answer sheets, 2) used test booklets, 3) unused answer sheets, 4) unused test booklets, and 5) reference sheets (if used).

Absences, Exemptions, and Invalidations

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

Concluding the Assessment

Scanning and Scoring

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

Printing Score Reports

Please adhere to the Schedule of Activities for detailed information on printing score reports. The results in the initial testing year will be reviewed by the Student Assessment and Educational Testing (SAET) and Curriculum staff to analyze items; after which, schools will be notified if they need to print revised reports.

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

Reports for the Principal

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

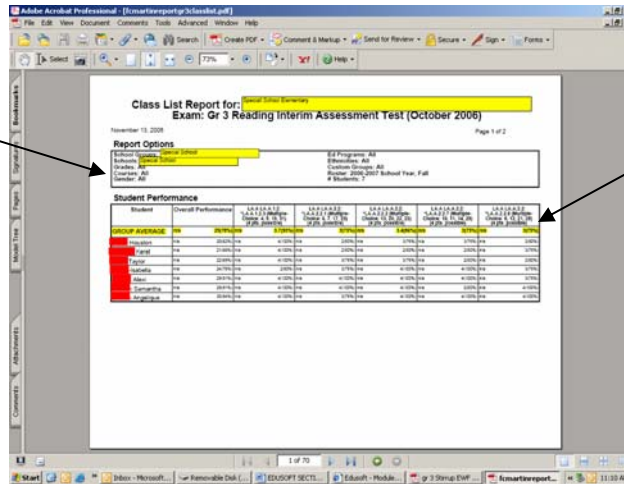
The screenshot shows a PDF report titled "Performance Band Report for: Special Elementary School" for the "Exam: Gr 3 Reading Interim Assessment Test (October 2006)". The report is dated November 15, 2006. It includes a "Report Options" section with fields for School (Special Elementary), Courses (All), Teachers (All), Question Groups (All), # Students (149), Grades (All), Gender (All), Ethnicities (All), Ed Programs (All), and Roster (2006-2007 School Year: Fall). The "Overall Performance" section shows an "Average Performance" of "Score: 17.8/32 (55%)". A "Per Band Performance" table shows a score of "N/A" for the range "0.00-32.0" with 149 students at 100%. The "Per Standard Performance" table lists standards from LAA.1.2 to LAE.2.2, all with scores of "N/A" and 100%.

Total number of students on grade level

Overall raw score and percentage

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

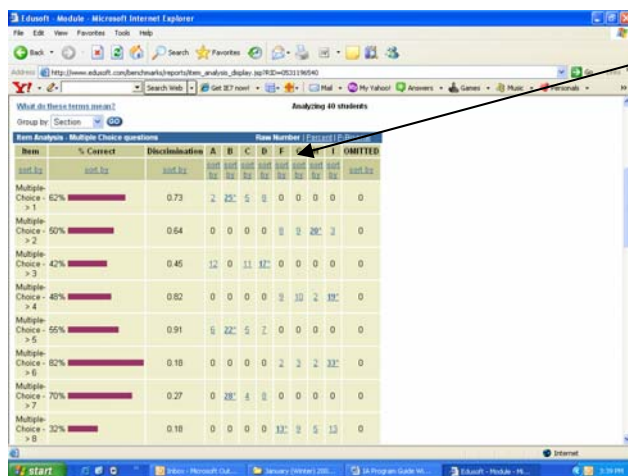
Number of students in grade level.



Number correct and percentage obtained by benchmark.

Reports for the Teacher

- Performance Band Report by Classroom - provides an overall raw percentage of total correct out of possible points for the class or an individual student.
- Class List Report by Classroom - provides a list of all students in the classroom in alphabetical order or by performance ranking. Additionally, a raw score by benchmark for the entire grade group and by student (see above).
- Item Analysis Report – provides a summary of responses selected for each item which allows teachers to analyze their students' responses. This report can be the starting point to debriefing in the class.



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

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

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

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

Report Options

Schools: [Redacted] Grades: All Teachers: [Redacted] Educators: All
Ed Programs: All Classroom Groups: All Gender: All Number: 2006-2007 School
Courses: All School Groups: All School Types: All

# of Students: 157	Question #	Multiple Choice					Multiple Choice						
		1	2	3	4	5	6	7	8	9	10		
	% of Correct Responses	88%	88%	82%	82%	88%	81%	77%	78%	88%	88%	84%	84%
	Total Points Possible	1	1	1	1	1	1	1	1	1	1	1	1
	Correct Responses	A	G	C	H	A	H	D	I	D	C	B	I
	Incorrect Responses	B	F	D	I	C	H	A	H	H	H	B	H
	Score	15	14	13	12	11	10	9	8	7	6	5	4
	% Correct	93%	93%	87%	87%	93%	87%	83%	83%	93%	93%	89%	89%
	Correct	14	13	11	10	10	9	8	7	6	5	4	3
	Incorrect	1	1	2	2	2	2	2	2	2	2	2	2
	Correct	14	13	11	10	10	9	8	7	6	5	4	3
	Incorrect	1	1	2	2	2	2	2	2	2	2	2	2

Preliminary Score Reports

The first Interim Assessment test score reports retrieved from Edusoft are **preliminary reports** printed prior to an in-depth review of the tests with regard to problematic or faulty items. A list of any problematic items will be posted and updated on the Interim Assessment Program’s website as such items are identified (<http://oada.dadeschools.net/IAP/IAP.asp>). The Edusoft score reports will list the number and percent correct for each benchmark and for the total test.

Packing of Test Materials for Return

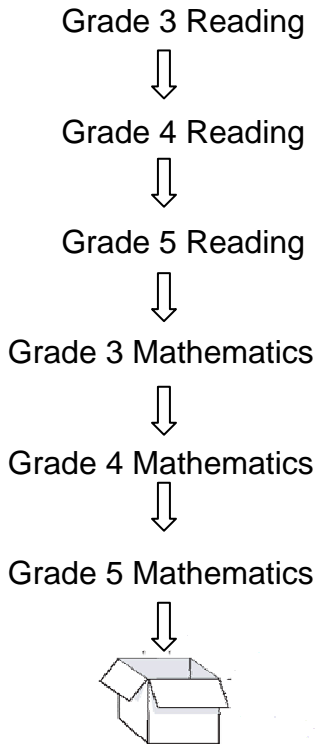
Comet Delivery Services will pick up the test booklets **during the week of May 21 – 25, 2007**. All test booklets must be accounted for and returned to TDC. After testing, scanning, and debriefing, the school coordinator should collect **all** test booklets and repackage them in the original boxes as detailed below.

Please note that each school is permitted to retain ten (10) test booklets per grade level and content area at the school for the purposes of debriefing with colleagues.

Directions for Packing of Interim Assessment Tests

1. Separate your used and unused booklets.
2. Sort and count test booklets, by subject and grade level.
3. Complete the *Interim Assessment Packing Slip for Return of Materials* form (Appendix F) and place it in the District Coordinator envelope. The District Coordinator envelope should be separate from your boxed materials. **In the event that any booklets are missing, destroyed, or retained at the school for colleague debriefing purposes, document the grade level, subject, and booklet count in the missing/destroyed and/or retained booklets areas of the packing slip.**
4. Place all used booklets in the boxes from the highest grade level tested at your school to the lowest grade level tested, as illustrated on the following page. Please place a colored sheet of paper between each grade level. Affix a white “used” return label to each box.
5. Repeat step 4, packing all “unused” test booklets, affixing a magenta “unused” return label to these boxes.
6. Seal the boxes.
7. Should you need additional labels, contact Student Assessment at 305 995-7520.
8. On the labels, complete the school name and location number. Use the space on the label “Box__ of __” to number the Boxes 1 of X, 2 of X, 3 of X, etc., where X is the school’s **total** number of “used” or “unused” boxes being returned. Note: Count the number of used and unused boxes separately.

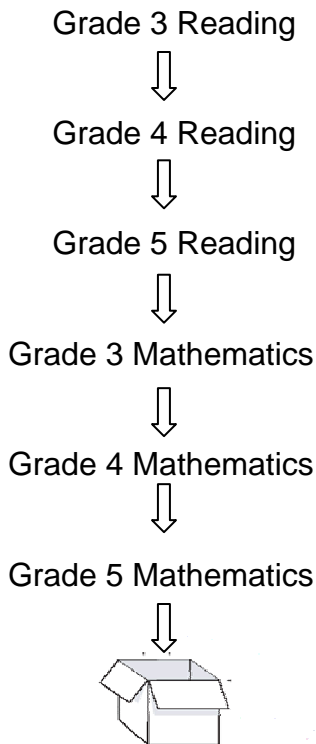
Example



Used Test Booklets

- Pack your booklets with the highest grade level/subject at the bottom and work your way up.
- Separate grade levels with a sheet of colored paper.
- Use additional boxes, as necessary.
- Enter school information and box numbers on white labels.

Example



Unused Test Booklets

- Pack your booklets with the highest grade level/subject at the bottom and work your way up.
- Separate grade levels with a sheet of colored paper.
- Use additional boxes, as necessary.
- Enter school information and box numbers on magenta labels.

Interpreting Test Results for Instructional Purposes

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

Teachers are encouraged to debrief the results of the 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. In addition, professional development will be provided to five classroom teachers in each school during the 2006-2007 school year.

Interim Assessment Program School-Level Coordinator's Responsibilities

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 third Interim Assessment tests in April/May, 2007 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 Interim Assessment Program;
2. Administration, scanning, and reporting window for the January tests;
3. School's schedule for testing;
4. Testing format;
5. Arranging for appropriate accommodations, as necessary;
6. Guidelines for receiving and handling test materials;
7. Scanning and scoring procedures; and
8. Use of test for debriefing after scoring has been completed.

District-wide training is conducted by SAET staff for the designees at each M-DCPS school prior to administration. Additional support in the use of test results in debriefing is provided as part of the professional development component of the Interim Assessment Program.

WHO TO CONTACT FOR INFORMATION

Issue	Contact Office	Phone Number
Additional copies of the Interim Assessment test booklets and mathematics reference sheets	ETS Call Center	1-866-881-2802 (Press 5)
Purpose and administration of the Interim Assessment tests	Lani Dunthorn Felicia Mallory Denetra Collins	305 995-7528 305 995-1213 305 995-4580
District Pacing Guides	Language Arts/Reading Mathematics	305 995-1949 305 995-1921
Allowable accommodations for limited English proficient students	Bilingual Education and World Languages	305 995-7430
Allowable accommodations for students with disabilities	Division of Special Education	305 995-1295
Printing, scanning, and scoring of answer sheets and downloading of score reports	Instructional Technology	305 995-1915

APPENDIX A

SAMPLE OF SHIPPING NOTICE

SHIPPING NOTICE

Destination:
 Testing Elementary
 Attention: Test Chairperson
 Phone No: 3055551111
 October 2006 Interim Assessment Tests
 1111 Biscayne Bay Drive
 Miami, FL 33166
 USA

Origin:
 Distribution Center
 PO Box 77436
 225 Phillips Blvd.
 Ewing NJ 08628

Phone No: 3055551111

E1 Order # 153074

Program Name:	M-DCPS
ID Number:	LM054789
Test Date / Type:	October 2006
Shipment Type / MMYYYY:	Initial 143200

TESTING ELEMENTARY

Order Number: FMD3000142
Drop Shipment Recipient ID:

Box ID	Item ID	Item Description	QTY	Serial No. Range
1636722	736112	M- DCPS GRADE 3 READING OCTOBER (PACKAGE OF 2	148	
1636723	736112	M- DCPS GRADE 3 READING OCTOBER (PACKAGE OF 2	77	
1636723	736113	M- DCPS GRADE 3 READING OCTOBER (PACKAGE OF 5)	15	
1636723	736114	M- DCPS GRADE 4 READING OCTOBER (PACKAGE OF 2	56	
1636726	736114	M- DCPS GRADE 4 READING OCTOBER (PACKAGE OF 2	148	
1636727	736114	M- DCPS GRADE 4 READING OCTOBER (PACKAGE OF 2	21	
1636727	736115	M- DPCS GRADE 4 READING OCTOBER (PACKAGE OF 5)	15	
1636727	736116	M- DCPS GRADE 5 READING OCTOBER (PACKAGE OF 25	112	
1636730	736116	M- DCPS GRADE 5 READING OCTOBER (PACKAGE OF 25	113	
1636730	736128	M- DCPS GRADE 3 MATHEMATICS OCTOBER (PACKAGE O	35	
1636732	736128	M- DCPS GRADE 3 MATHEMATICS OCTOBER (PACKAGE O	148	
1636733	736128	M- DCPS GRADE 3 MATHEMATICS OCTOBER (PACKAGE O	42	
1636733	736129	M- DCPS GRADE 3 MATHEMATICS OCTOBER (PACKAGE O	15	
1636733	736130	M- DCPS GRADE 4 MATHEMATICS OCTOBER (PACKAGE O	91	
1636736	736130	M- DCPS GRADE 4 MATHEMATICS OCTOBER (PACKAGE O	134	
1636736	736131	M- DCPS GRADE 4 MATHEMATICS OCTOBER (PACKAGE O	14	
1636738	736131	M- DCPS GRADE 4 MATHEMATICS OCTOBER (PACKAGE O	1	
1636738	736132	M- DCPS GRADE 5 MATHEMATICS OCTOBER (PACKAGE O	147	
1636741	736132	M- DCPS GRADE 5 MATHEMATICS OCTOBER (PACKAGE O	78	

Number of Boxes: 10	Total Quantity:	1,410
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APPENDIX B

SAMPLE OF BOX CONTENTS

BOX CONTENTS

Destination:

Testing Elementary
Attention: Test Chairperson
Phone No: 3055551111
October 2006 Interim Assessment Tests
1111 Biscayne Bay Drive
Miami, FL 33166
USA

Origin:

Distribution Center
PO Box 77436
225 Phillips Blvd.
Ewing NJ 08628

Phone No: 3055551111

E1 Order # 153074

Program Name:	M-DCPS
ID Number:	LM054789
Test Date / Type:	October 2006
Shipment Type / MMYYYY:	Initial 143200

TESTING ELEMENTARY

Order Number: FMD3000142
Drop Shipment Recipient ID:

Item ID	Item Description	QTY	Serial No. Range
736114	M- DCPS GRADE 4 READING OCTOBER (PACKAGE OF 25)	21	
736115	M- DPCS GRADE 4 READING OCTOBER (PACKAGE OF 5)	15	
736116	M- DCPS GRADE 5 READING OCTOBER (PACKAGE OF 25)	112	
Total Quantity:		148	

APPENDIX C

Miami-Dade County Public Schools Interim Assessment Tests

ADDITIONAL MATERIALS ORDER FORM

Please fill out the additional materials needed and the school information below. Remember that all test booklets are packaged in sets of 10s. Submit only one additional order form for the entire school and **fax to ETS at 1-866-387-2598**. Orders are processed and shipped within 48 hours.

Test Booklet	Quantity Needed
READING	
M-DCPS Grade 3 Reading (pkg 10)	
M-DCPS Grade 4 Reading (pkg 10)	
M-DCPS Grade 5 Reading (pkg 10)	
M-DCPS Grade 6 Reading (pkg 10)	
M-DCPS Grade 7 Reading (pkg 10)	
M-DCPS Grade 8 Reading (pkg 10)	
M-DCPS Grade 9 Reading (pkg 10)	
M-DCPS Grade 10 Reading (pkg 10)	
MATHEMATICS	
M-DCPS Grade 3 Mathematics (pkg 10)	
M-DCPS Grade 4 Mathematics (pkg 10)	
M-DCPS Grade 5 Mathematics (pkg 10)	
M-DCPS Grade 6 Mathematics (pkg 10)	
M-DCPS Grade 7 Mathematics (pkg 10)	
M-DCPS Grade 8 Mathematics (pkg 10)	
M-DCPS Grade 9 Mathematics (pkg 10)	
M-DCPS Grade 10 Mathematics (pkg 10)	
M-DCPS Gr. 6, 7, and 8 Math Ref Sheet (pkg 10)	
M-DCPS Gr. 9 and 10 Math Ref Sheet (pkg 10)	

School Name: _____

Location Code: _____

Street Address: _____

Requestor's Name & Telephone Number: _____

APPENDIX E

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	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 F

Miami-Dade County Public Schools Interim Assessment Packing Slip for Return of Materials

Spring 2007 Administration

School Name: _____

Location Number: _____

Materials Returned to the Test Distribution Center

Grade Level Tested	Subject Tested	Type of Print	Number of UNUSED Test Booklets Returned	Number of UNUSED Test Booklets RETAINED* at school	Number of USED Test Booklets Returned
3	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			
4	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			
5	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			
6	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			

*A maximum of 10 test booklets per grade level and content area may be retained at the school.

(Reference sheets should be kept at the school for use in the classrooms.)

Grade Level Tested	Subject Tested	Type of Print	Number of UNUSED Test Booklets Returned	Number of UNUSED Test Booklets RETAINED* at school	Number of USED Test Booklets Returned
7	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			
8	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			
9	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			
10	Reading	Regular			
		LP			
		Braille			
	Mathematics	Regular			
		LP			
		Braille			

*A maximum of 10 test booklets per grade level and content area may be retained at the school.

(Reference sheets should be kept at the school for use in the classrooms.)

Missing/Destroyed Booklets _____
(grade level, subject, and number of booklets)
 (If more space is needed, use an additional sheet.)

Total number of **used** boxes: _____

Total number of **unused** boxes: _____

Completed by: _____
 (Please print) (Title) (Signature)

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.

06/23/03