



Miami-Dade County Public Schools

2015-2016 Grade 3 Mid-Year Promotion



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

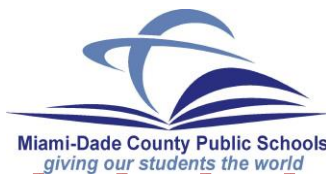


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2015-16 GRADE 3 MID-YEAR PROMOTION

INTRODUCTION

The *Grade 3 Mid-Year Promotion (GTMYP)* is administered each November, to eligible retained third grade students in the Miami-Dade County Public Schools. The *Reading Comprehension* subtest of the *Iowa Tests of Basic Skills (ITBS)* Level 10 is administered as the *GTMYP*. This administration represents the fifth and final opportunity for third grade students retained at the end of the 2014-2015 school year to demonstrate sufficient reading proficiency for promotion to the fourth grade in 2015-2016. School site personnel are responsible for administering and scanning the *GTMYP* test via the Gateway to Data (G2D) platform.

PROGRAM OVERVIEW

As required by the statewide public school student progression law eliminating social promotion, Section 1008.25, Florida Statutes, a student may be promoted to grade 4 if the student demonstrates reading mastery through one of the following:

1. *Florida Standards Assessment (FSA)*,
or
2. *Grade 3 Reading Student Portfolio* (administered in the second semester),
or
3. *The Alternative Standardized Reading Assessment (ASRA)* (administered prior to the end of the school year),
or
4. *Alternative Assessment for Grade 3 Promotion (AAGTP)* (administered at the end of summer reading camp),
or
5. ***Grade 3 Mid-Year Promotion (GTMYP)*** (administered in the fall following retention).

The test will serve the State of Florida's promotion decision purpose only if sound testing practices are followed. To ensure that these practices are followed, school personnel must conscientiously adhere to the recognized test administration principles that govern standardized testing and are addressed in this administration guide. See Appendix A for a general description of the role of the principal, test chairperson, test administrator, and proctor in the assessment. See Appendix B for general test security guidelines and the *Miami-Dade County Public Schools' Standards, Guidelines, and Procedures for Test Administration and Test Security* for additional details.

**SCHEDULE OF ACTIVITIES
Grade 3 Mid-Year Promotion
2015-16**

November 2 – 6	View Screencast Training for Test Chairpersons. Schools pick up list of eligible students and test materials at TDC (7:30-3:30 pm).
November 6	Complete the electronic Screencast Training Verification form which can be found at https://www.surveymonkey.com/r/BL66JPT Distribute parent letters for all eligible students. Print Grade 3 Midyear answer sheets from the G2D secure tab.
November 12	Administer GTMYP test to all eligible, retained 3 rd grade students.
November 13	Make-up administration for the GTMYP, as necessary.
November 13 and 16	Scan answer sheets via G2D. Reports will not be visible on G2D to ensure security of the answer keys. Principals will receive a secure extract file via email which will include raw score number correct scores.
November 16	Return all <i>GTMYP</i> testing materials to the Test Distribution Center by 3:30 p.m. Fax a written account of any breaches of security or testing irregularities to Student Assessment and Educational Testing at 305-995-7522.
November 30	Schools must notify SAET to override any promotion decisions based on the GTMYP as listed on the Listing of Student Results at 305-995-7522.
December 4	Submit a Heat ticket to establish proper placement of all promoted students by this date.

STUDENTS TO BE TESTED

In order to be considered for mid-year promotion, retained third grade students must be reading at or above grade level and demonstrate mastery of the Grade 4 Reading standards consistent with the month of promotion to the fourth grade. The 2015 *GTMYP* is to be administered to all retained third grade students who met specific criteria on the *Alternative Assessment for Grade 3 Promotion* administered in the summer of 2015, defined as a percentile rank score at or between the 40th and 44th percentile. Student Assessment and Educational Testing will provide each school with a list of students who meet this criterion. In addition, students who have demonstrated substantial progress in class and are recommended by their teacher, including those who did not participate in the AAGTP in the summer, may participate at the school administrator's discretion.

Students in the Home Education and McKay Scholarship programs will **not** participate in the *GTMYP*.

Notifying Parents/Guardians

The week prior to the assessment, parents/guardians must be informed in writing that their child will be participating in the *GTMYP*. Sample letters in English, Spanish, and Haitian Creole are provided in Appendix D. You may print these letters on school letterhead or develop letters at your school. Electronic copies are also available at <http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>.

Accommodations

Accommodations for English Language Learners (ELLs)

Consideration must be given to ELLs who are eligible for accommodations. All ELLs levels 1-4 are eligible for accommodations regardless of time in the ESOL program. Determination of appropriate accommodations for an ELL must be made by the student's ESOL teacher and be based on the individual needs of the student. **If a student is determined to be in need of accommodations, accommodations must be provided.** The following test accommodations are permitted:

1. **Flexible Setting:** ELLs may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator. Parents must be informed of this option and asked for their preference in test administration setting.
2. **Flexible Scheduling:** Students may take the test during several brief sessions within one school day. The test should be administered at a time of day that is most beneficial to the student.
3. **Flexible Timing:** Students may be provided additional time.

4. **Assistance in the Heritage Language:** The ESOL teacher may answer questions about the general test directions in a way that the students are not led to infer the correct answer. The teacher is prohibited from reading words to the students from the passages and test questions and from answering questions about the passages and test questions.
5. **Dictionary:** Students must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, **a dictionary providing definitions written exclusively in the heritage language or in English may not be provided.**

Accommodations for Students with Disabilities and Section 504 Students

Eligible students with disabilities who have an active Individual Education Plan (IEP), or students classified as Section 504 students who have an active Section 504 Accommodation Plan **must** be provided testing accommodations. Teachers must follow the procedures outlined below and give special assistance only to those students who are eligible for such assistance, as per the current IEP or Section 504 Accommodation Plan. **If a student is determined to be in need of accommodations, accommodations must be provided.** The following test accommodations are permitted.

1. **Flexible Setting:** Students may take the test individually or in a small-group setting, under a test administrator's supervision. Lighting, acoustics, adaptive or special furniture, and distraction-free locations should be considered for flexible setting situations.
2. **Flexible Scheduling:** Students may take the test during several brief sessions within one school day. The test should be administered at a time of day that is most beneficial to the student.
3. **Flexible Timing:** Students may be provided additional time.
4. **Recording of Answers:** Students may indicate the selected answers by pointing or verbally responding to a test administrator. If students indicate the answers, the proctor must record the answer on the answer sheet.
5. **Flexible Presentation:** 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 test items.
6. **Dictionary:** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.
7. **Revised Format:** Students may be tested by one of the following methods.

- a. **Visual Reading:** Students may be tested with large print materials. Students using large print documents will record their responses directly on the large print documents. The responses must be transcribed to an answer sheet for scanning and scoring.
- b. **Tactile Reading:** Students may be tested with materials that have been transformed to Braille code. These materials must be provided for students who meet the eligibility for the visually impaired program. Visually impaired materials must be requested through TDC at 305-995-3743 for those eligible students.
- c. **Sign Language Presentations:** The test administrator may sign directions, but not the reading passages or items. This modification may be provided to students who meet the eligibility for the deaf or hard of hearing program.

**The GTMYP is a reading test,
Reading passages and items
MUST NOT
be read to students as an accommodation.**

RECEIVING AND PREPARING MATERIALS FOR TESTING

Test Booklets and Directions for Administration (DFA)

The *Reading Comprehension* subtest of the *Iowa Test of Basic Skills (ITBS)*, Complete Battery, Form C, Level 10, will be administered as the GTMYP. Schools may pick up materials at TDC between the hours of 7:30 am and 3:30 pm. Schools identified as having eligible students will pick-up a set of test materials which will include test booklets, *Directions for Administration (DFA)* and generic answer sheets. Schools not identified on the list as having eligible students based on the summer 2015 AAGTP, will need to request materials from TDC. Once materials are picked up by the school, they must be counted to make sure that all materials listed on the Test Distribution Center (TDC) Packing List and Return form were received. Please note that the test booklets and DFAs are reusable, so no marks should be made in them. Remember that during the testing window these materials must be stored in a secure, access-restricted location in the school. None of these materials will be retained at the school for future use.

Do not discard the packing slip from TDC, as this same form will be used to record the number of test materials being returned. A sample of the TDC packing slip is provided in Appendix E. If a supplemental order is requested (i.e. VI materials), attach the additional packing slip to the original and include it with the returned materials. Students may not write in the test booklets. Answer sheets will be provided and students must record responses directly on the generic answer sheet.

Answer Sheets

Grade 3 mid-year assessment answer sheets may be found and printed by the test chairperson on the G2D platform under the secure tab. Please use a high quality printer.

The answer sheet requires students' M-DCPS seven-digit student identification number to be bubbled in the appropriate box of the sheet and the name to be written at the top of the sheet. An example is provided below.

Copyright © 2013 Thinkgate, LLC

Header: Teacher's Name, Title of Test, Test Administration, School Name, and Test ID

Student ID: 6188647141
Form ID:

marks on this form.
DO NOT fold, tear, or mutilate this form.
DO NOT use paper clips or binder clips when bundling these forms.
Use a No. 2 pencil ONLY.
Make solid marks that fill the circle completely.
Page Count:
Ex: A B C D

1 A B C D 21 A B C D 41 A B C D 61 A B C D
2 F G H I 22 F G H I 42 F G H I 62 F G H I

All seven digits must be bubbled with a #2 pencil on the generic answer sheet. For example, if a student's ID number is 0023456, the zeros must be placed on the gridded area from left to right. A form ID is not needed.

TRAINING TEST ADMINISTRATORS AND PROCTORS

Prior to the administration of the test, review and become familiar with this guide and with the testing materials. Review the *Responsibilities of the Test Chairperson* (Appendix C) as a step-by-step guide to ensure all procedures are followed for the GTMYP administration.

Conduct training sessions for all test administrators and proctors. The training should include a review of the following:

- Students who must be tested
- School's testing schedule
- Administration procedures, including
 - Test room conditions
 - Students who arrive late
 - Use of G2D answer sheets
 - Clarifying directions
 - Testing time limits
 - Providing accommodations
 - Test invalidation
- *Standard Roles and Responsibilities for Implementing Testing Programs at School Sites* (Appendix A)
- District's *General Testing Security Guidelines* (Appendix B)

DISTRIBUTION AND TRACKING MATERIALS

Test booklets and Directions for Administration (DFA) are considered secure materials but do not include security numbers. However, test chairpersons are required to account for the number of test booklets and DFAs distributed to each test administrator. The *Teacher Count Sheet* provided in Appendix E should be used for each test session to account for materials.

Test administrators are responsible for signing in/out and counting the number of test booklets and DFA assigned to them. When test administrators complete a test session, they must return all assigned test materials to the test chairperson. The test chairperson is then responsible for counting the materials and verifying that the assigned number of test materials is returned.

ADMINISTERING THE TEST

Materials Required for Test Administration

1. **Test Booklet.** Each student will have a test booklet. Students may not write in the test booklets.
2. **Answer Sheet.** Students must record all responses onto the appropriate G2D answer sheet.
3. **Pencils.** Students must use #2 black lead pencils. Students should be told to bring two pencils for the test. A supply of sharpened pencils should be available for students who forget. Mechanical pencils cannot be used because their markings cannot be identified by the scanning devices used to read and score student responses.
4. **Directions for Administration (DFA).** Each test administrator must have and use the DFA. DFAs are copyrighted materials and therefore may not be duplicated. One DFA will be provided with every 20 test booklets.
5. **Do Not Disturb Sign.** Duplicate the sign in Appendix E. Place a sign on the outside door of each testing room.

Recommended Time of Day to Test

A morning administration of the test is strongly recommended. Research indicates that test takers tend to perform better in the morning hours prior to lunch. In order to maximize test security and ensure the validity of the test results, it is strongly recommended that all students at a school be tested at the same time of the day (e.g., starting at 8:30 a.m.) rather than spreading testing sessions over the course of the day.

Test Timing

The GTMYP *Reading Comprehension* subtest is a **timed test** and is divided into two parts. Both parts must be administered within one school day. The working time for the first session is 25 minutes and for the second session is 30 minutes. Accommodations apply to ESE and ELL students as determined appropriate. Please note that students must complete both parts of the test to obtain a score.

Reading Comprehension	Time Limit	Test Book Pages	Item Numbers
Part 1	25 Minutes	Pages 7-13	Items 1-20
Part 2	30 Minutes	Pages 14-20	Items 21-41

Directions For Administration

Students must not write on the test booklet and must record all responses directly on the answer sheet. Student name and seven-digit ID number must be accurately recorded on the answer sheet.

Test Room Conditions

The test must be administered in a room that allows for comfortable seating, good lighting, and freedom from distractions. A student's writing space must be large enough to accommodate the test booklet and answer document. The use of lap boards is not recommended.

Clarifying Directions

Although directions must be read as stated in the DFA, directions may be clarified. Assistance may be given as long as it is limited to explaining the marking of answers, following directions, and finding the right place in the test booklets.

Test administrators may not provide students with assistance that will inadvertently indicate an answer to an item. The test administrators should simply advise students to do their best and attempt to answer every item because students' scores are based on the total number of correct answers. At no time should any student be provided with assistance or clarification on any reading passages or test questions.

Absences and Invalidations

Students Who Are Absent or Arrive Late

Every effort should be made to assess all eligible students. Eligible students who arrive late to school on the actual day of testing should be counted as absent, and their names should be placed on the make-up testing list for the following day.

Test Invalidation

Circumstances may require invalidation of a student's test or the tests for a group of students. Based on professional judgment, reasons for invalidation may include but it is not limited to the following:

1. A student becomes ill or leaves the room during testing and is not able to complete the assessment as directed.
2. A student fails to follow instructions (e.g., refuses to mark responses).
3. A student is observed giving assistance, receiving assistance, or continuing to answer questions after time is called.

4. An error occurs in the actual test administration (i.e. mistiming).
5. A disturbance or distraction occurs that could affect scores.

To document the reason for invalidation, the school must note the student's name and record the reason on the *Record of Absences, Exemptions, and Invalidations Form* in Appendix E. **If something occurs during the administration that would result in the invalidation for a group of students, immediately call Student Assessment and Educational Testing at 305-995-7520 to discuss the issue.** In addition, a follow-up explanatory memorandum must be faxed to the District Director, Student Assessment and Educational Testing, at 305-995-7522.

If a test is invalidated, there is no other assessment that can be given to the student(s) for promotion decisions during this administration.

Damaged Test Booklets/Answer Sheets

Occasionally a test booklet or answer sheet is damaged (e.g., torn, student used ink, student became ill on document). When this occurs, the test administrator should do the following:

1. Transfer all student identification information and student responses onto a new answer sheet and shred the damaged answer sheet.
2. Verify that all transferred information has been correctly gridded and process for scoring.
3. Test materials that become soiled due to illness should be reported to SAET at 305-995-7520 and securely destroyed at the school site.
4. Write "DAMAGED" across the front of any damaged test booklet(s) and return to the TDC as directed.

SCANNING ANSWER SHEETS

Once students have completed the assessment, collect and scan the answer sheets via G2D. Due to the security of the norms used to score this assessment, all reporting features will be turned off including access to the answer key. Schools will not have access to the percentile rank scores that correspond to the number of correct items. However, a secure extract file will be emailed nightly to each principal which will contain a raw score (number correct) for each student. **Important: Students must obtain a raw score of 24 or higher in order to demonstrate mastery and be considered for promotion.** A raw score of 24 or higher corresponds to a percentile rank at or above the 41st percentile meaning that the student scored as well as or better than 41% of the students in the norm group. Please note that the 41st percentile rank **does not** mean that the student got 41% of the items correct.

Keep the raw score number correct file for one year along with the scanned answer sheets from all students who participated in this assessment.

PROMOTING STUDENTS WHO PASSED

Determining Eligibility for Mid-Year Promotion

Students receiving the required GTMYP raw number correct score of 24 score are not automatically promoted on that score alone. The student's Pupil Monitoring Plan (PMP) team must evaluate the student's eligibility for mid-year promotion to the fourth grade based on a review of a student's test score and **other pertinent information that substantiates the student's readiness for promotion.**

Passing Score: Raw (Number Correct) score of 24 or higher

Promotion of Students

Students who have been identified for promotion should **immediately** be provided with fourth grade curriculum and instruction in all content areas. Sample letters to inform parents of this promotion can be found in Appendix D. Schools must submit a Heat ticket for each student to be promoted to establish proper placement by Friday, **December 4, 2015**. All tickets must be routed to "Ask ITS a question" attention: Ms. Clara O Reilly. The following information must be included:

- Student Name
- Student ID
- Effective date
- Homeroom.

PACKING AND RETURNING TESTING MATERIALS

Note: All testing materials must be hand delivered to the TDC on or before November 16, 2015. No testing materials may be kept at a school.

Preparing Test Materials for Return

1. Account for all test materials (test booklets and Directions for Administration).
2. Record the number of test booklets and Directions for Administration on the original TDC *Packing Slip and Return Form* received with your shipment and make a copy for your records. A sample is provided in Appendix E.
3. Collect the *Record of Absences, Exemptions, and Invalidations* forms from all test administrators and make a copy for your records.
4. Make copies of the *Teacher Count Sheets* and of the completed *School Procedural Checklist*.
5. Place all completed original forms in an envelope and place the envelope inside box #1.

Hand-Deliver the box(es) of testing materials to the TDC no later than 3:30 p.m. on or before November 16, 2015.

APPENDIX A
STANDARD ROLES AND RESPONSIBILITIES FOR IMPLEMENTING TESTING
PROGRAMS AT SCHOOL SITES

School administrators, teachers, and other school staff shall all be made aware of their professional obligations with regard to testing programs. The roles and responsibilities of the principal, test chairperson, test administrator, and proctor in the implementation of assessment programs are described below.

Principal

The principal is responsible for ensuring that tests are administered in accordance with professional test administration procedures, as outlined in the administration manuals, program guides, and training materials provided by the test publishers, the state, and/or the district, and for ensuring that any violations of test administration and/or security procedures are reported appropriately and in a timely manner. The principal designates a test chairperson and ensures that the test chairperson attends all mandatory district training sessions and follows established procedures. Although the principal may delegate the coordination of specific testing programs to the test chairperson or another designee, the ultimate responsibility for maintaining the integrity of the test administration rests with the principal. The principal must submit a School Procedural Checklist (FM-6927) at the conclusion of each testing program, to certify that the test administration was conducted in accordance with the district's established guidelines and procedures.

Test Chairperson

The test chairperson is responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program. Primary responsibilities include: attending district training sessions; planning and implementing test administrations; training test administrators and proctors; arranging for testing locations; verifying receipt of test materials; organizing, and distributing materials to the test administrators; maintaining the security of test materials in the schools; supervising test administration; maintaining all required records and documentation; returning test materials for scoring; and maintaining the confidentiality of student test records.

Test Administrator

The test administrator is responsible for directing and conducting student testing sessions, as specified in the administration manuals or program guides. Primary responsibilities include: attending required training sessions; establishing appropriate conditions in the testing room; distributing and returning student test materials; accounting for all assigned materials; strictly adhering to test scripts and directions; actively monitoring students during the testing session; and following security procedures to ensure a standard administration. Only certificated administrative and

instructional employees (e.g., teachers, counselors, media specialists) who have received appropriate training for a particular test may serve as test administrators.

Proctor

The proctor is responsible for actively monitoring the testing session and for assisting the test administrator in managing the session and maintaining test security. Administrative, instructional, non-instructional, and paraprofessional employees who have received appropriate training for a particular test may serve as proctors. However, non-certificated employees may only assist in distributing and collecting student test materials under the direct supervision of a certificated test administrator, and may not administer the test, read test scripts, or have sole responsibility for the test materials. In addition, parents or other community volunteers who are trained in proctoring and test security may serve as test proctors, but **proctors who are not employees may not handle any test materials or be left alone with students or test materials at any time.**

Note that proctors may not be assigned to proctor in a family member's classroom or at the same grade level as the family member.

Relief Staff

Relief staff who may serve in classrooms in the temporary absence of the regular test administrator or proctor must meet all of the requirements specified for the applicable role, and must have received appropriate training related to test administration and test security procedures.

APPENDIX B GENERAL TESTING SECURITY GUIDELINES

In order to ensure the integrity of the testing process and the accuracy and validity of all test scores, the district has established specific guidelines and standards. The following are a summary of those provided in the *M-DCPS Standards, Guidelines and Procedures for Test Administration and Test Security* and must be strictly enforced in order to ensure valid test results for all students.

1. **All personnel are prohibited from examining, reviewing, reading, or copying the test items and/or contents of the students' tests. The security of all test materials must be maintained before, during, and after the test administration.**
2. Materials must be picked up from TDC. Once picked up at TDC, the testing materials must be signed for by the principal, the assistant principal, the lead teacher, or the test chairperson. All test materials must be counted by the test chairperson. Any discrepancy between the packing list and the materials received must be reported to TDC.
3. At all times except during actual testing, all testing materials will be kept under lock and key and should be under the direct supervision of the principal or test chairperson. All testing materials, including test booklets and Directions for Administration are copyrighted and are not to be copied.
4. The materials necessary to conduct actual testing, such as test booklets and program guides, should be given to teachers the morning of testing and picked up immediately following each day's testing. During the testing, no test booklets are to be left unattended.
5. All directions are to be followed exactly, with no deviation. The GTMYP is timed.
6. The testing schedule and the proper testing procedures must be reviewed at a meeting with the people who will serve as test administrators and proctors prior to testing. Test administrators and proctors should be familiarized with the program guide and general administration practices and responsibilities. Teachers may review the program guides, but under no circumstances should test booklets be reviewed by the test administrator or proctors.
7. The distribution and collection of test booklets to and from students is a critical time because there is the possibility of losing materials. Test materials should be distributed to and received from students on a one-at-a-time basis. The test administrator/proctor can then visually verify that each student has only one test booklet at the beginning of testing and that each student has returned that test booklet at the end of the testing period.

8. After the completion of testing, all students should turn their booklets and answer sheets face down and put their pencils away while the orderly collection of materials takes place. All students should remain in their seats until the test administration is completed. Do not allow students to stack their tests and hand them in as a group.
9. **NO** GTMYP testing materials may remain at the school beyond **November 16, 2015**.
10. Under no circumstances may test booklets or Directions for Administration be taken outside the school; return of secure materials must be direct; and materials may not be held outside of the school overnight.

APPENDIX C RESPONSIBILITIES OF THE TEST CHAIRPERSON

Test Chair Responsibilities Prior To Testing

- Identify all eligible students. Order test materials needed from the Test Distribution Center (TDC). Pick up test materials at TDC.
- Upon receipt of materials locate the packing list in the box labeled "PACKING LIST ENCLOSED." Check the packing list against the actual number of materials received. Immediately report any discrepancies to the TDC.
- Order additional materials needed from TDC.
- Save boxes for returning materials.
- Store all test materials in a secure, access-restricted location.
- Work with other school personnel to review student IEPs, Section 504 plans, and ELL plans to determine students in need of accommodations and make necessary arrangements.
- Make testing room arrangements and determine the number of proctors needed.
- Coordinate and send out letters informing parents of the GTMYP testing window.
- Train test administrators and proctors.
- Sort test materials to correspond to the school's testing arrangement.
- Prepare *Teacher Count Sheets* for each day of testing.

During Testing

- Distribute testing materials directly to each test administrator on the morning of the test.
- Ensure that testing rooms are free from disturbance. Bells should not be rung; access to the intercom should be limited; and access to classrooms should be restricted.

- Ensure that testing rooms have a controlled environment (lighting, temperature, and seating).
- Post *Do Not Disturb* signs in visible places to help minimize interruptions.
- Seating should be adequately spaced and arranged to discourage cheating.
- Proctors should assist the test administrator before, during, and after the test administration.
- Supervise test administration and be available to answer questions as they arise.
- Report any testing irregularities as per instructions in the *M-DCPS Standards, Guidelines and Procedures for Test Administration and Test Security*.

Following Each Test Session

- Complete the *Teacher Count Sheet* as materials are returned.
- Count all test materials to ensure that **all** materials have been returned from each test administrator.
- Identify students who were absent and schedule them for make-up.
- Secure testing materials in a locked storage area.
- Call SAET if materials are lost, testing irregularities occur, or if you encounter any problems.

Following the Completion of all Testing

- Collect all testing materials.
- Account for all test booklets and DFAs.
- Scan answer documents.
- Prepare materials for return as specified beginning on page 14.
- Package all materials in the boxes in which the materials were received.
- Return all test materials according to the provided instructions and schedules.

- By **November 16, 2015**, submit a written account of any missing test booklets and/or testing irregularities violations to the District Director of Student Assessment and Educational Testing, with a copy to the regional superintendent, or appropriate administrative office, stating the circumstances and steps taken to guard against reoccurrence.
- Maintain copies of the completed *Teacher Count Sheet, Record of Absences, Exemptions, and Invalidations*, and *Return Packing List* of the test materials for your records for a period of one year.
- Submit a Heat ticket by **December 4, 2015** to establish proper placement.

APPENDIX D

SAMPLE LETTERS TO PARENTS/GUARDIANS

Dear

**GRADE 3 MID-YEAR PROMOTION TEST
SAMPLE PARENT /GUARDIAN LETTER**

(ENGLISH VERSION)

Parents/Guardians:

Your child is eligible to take the *Grade 3 Mid-Year Promotion Test*. The State of Florida requires that your child demonstrate an acceptable level of reading performance on this test in order to be promoted to grade 4.

The *Grade 3 Mid-Year Promotion Test* will take place on _____, 2015.

In order to have test results, it is important for your child to be present for the testing. Therefore, this notice is being sent home so that you can note these dates and avoid making appointments for your child that might conflict with the testing.

Thank you for your cooperation. If you have any questions, please contact the school.

Sincerely,

**GRADE 3 MID-YEAR PROMOTION TEST
SAMPLE PARENT /GUARDIAN LETTER**

(SPANISH VERSION)

Estimados padres de familia/tutores:

Su hijo(a) es elegible para tomar la Evaluación Alternativa para la Promoción al Tercer Grado. El estado de la Florida requiere que su hijo(a) demuestre tener un nivel aceptable de rendimiento en la lectura en esta prueba para ser promovido(a) al cuarto grado.

La prueba de la Evaluación Alternativa para la Promoción al Tercer Grado se llevará a cabo el _____, 2015.

Para lograr resultados en la prueba, es importante que su hijo(a) esté presente para tomarla. Por lo tanto, enviamos este aviso a sus hogares para que puedan anotar dichas fechas y eviten concertar citas para sus hijos que pudieran estar en conflicto con las pruebas.

Agradecemos su cooperación. Por favor, comuníquense con la escuela si tienen alguna pregunta al respecto.

Atentamente,

**GRADE 3 MID-YEAR PROMOTION TEST
SAMPLE PARENT /GUARDIAN LETTER**

(HAITIAN CREOLE VERSION)

Chè Paran/Gadyen:

Pandan septanm nan, pitit ou a ap elijib pou yon Evalyasyon Altènatif pou Pwomosyon (chanje klas) nan 3yèm Ane Eskolè a. Eta Florid mande pou pitit ou a demontre yon nivo pèfòmans ki akseptab nan lekti nan egzamen sa a pou li kab jwenn pomosyon pou ale nan 4yèm ane.

Evalyasyon Altènatif pou jwenn pwomosyon (chanje klas) nan 3yèm ane eskolè ap fèt an _____, 2015.

Pou nou kab genyen rezilta egzamen yo, li enpòtan pou pitit ou a prezan pou egzamen an. Pakonsekan, avi sa a vin jwenn ou lakay ou pou w kab note dat yo e evite pou w pa fè randevou pou timoun nan ki kab tonbe an konfli ak egzamen an.

Mèsi pou kolaborasyon ou. Si ou genyen nenpòt kesyon silvouplè, kontakte lekòl la.

Sensèman,

Sample GTMYP Results Letter
English Version

(School Letterhead)

Date: _____

Dear Parent or Guardian:

This letter is to inform you that your son/daughter is eligible for promotion to grade 4 based on the results of the District's mid-year assessment, *the Iowa Tests of Basic Skills*.

After meeting with the student's Progress Monitoring Plan (PMP) team, and reviewing other pertinent information, a determination was made to promote your child to grade 4. This placement will occur as soon as possible.

Should you have any questions, please contact _____.

Sincerely,

Principal's Signature

Sample GTMYP Results Letter
Spanish Version

(School Letterhead)

Fecha: _____

Estimados padres o guardianes:

Esta carta es para informarle, que despues de la reunión con el equipo Progress Monitoring Plan (PMP), que monitorea el progreso de su hijo(a) y de revisar toda la información pertinente, se llevo a la determinación de promover a su hijo(a) al cuarto grado.

Esta decisión se baso en los resultados de la prueba *Iowa Tests of Basic Skills*, realizado por el distrito a mediados del curso escolar. Esta transicion ocurrirá lo mas pronto posible.

Si usted tiene cualquier pregunta, por favor pongase en contacto con_____.

Sinceramente,

Firma del principal

Sample GTMYP Results Letter
Haitian Creole Version

(School Letterhead)

Dat: _____

Chè Paran oubyen Gadyen:

Lèt sa a se pou enfòmè w pitit gason oubyen pitit fi w te satisfè kondisyon ki fè li elijib pou li pase pou 4yèm ane eskolè baze sou rezilta evalyasyon Distri a fè nan mitan ane a, yo rele “the *Iowa Tests of Basic Skills*.”

Aprè reyinyon ki te fèt ak ekip “Progress Monitoring Plan (PMP)” (Plan pou Kontwòl Pwogrè) a, e dapre revizyon lòt enfòmasyon ki relate, yo te pran yon desizyon pou fè pitit ou a pase pou 4yèm ane eskolè. Yo pral plase li pi vit posib.

Si w gen kesyon sou sa, silvoulè kontakte _____.

Sensèman,

(Principal’s Signature)

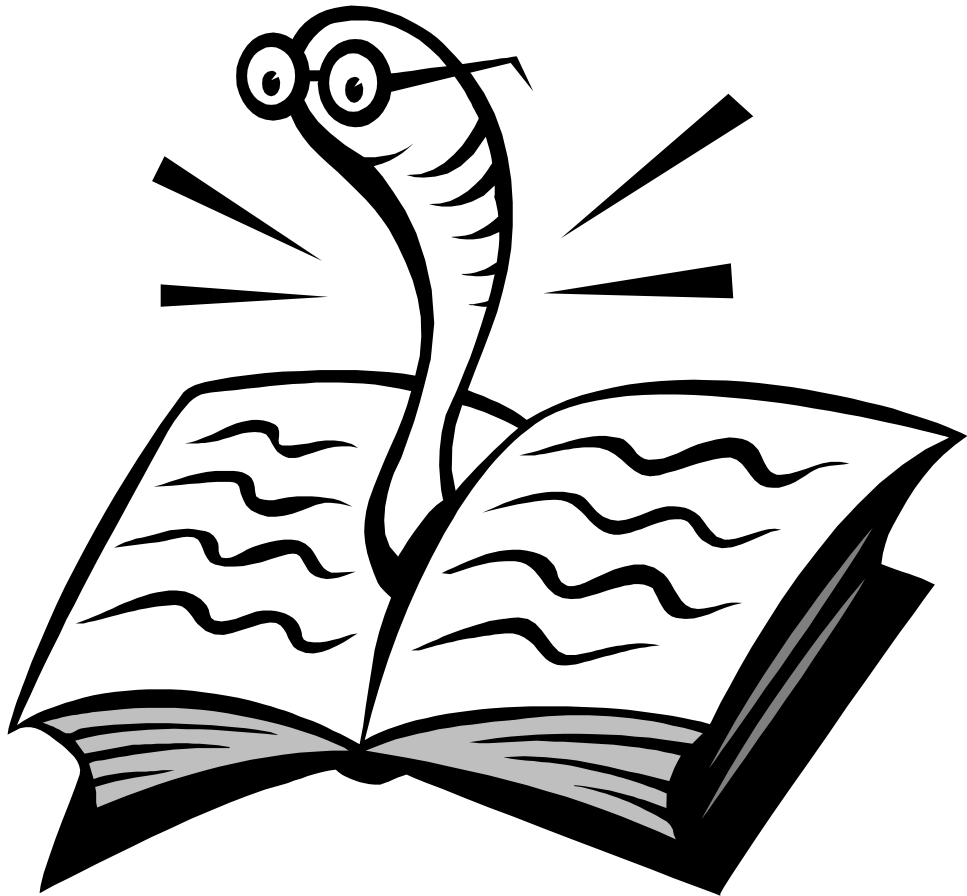
APPENDIX E

FORMS TO BE USED BY SCHOOLS

- **Do Not Disturb Sign**
- ***Record of Absences, Exemptions, and Invalidations***
- ***Teacher Count Sheet***
- **Sample of the TDC Packing Slip for the GTMYP**
- ***School Procedural Checklist***

GRADE 3

**MID-YEAR PROMOTION
TEST**



DO NOT DISTURB



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT ASSESSMENT PROGRAMS
RECORD OF ABSENCES, EXEMPTIONS, AND INVALIDATIONS**

Assessment Program: **Grade 3 Midyear Promotion (GTMYP)**

Assessment Date: _____ (Month/Year)

Name of School: _____

School Location Number: _____

Name of Test Administrator: _____

STUDENT'S NAME	GRADE	CODE A = Absence E = Exemption I = Invalidation	SUBTEST R = Reading M = Mathematics	REASON

Return the completed form, as instructed in the Program Guide. The test chairperson should retain a copy of this form for one year following the assessment date.

DUPLICATE AS NEEDED

FM-5183 Rev. (04-09)



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
TEACHER COUNT SHEET**

Assessment Program: 2015-16 Grade 3 Midyear Promotion

School Name: _____

School Number: _____

Directions: Record the teacher's name, quantity of test booklets, and directions for administering assigned to each test administrator. Teachers must certify receipt/return by initialing this form when picking up materials prior to testing and again when returning materials after testing.

Teacher's Name	Number of Test Booklets	Number of Copies of the Directions for Administering	Date		Date	
			Receipt/	Return and Initials	Receipt/	Return and Initials

Test Chairperson's Signature: _____

Date: _____

Place this completed form in Box #1. Retain a copy of the completed form at the school for one year following the administration date.

DUPLICATE AS NEEDED

M-4661 Rev. (08-07)

(Sample TDC Packing Slip and Return Form)
MIAMI-DADE COUNTY PUBLIC SCHOOLS
TEST DISTRIBUTION CENTER (TDC)
PACKING SLIP AND RETURN FORM

Grade 3 Midyear Promotion (GTMYP)
Iowa Tests of Basic Skills (ITBS)
Complete Battery Level 10

School name	School number
Test Chairperson	Date

Test Materials Received

Test Booklets	Directions for Administration

Upon receipt of materials, determine if all materials indicated on this packing list were received. If there are any discrepancies or if additional materials are needed, please call TDC at 305 995-3743. Do not discard this receipt/return list.

_____ Number of boxes or envelopes

 Test Chairperson's signature



Test Materials Returned

Test Booklets	Directions for Administration

Upon completion of the assessment, follow the return instructions provided in the GTMYP program guide, and place this form in the manila envelope along with all other required forms. Please keep all answer sheets at the school on file with the results.

_____ Number of boxes or envelopes

 Test Chairperson's signature

*** SAVE THIS FORM FOR RETURN OF MATERIAL**

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
SCHOOL PROCEDURAL CHECKLIST**

Grade 3 Mid-Year Promotion TESTING PROGRAM

Documentation that the Grade 3 Mid-Year Promotion at each school was supervised by the principal in accordance with the guidelines and procedures established by Miami-Dade County Public School district is required. This form must be completed by the school principal and the test chairperson; include the original completed form in the District Coordinator Only box and retain a copy at the school for one year following administration. If any item was marked "No", a written report of any exceptions to the procedures below must be attached to this checklist when submitted.

We certify that, to our knowledge, all guidelines and procedures outlined in the Grade 3 Mid-Year Promotion Program Guide/Administration Manual have been strictly adhered to at this school, and that each of the following specific processes has taken place as prescribed; as noted below:

- | | | |
|------------|------------|--|
| Yes | No | |
| ___ | ___ | All <u>Grade 3 Mid-Year Promotion</u> testing materials were received and counted, and any discrepancies were reported and reconciled with the Test Distribution Center prior to the test administration. After reconciliations, if any, our school had sufficient quantities of <u>Grade 3 Mid-Year Promotion</u> materials to conduct testing. |
| ___ | ___ | Prior to the test administration, all staff involved in the <u>Grade 3 Mid-Year Promotion</u> administration were trained on appropriate test administration and security procedures. The Test Security Guidelines/Procedures were reviewed with all persons administering or having access to test booklets either in a faculty meeting, a grade group or department meeting, or individually, if absent from scheduled group meetings. |
| ___ | ___ | The <u>Grade 3 Mid-Year Promotion</u> was administered following the explicit directions stated in the appropriate grade level test administration manual to assure test standardization. |
| ___ | ___ | Following testing, all test materials were accounted for according to the guidelines in the <u>Grade 3 Mid-Year Promotion</u> manual. Any missing materials were reported, by telephone and in writing, to Student Assessment and Educational Testing. |
| <u>N/A</u> | <u>N/A</u> | All "To Be Scored" documents were delivered to their prescribed destination on the designated date(s). |
| ___ | ___ | All "Not To Be Scored" materials have been boxed or stored in a secure, access-restricted area. These materials will remain in locked storage until pickup by the contracted carrier or delivery to the Test Distribution Center, according to the program guidelines. |

Principal's Signature

Date

Test Chairperson's Signature

Date

School Name

School Number

If any item was marked "No," a written report of any exceptions to the above procedures must be attached to this checklist when submitted.

CONTACT INFORMATION

TEST ADMINISTRATION:

Ms. Mayda Cabeza, Director I

E-mail: mcabeza@dadeschools.net

Student Assessment and Educational Testing

1450 NE 2nd Ave., Suite 208

Mail Code: 9023

Phone Number: 305-995-7520

Fax Number: 305-995-7522

ORDER MATERIALS/RETURN MATERIALS:

Ms. Magaly Hernandez, Supervisor I

Test Distribution Center (TDC)

13135 S.W. 26th Street

Mail Code: 9038

Phone Number: 305-995-3743

Fax Number: 305-995-3963

Gateway to Data:

Mr. Carlos Lopez, G2D Consultant

Phone Number: 305-995-2438

E-mail: cjlopez@dadeschools.net

Ms. Lina Turnes, G2D Consultant

Phone Number: 305-995-7529

E-mail: Lturnes@dadeschools.net

The 2015 Grade 3 Midyear Promotion training screencast is available at:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>

At the completion of viewing the screencast training, it is MANDATORY for you to complete the electronic Screencast Verification Form which can be accessed at the following link <https://www.surveymonkey.com/r/BL66JPT>

PLEASE NOTE: Your training cannot be verified without completing this task.

The 2015 Grade 3 Midyear Promotion Program Guide is available at:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>