Miami-Dade County Public Schools
Program Guide

End of Year Alternative Assessments for Grade 3 Good Cause Promotion
May/June 2017

Assessment, Research, and Data Analysis

Student Assessment and Educational Testing

Miami-Dade County Public Schools

Table of Contents

INTRODUCTION

As **required by the statewide public school student progression law** eliminating social promotion (Section 1008.25, Florida Statutes), students may be promoted to Grade 4 only if they demonstrate an acceptable level of performance in reading on the Florida Standards Assessment (FSA) English Language Arts (ELA) assessment, or one of the "Good Cause" criteria, as follow:

1. English Language Learners (ELLs) with less than two years in an English for Speakers of Other Languages (ESOL) program.
2. Students with disabilities whose individual educational plan (IEP) indicates that participation in the FSA is not appropriate.
3. Students who demonstrate proficiency through an alternative standardized Reading assessment
4. Students who demonstrate proficiency through a *Student Reading Portfolio.*
5. Students with disabilities, who demonstrate a deficiency in reading, have more than two years of intensive instruction, and were previously retained in kindergarten, first, second, or third grade.
6. Students who demonstrate a deficiency in reading after two or more years of intensive instruction and were previously retained in kindergarten, first, second, or third grade for a total of two years. **A student may not be retained more than once in grade 3.**

In the M-DCPS, students have multiple opportunities to demonstrate reading mastery:

- *Florida Standards Assessment* (*FSA)*
- *Grade 3 Reading Student Portfolio* (administered in the second semester)
- **End-of-Year Alternative Assessments (administered on receipt of FSA scores)**
- *Alternative Assessment for Grade 3 Promotion* (administered during summer reading camps)
- *Grade 3 Mid-Year Promotion* (administered in the fall).

The end-of-year alternative assessments provide a final opportunity for Grade 3 students who have not yet met the promotion criteria to demonstrate reading mastery during the 2016-17 school year, prior to possible retention. The *i-Ready Diagnostic Assessment* (AP3) will serve as the District's primary end-of-year alternative assessment, with the *Iowa Test of Basic Skills* available for students who require specialized test formats (i..e, Braille or large print testing materials) or those who cannot access the i-Ready Computer-Based Tests (CBT).

Students may participate in **ONLY ONE** alternative assessment at the end of the school year.

These assessments will only serve the State of Florida's promotion requirements 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. The guide features two sections, one for the primary i-Ready administration, the second for the ITBS administration for students who require specialized test formats (i.e, Braille or large print testing materials) or those who cannot access the i-Ready CBT.

SCHEDULE OF ACTIVITIES

May 8-12   View i-Ready webinar for i-Ready admin and/or test chairpersons [Recorded Administering i-Ready Diagnostic 3 _ AP3 for Additional Promotion Opportunities for 3rd Graders.mp4](#) .
                     Review ITBS administration PowerPoint, as applicable http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp
.

Week of May 15   Place paper/pencil ITBS order for eligible students at http://oada.dadeschools.net/TDC/TDC.asp

May 22 - June 2   i-Ready Diagnostic 3 / AP3 testing window for all **eligible third grade** students (on receipt of the 2017 FSA scores).

                     Send home parent letters.

June 2   Complete ITBS testing and scanning.

June 9   Return ITBS testing materials to the Test Distribution Center by 2:30 p.m.

                     Fax a written account of any security issues or testing irregularities to Student Assessment and Educational Testing at 305-995-7522.

                     Update Integrated Student Information System (ISIS) to reflect approved promotions.

END-OF-YEAR ALTERNATIVE ASSESSMENT: I-READY

STUDENTS TO BE TESTED

The i-Ready Diagnostic 3 / AP3 Assessment is to be administered to all third graders who scored in Level 1 on the 2017 Grade 3 FSA ELA and have not already met any of the state's other "good cause" criteria as follow must participate. In addition, students who entered the district late, or did not participate in the FSA or portfolio may also be included. The **school must verify** the eligibility of each student.

For questions related to "good cause" promotions, please contact Curriculum and Instruction or review the *2016-2017 Student Progression Plan* at http://ehandbooks.dadeschools.net/policies/93.pdf.

TESTING WINDOW

As per the District's testing calendar, the i-Ready Diagnostic 3 / AP3 testing window is May 8 – June 2. However, testing of Grade 3 students should be delayed until FSA ELA results are available. As such, Grade 3 students should test from May 22 to June 2, 2017. **All testing, including make- ups, must be completed during this testing window.**

PREPARING FOR ADMINISTRATION

Due to the use of Diagnostic 3/ AP 3 as an alternative assessment for promotion, students should not be administered i-Ready as a "station" to small groups of students while class or other activities are going on in the background. Instead, it should be administered in a controlled, secured environment as for other standardized assessments.

Prior to the administration of the diagnostic, review and become familiar with the steps below. Review the responsibilities of the i-Ready site administrator to ensure all procedures are followed for the administration of i-Ready Diagnostic 3 / AP 3.

- Determine which third grade students will be tested; verify eligibility.
- Watch the recorded webinar and sign up for the Q& A sessions if additional support is needed (both links provided below).
- Create site-level testing schedules, building in time for students who are absent.
- Confirm that all technology is functioning properly on all computers by clicking "Support" on the i-Ready Log In page; then click "Run system check".
- Ensure working headsets are available for each computer.
- Train test administers on the secure administration of this assessment.

- o Advise teachers that Diagnostic 3 / AP3 will be used as an alternative promotion opportunity for eligible Grade 3 students.
- o Advise teachers that retesting is not allowed; only one (the first) administration will be considered for promotion decisions.
- o Remind test administrators to monitor the administration and encourage students to do their best.
- o Review answers to Frequently Asked Questions provided in Appendix B.
- Create the ***Third Grade Promotion 2017*** instructional group, select the identified Third graders, and assign Diagnostic 3 / AP3, as illustrated on the following pages.

Creating Instructional Groups for 3rd Grade Promotion

Instructional Groups for 3rd Grade Promotion are to be created by the onsite i-Ready administrator only, using their admin login.

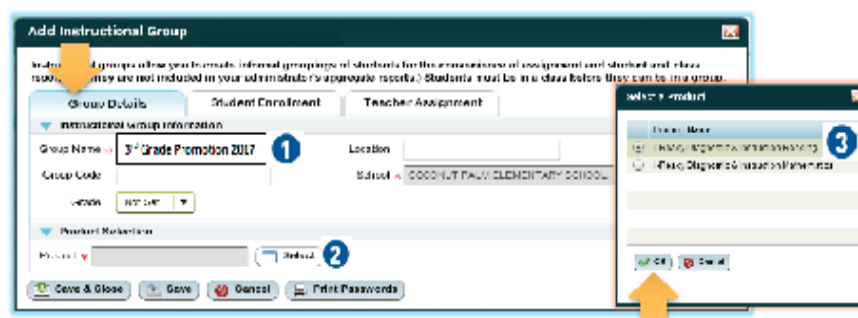**How to Create an Instructional Group for 3rd Grade Promotion:**

1. Click on the Roster Tab
2. Instructional Groups sub-tab.
3. Click the *Add New Instructional Group* button.

Group Details tab

1. Name your Instructional Group, **3rd Grade Promotion 2017**
2. Under Product Selection, click Select button
3. Choose i-Ready Diagnostic and Instruction Reading then click OK

1 | Page

Adding and Removing 3rd Diagnostic/AP3 for Administrators

i-Ready

HOW TO | Adding 3rd Diagnostic/AP3 for Administrators

In order to assess your identified 3rd grade students, you must assign a diagnostic test during the **May 22-June 2** testing window. The steps to add an assessment for your students are very simple. Once these steps are completed, students will be prompted to start their assessment the next time they log in. Once an assessment is assigned, students will not be able to work on lessons until the test is completed. Assign the Diagnostic to specific students on the day you would like them to begin testing.

Note: This document explains how **administrators** can assign the 3rd Diagnostic/ AP3 to identified 3rd graders.

1. Log in at https://login.i-ready.com/.

2. Click the Assignments tab.

3. Click Program Management (if not already selected).

4. Select Reading as **subject** from the first menu.

5. Select from the remaining drop-down menus the name of the **admin** assigned to the group and the 3rd Grade Promotion 2017 Instructional Group.

6. Select the check box next to **Add Diagnostic Test**. A chart to the right will load.

7. Select Only the student(s) scheduled to test for the day from this list using the check boxes. **see below for steps on managing absent students.*

8. Click Go when done. The Add Diagnostic Test Confirmation window will open.

9. Click Yes. Repeat steps 4–9 daily until all students in the group are tested.

** Do not assign the diagnostic to students who are absent. If a student is absent on the subsequent day of testing, remove the diagnostic and reassign upon the return of the student. For instructions on removing the diagnostic refer to the *Removing the 3rd Diagnostic /AP3 for Administrators* document. (Appendix A)

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i-Ready

HOW TO | Removing 3rd Diagnostic/AP3 for Administrators

If a student is absent on the subsequent day of the diagnostic, the diagnostic needs to be removed and reassigned upon the students return. Use the steps below to remove the diagnostic from absent students.

Note: This document explains how **administrators** can remove the 3rd Diagnostic/ AP3 to identified 3rd graders.

1 Log in at https://login.i-ready.com/.

2 Click the Assignments tab.

3 Click Program Management (if not already selected).

4 Select Reading as subject from the first menu.

5 Select from the remaining drop-down menus the name of the admin assigned to the group and the 3rd Grade Promotion 2017 Instructional Group.

6 Select the check box next to **Remove Diagnostic Test**. A chart to the right will load.

7 Select Only the absent student(s) to remove the test from this list using the check boxes.

8 Click Go when done. The Remove Diagnostic Test Confirmation window will open.

9 Click Yes. Repeat steps 4–9 daily to remove the diagnotic from absent students.

** Do not assign the diagnostic to students who are absent. If a student is absent on the subsequent day of testing, remove the diagnostic and reassign upon the return of the student. Refer to the FAQ document.

DURING THE ADMINISTRATION

The i-Ready site administrator should supervise the administration of the diagnostic and provide support to staff, as needed.

- Follow the site-level testing schedule.
- Only certified staff may serve as test administrators of i-Ready during Diagnostic 3 / AP3.
- If the diagnostic is administered over multiple days, and a student is absent on a subsequent scheduled day, it is required to remove the diagnostic and reassign it upon the students return.
    - To remove the diagnostic, use the same steps for assigning the diagnostic, making sure to select remove diagnostic instead.

i-READY TEST ACCOMMODATIONS

Most accommodations may be grouped into the following general categories: timing, scheduling, presentation, setting, and response mode. i-Ready addresses each of these accommodations:

Timing: Students may need extra time to complete the task. The Diagnostic assessment may be stopped and started as needed to allow students needing extra time to finish. The Diagnostic is untimed and can be administered in multiple test sessions.

Flexible scheduling: Curriculum Associates recommends that all students be given multiple days, as necessary, to complete the i-Ready Diagnostic assessment.

Accommodated presentation of material: All i-Ready Diagnostic items are presented in a large, easily legible format on the computer screen. There is only one item on the screen at a time, the bold font is large and friendly, and nearly all of the items for grades K–5 have audio support. Directions are read aloud, demonstrated visually, or generally self-evident, regardless of language abilities. Use of clear, concise, and chronological directions build student understanding. The program employs physical cues such as pointing or facial expressions, symbolic cues such as pictures and icons, and auditory cues such as asking a question.

Setting: Students may need to complete the task in a quiet room or with a small group of peers. This can easily be done, as i-Ready Diagnostic is available on any computer with internet access that meets the technical requirements. Furthermore, all students are encouraged to use quality headphones to hear the audio portion of the items.

Headphones also help to cancel out peripheral noise, which can be distracting to students.

Response accommodation: Students should be able to control a mouse. They only need to be able to move a cursor with the mouse and to point, click, and drag. Those students who do not have this capacity can use i-Ready Diagnostic with third-party software, such as TOBII Communicator, to compensate for this lack of ability.

Resources for English Language Learning ELL Students: ELL students should have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELL students in an instructional setting.

ACCESSING i-READY RESULTS

The diagnostic results are available almost immediately under the Assignments tab in i-Ready, and may take up to 15 minutes to appear in Reports.   A score of 535 or higher which corresponds to the 50th percentile on the Diagnostic 3/ AP3 may be considered for promotion.

ADDITIONAL SUPPORT –

i-Ready Webinar for site administrator: [Recorded Administering i-Ready Diagnostic 3 _ AP3 for Additional Promotion Opportunities for 3rd Graders.mp4](#)

For additional support, sign up for one of the i-Ready Diagnostic 3 / AP3 for 3rd Grade Promotion Q&A webinars that occur several times during the testing window. Use the link below to register for the date and time that works best for you:

i-Ready Diagnostic 3/AP3 for 3rd grade promotion Q&A Register now!
https://attendee.gotowebinar.com/rt/2650181845331209218

These webinars are designed to answer questions and address concerns. Attending the entire session is not required. After registering, you will receive a confirmation email containing information about joining the webinar.

If you have questions about the use of i-Ready during the upcoming diagnostic testing window, please contact either:

- Antoinette Noel, i-Ready Account Manager at anoel@cainc.com or
- Lissette Molina Powell, i-Ready Professional Development Manager at LPowell@cainc.com.

<h1 style="text-align:center">END-OF-YEAR ALTERNATIVE ASSESSMENT: ITBS</h1>

STUDENTS TO BE TESTED

The Iowa Test of Basic Skills (ITBS) is being offered in the M-DCPS as an end-of-year alternative assessment for third grade students who have not met one of the other criteria for promotion to Grade 4, and require specialized test formats (i..e, Braille or large print testing materials) or cannot access the i-Ready CBT. Students who complete the i-Ready AP3 as an end-of-year alternate assessment should not take the ITBS. Students may participate in ONLY ONE alternative assessment at the end of the 2016-17 school year**.**

TESTING WINDOW

The ITBS may be administered from May 22 to June 2, 2017 as an end-of-year Grade 3 promotion opportunity for students unable to access the i-Ready AP3. **All testing, including make- ups, must be completed during this testing window.**

ITBS ACCOMMODATIONS

Test Accommodations for English Language Learners (ELL) Students

Consideration must be given to the scheduling of ELL students who are eligible for accommodations. ELL students are eligible for accommodations regardless of ESOL level or time in the ESOL program. Determination of appropriate accommodations for an ELL student 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.

1. **Flexible Setting:** ELL students may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as the 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 lead to infer the correct answers. 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 ELL students in an instructional setting. However, **a dictionary providing definitions written exclusively in the heritage language or in English cannot be provided.**

Test Accommodations for SPED and Section 504 Students

Participating students with disabilities who have active IEPs or students classified as Section 504 students who have active Section 504 Accommodation Plans **may** be provided with testing accommodations. Teachers must follow the procedures for accommodations 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.

The following test accommodations are permitted, if deemed appropriate:

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 device 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.
   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.

**Because the ITBS is a reading test,
<u>reading passages and test items</u>
<u>MUST NOT</u>
be read to students as an accommodation.**

PREPARING MATERIALS FOR TESTING

Test Booklets

The *Reading Comprehension* subtest of the *Iowa Test of Basic Skills* (ITBS), Complete Battery, Form C, Level 9, will be administered for eligible students who are not testing with i-Ready. Remember that these materials must be stored in a secure, access-restricted location in the school.

Students may write in the test booklets. However, answer sheets must be generated via G2D. Student's responses must be transcribed on to answer sheet and verified. **Students are not permitted to transcribe their own answer.**

G2D Answer Sheets

The answer sheets will be located on the **secure** tab located at the bottom of Administration. Choose Language Arts and Grade 3 to locate the specified answer sheet. Please note the following screen shot showing the location.
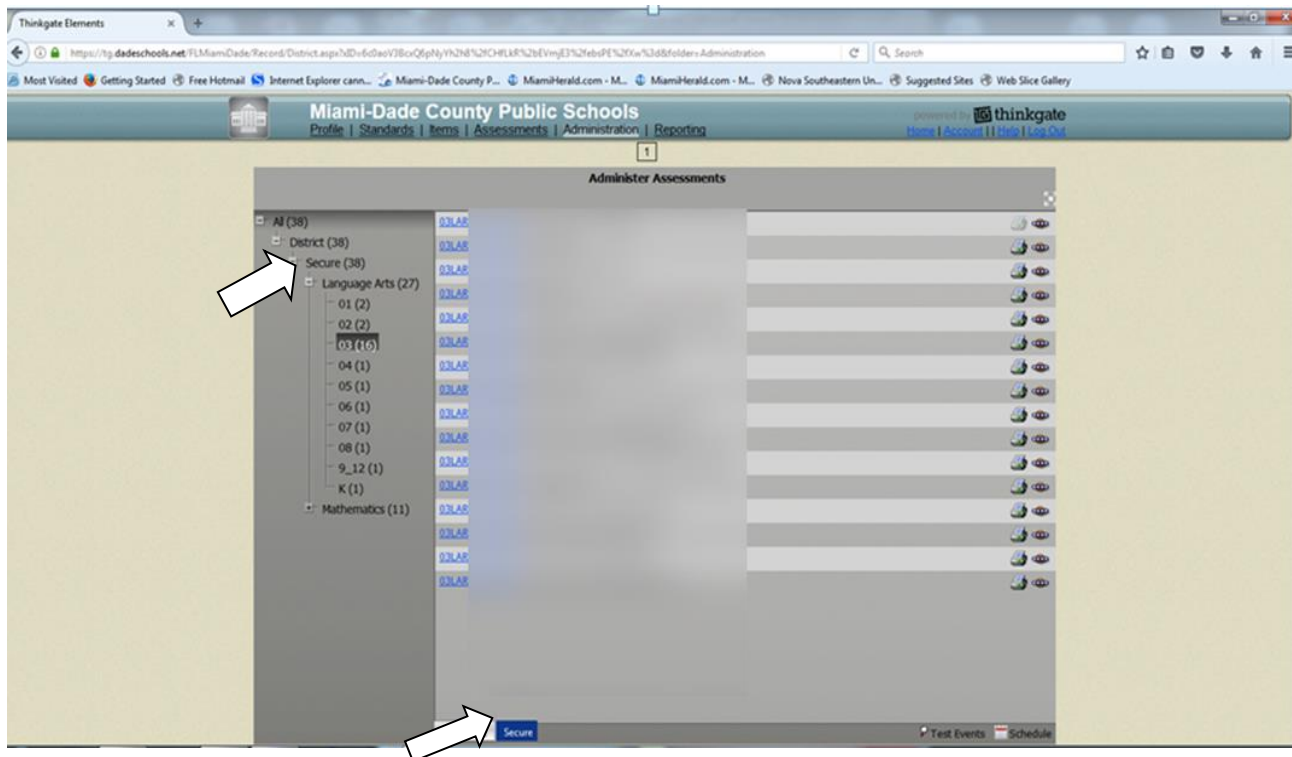
Answer sheets should be printed by selecting the class and eligible students directly from G2D. The answer sheets will include the student ID already bubbled in. Please ensure that the current version of the scanning software has been installed. This will ensure that there are no scanning issues.

Training of Test Administrators and Proctors

- Prior to the administration of the test, review and become familiar with this guide and with the testing materials.

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

- 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
    - Appropriate accommodations
    - Test invalidation

DISTRIBUTION AND TRACKING OF MATERIALS

Test booklets are considered secure materials but do not include security numbers. However, test chairpersons are required to account for the number of test booklets distributed to each test administrator. The *Teacher Count Sheet* provided in Appendix C, 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 will bubble their responses directly on the test booklet.

2. **G2D Answer Sheet.** Student responses must be transcribed on to an answer sheet printed from G2D.

3. **Pencils.** Only #2 black lead pencils can be used for testing. Students are encouraged to bring two #2 pencils for the test, however 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 is required to have and use the DFA. DFAs are copyrighted materials that may not be duplicated. One DFA will be provided with every 20 test booklets.

5. **Do Not Disturb Sign.** Duplicate the sign in Appendix A. Each testing room is required to have this sign on the outside of the door.

Test Timing

The ITBS *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 1-17
Part 2	30 Minutes	Pages 14-19	Items 18-37

Directions For Administration

Student must write their name on the test booklet and record all responses directly on the test booklet.

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.

Invalidations

Circumstances may require invalidation of a student's test or the tests for a group of students. Based on professional judgment, invalid testing 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 C. 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.

SCANNING G2D ANSWER SHEETS

Once eligible students have completed the assessment, transcribe all answers from the test booklets to the answer sheets and scan the answer sheets via G2D. Due to the security of the norms, schools will only have access to the raw score and percent correct. Under the "Advanced Reporting" tile, click on the "Secure Assessment Results Report". Verify that all students tested at your school are included and keep the results file for one year along with the scanned answer sheets.
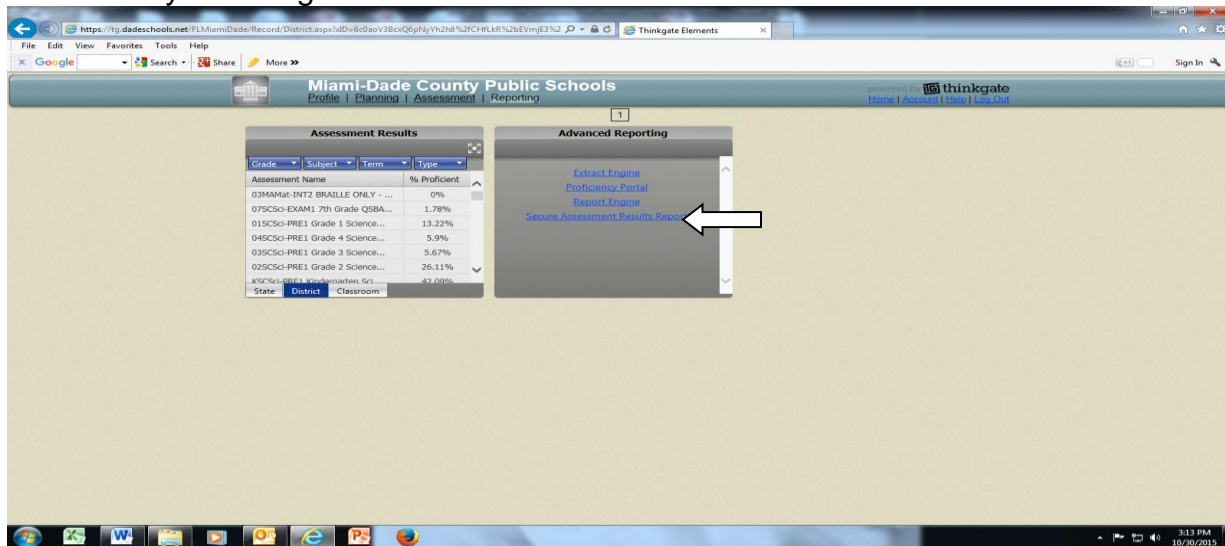
ACCESSING ITBS RESULTS

Once the appropriate search criteria are entered, a report will display. A partial view is shown below. Please note that percent correct is NOT the same as a percentile rank. A student who obtains a raw score (items correct) of **22 or higher** on the ITBS may be promoted under good cause #3: "student with acceptable level of performance on alternate standardized reading assessment." Good cause exemption codes may be found in the ISIS help menu under PF21. When promoting a student, set the promotion flag to "A", future the student to Grade 4 and add good cause #3.

Student ID	Student Name	Student Grade	% Correct	Items Possible	Items Correct	Items Unaswered
1234567	Eugene,	03	7.00%	27	**22**	0
1234567	Louis	03	22.00%	27	**16**	0
1234567	Victorin,	03	11.00%	27	**23**	0
1234567	Eugene	03	7.00%	27	**12**	0
1234567	Louis	03	22.00%	27	**15**	0

Important: Students must obtain a raw score of **22** or higher in order to demonstrate mastery and be considered for promotion. A raw score of 22 corresponds to the 50th percentile rank meaning that half of the students in the norm group did as well or better than that score. Please note that the 50th percentile rank **does not** mean that the student got 50% of the items correct. Therefore, schools should disregard the percent correct score provided by G2D.

PACKING AND RETURNING TESTING MATERIALS

Note: All testing materials must be hand delivered to the TDC on or before June 9, 2017. 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). Separate used test booklets from unused.

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 C.

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 2:30 p.m. on or before June 9, 2017.

APPENDIX A: GENERAL TESTING FORMS

Sample Parent Letters

Do Not Disturb Sign

English Parent Letter

Dear Parents/Guardians:

The score your child received on the *Florida Standards Assessment* test does not meet the state's requirement for reading proficiency which is necessary for promotion to Grade 4. The district is providing an additional opportunity for your child to demonstrate proficiency during the last two weeks of school, by participating in the End of Year Alternative Assessment. Students scoring at or above a national percentile rank of 50 on this test may be promoted.

It is important for your child to be present on the day of testing. If you have any questions, please contact your child's school.

Sincerely,

Principal

Spanish Parent Letter

Estimados padres de familia o tutores:

La calificación que su hijo o hija recibió en la prueba de lectura de la Evaluación de estándares de Florida no satisface los requisitos del estado en cuanto al dominio de la lectura que es necesario para la promoción al 4$^{to.}$ grado. El distrito, por medio del fin de año de evaluación alternativa se está ofreciendo una oportunidad adicional para su hijo o hija que participe en esta prueba y muestre su grado de aptitud durante las dos últimas semanas de clases. Los estudiantes que reciban calificaciones en esta prueba del 50 por ciento o más en comparación de los resultados a nivel nacional pueden ser promovidos.

Es importante que su hijo o hija asista a la escuela el día de la prueba. Si tuviese cualquier pregunta, por favor, comuníquese con la escuela de su hijo o hija.

Atentamente,

Director/Directora

Creole Parent Letter

Chè Paran/Gadyen:

Nòt pitit ou fè nan **egzamen Lekti** Évaluation des normes en Floride la pa satisfè demann eta a pou konpetans nan lekti ki nesesè pou pase pou 4yèm Ane Eskolè. Distri a ap ofri pitit ou a yon opòtinite anplis pou demontre konpetans li pandan de dènye semèn lekòl yo, nan patisipe nanfen ane evalyasyon altènatif. Elèv ki fè nòt 50 oubyen pi wo nan yon ran pousantaj nasyonal nan egzamen sa a ka pase.

Li enpòtan pou pitit ou la jou egzamen an. Si w gen kesyon, silvouplè kontakte lekòl pitit ou a.

<div align="right">

Sensèman,

Direktè(ris)

</div>

TESTING IN PROGRESS

PLEASE DO NOT DISTURB

APPENDIX B: i-READY

i-Ready Frequently Asked Questions

i-READY FREQUENTLY ASKED QUESTIONS

Which students do I put into the *Third Grade Promotion 2017* instructional group?

- Only Third graders who need an additional promotion opportunity.

Does the i-Ready admin need to turn on the final diagnostic for all Third graders?

- No, it's only required for students who need an additional promotion opportunity. However, schools may choose to administer the AP3 assessment to all students. <u>NOTE</u>: If you choose to test all third graders in Reading, you will need to assign the diagnostic separately to each class or instructional group (ie: Powell_03_AM). <u>Be sure to exclude the students that took the diagnostic for 3rd grade promotion.</u>

Does the i-Ready admin need to turn on the final diagnostic for the identified Third graders?

- Yes, the designated i-Ready admin will create the *Third Grade Promotion 2017* instructional group, select the identified Third graders and assign Diagnostic 3 / AP3 following the steps provided.

What happens if a student begins the assessment and is absent the next day?

- If a student is absent on the subsequent day of the diagnostic, the diagnostic needs to be removed and reassigned upon the students return. To remove the diagnostic, use the same steps for assigning the diagnostic, making sure to select remove diagnostic instead. (See Page 8)

Is the diagnostic test timed for Third graders?

- No, it is not timed. We recommend that educators allocate two 40-45-minute class periods for students to take the Diagnostic.

Will a student be allowed to retest if they receive a rush alert?

- No, Diagnostic 3 / AP3 will only be administered once to Third graders. Only the first score will be used to determine promotion.

How soon are the results available?

- The diagnostic results are available almost immediately under the Assignments

tab in i-Ready, and may take up to 15 minutes to appear in Reports.

How can I monitor which students have not started, are in progress or completed their diagnostic?

- Administrators can see detailed Diagnostic data through an export of data collected for their school. To access the export data:

    1. Click the Reports tab, then the School Reports sub-tab.
    2. Choose the Export Diagnostic & Instruction Data Report.
    3. Select academic year, subject, grade, and time frame from the dropdown menus. Under time frame, be sure to select "set window" and enter the start date May 22, 2017 and end date June, 2, 2017.
    4. Under Student Data: Check the following boxes Student Username and Class/teacher/Instructional Group Association.
    5. Under Diagnostic Data: Check the box for Diagnostic Summary (you can also add more details).
    6. Click the Create Report button. Scroll to the bottom of the page and click the Export Data icon.
    7. This will generate a .csv file (you can save it as an Excel file). Now you can filter and view data.
    8. After filtering the data, select all zero values in the column *How many Diagnostic Assessments did this student complete during the time frame*; the results will be the students who have not taken the test.

How can I monitor a student's progress during the diagnostic?

- Walk around during the test
- Check the progress bar as students are working
- Use the "Which students still need to complete the Diagnostic", link on the i-Ready landing page or check the Student Profile report for a score for that student to determine if the Diagnostic has been successfully completed.

How does the i-Ready Diagnostic Progress Bar work?

- The progress bar displays the percentage of the Diagnostic that the student is estimated to have completed at that moment in time. Since the i-Ready Diagnostic is adaptive, this percentage is inherently difficult to estimate. This is because students will branch into different areas of the Diagnostic and can receive a larger number of items or a smaller number of items based on his/her performance in the Diagnostic. To display the best information to students taking the Diagnostic, as well as to reduce anxiety, the progress bar always calculates the percentage completed based on the maximum possible number of items the student could have left at that moment in time. This method of calculating progress means that the progress bar may appear to jump, but it will always jump forwards and never move backwards. Even if the student last saw 70% complete and then only completed 1-2 more items, seeing the

Congratulations! You completed your assessment!, message on the student dashboard means that the student has successfully reached the end of the Diagnostic. (The progress bar will never show 100% complete, since once the last item is submitted, the student is no longer in the Diagnostic to see the progress bar hit 100%.) However, the *"Congratulations"* message should assure students that they are in fact done. Teachers can either use the Which students still need to complete the Diagnostic, link on the i-Ready landing page or check the Student Profile report for a score for that student to determine if the Diagnostic has been successfully completed.

Which parts of the Diagnostic are read aloud? Why are they read aloud?

The program has audio for the following domains within the Reading Diagnostic:

- Reading Comprehension: Level K. At this level, we are assessing listening comprehension.

- Vocabulary: Levels K-2. At this level, it's important to access vocabulary knowledge independently of decoding ability.

- Phonics: K-3 High Frequency Words: K-3 Phonological awareness: K-1. Items use both audio and visual support to assess children's ability to distinguish and manipulate the sounds in spoken language.

Should I assign another diagnostic to a new student who recently completed one at their previous school?

- Yes, if the student completed the Diagnostic outside of the designated Diagnostic 3 / AP3 testing window for Third grade promotion.

Should I assign another diagnostic to a student who mistakenly took an additional diagnostic recently outside of the district window?

- Yes, the student must complete the diagnostic within the designated Diagnostic 3 / AP3 testing window for Third grade promotion.

A third grader already scored a 535 on their 2nd diagnostic, do they need to take the Third diagnostic?

- Yes, any diagnostic taken prior to the FSA cannot be considered for promotion. The only score considered is from the diagnostic administered during the designated testing window for Diagnostic 3 / AP3 *after* FSA.

APPENDIX C: ITBS

Sample of the TDC ITBS Packing Slip

School Procedural Checklist

Record of Absences Exemptions and Invalidations

Teacher Count Sheet

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

Iowa Tests of Basic Skills (ITBS)
Complete Battery Level 9
Grade 3

_____   _____
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

USED Test Booklets	UNUSED Test Booklets	Directions for Administration

Upon completion of the assessment, follow the return instructions provided in the program guide, and place this form in the manila envelope along with all other required forms.

_____Number of boxes or envelopes

_____
Test Chairperson's signature
                    * SAVE THIS FORM FOR RETURN OF MATERIAL

MIAMI-DADE COUNTY PUBLIC SCHOOLS
SCHOOL PROCEDURAL CHECKLIST

Assessment Program: _____

Documentation that the <u>ITBS</u> 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. To comply with this requirement, this form must be completed by the school principal and the test chairperson and faxed to Student Assessment and Educational Testing at 305-995-7522.

We certify that, to our knowledge, all guidelines and procedures outlined in the Program Guide/Test 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>ITBS</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 materials to conduct testing.

___   ___   Prior to the test administration, all staff involved in the <u>ITBS</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>ITBS</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>ITBS</u> manual. Any missing materials reported, by telephone and in writing, to Student Assessment and Educational Testing.

___   ___   All materials were delivered to their prescribed destination on the designated date(s).

_____   _____
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.

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

Assessment Program: ___ITBS_____   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: ITBS

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 __/__/__ Receipt/ Return and Initials		Date __/__/__ 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)**

APPENDIX D: SOURCES OF INFORMATION

For information about when to test, who to test, testing procedures, and testing accommodations, please contact:

Ms. Mayda Cabeza, Director I, E-mail: mcabeza@dadeschools.net
Student Assessment and Educational Testing
Phone Number: 305-995-7520
Fax Number: 305-995-7522

For questions on i-Ready, please contact:

Ms. Antoinette Noel, i-Ready Account Manager at anoel@cainc.com
Ms. Lissette Molina Powell, Professional Development Manager, at
Lpowell@cainc.com

For additional ITBS testing materials and information on how to pack and when to return materials, please contact:

Test Distribution Center (TDC)
13135 S. W. 26th Street
Phone Number: 305-995-3743

For questions on G2D, please contact G2Dsupport@dadeschools.net

G2D consultants
Phone Number: 305-995-2345

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