



SCIENCE
BASELINE BENCHMARK ASSESSMENTS

Program Guide

Fall 2020

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Introduction

The Interim Assessment Program (IA) is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Next Generation Sunshine State Standards (NGSSS), which provides our students with an authentic practice test experience in preparation for state assessment programs.

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

Available Tests

The following table shows the Baseline Benchmark Assessment tests that will be available paper-pencil and CBT for the 2020-2021 school year.

Content- Area	Computer-Based Tests
Science Baseline	Grades 5 and 8 Biology

Test Administration Policies and Procedures

The Baseline Benchmark Assessment testing window allows each school the flexibility of scheduling dates and times based on their instructional schedule.

A Schedule of Activities and training PowerPoint are provided for the administration of the baselines, which outline dates and tasks to be completed, staff training, procedures for testing students, and the downloading of score reports. The Schedule of Activities is provided through the Briefing delivery system that is released prior to each testing administration.

Assessment Period	Subjects Tested	Administration Windows
BBA	Science	September 14 – October 2, 2020

Testing Format

The Baseline Benchmark Assessment tests consist of multiple-choice questions and will be administered through Performance Matters. CBT administration requires the preparation of scheduling, monitoring students' testing status, and retrieving score reports.

Once students' tests have been submitted via computer-based their scores are available on the OLA Student Administration dashboard. Results appear within 15-30-minute intervals on the Student Item Analysis Report for scanned and CBT assessments. Score reports are available for individual students, by class, schools, district-wide, and for specific subgroups, for example, students enrolled in the English for Speakers of other Languages (ESOL) or Special Education (SPED) programs. The scores may be used to identify individual students' strengths and weaknesses and to target instruction.

Students to Be Tested

All eligible students enrolled in the assessed grades and its equivalent courses must take the Baseline Benchmark Assessment in science. Students are to be tested *on the grade level and/or subject level in which they are currently listed in the Dade Student Integrated System (DSIS).*

(See Appendix D for a list of equivalent course codes):

- Science, Grades 5, 8, and Biology I for all enrolled students

IA Test Form	Participating Students	Computer- Based Tests
Science	Grades 5, 8, and Biology	Grades 5 and 8 Biology

Computer-Based test accommodations and/or decisions regarding modifications for English Language Learners (ELLs), students on Individualized Education and 504 Plans

must be made prior to the administration of the assessments. Braille formats will be available for students needing that accommodation.

Scheduling Students for IA Testing

A schedule should be planned for students taking the computer-based version of the test. The assessments are not timed and students should be provided with sufficient opportunity to complete the test. Special scheduling or accommodations should be made for students needing extended time.

Required Materials for Testing

Computer-Based Administration
<ul style="list-style-type: none">• Students should have a computer or laptop, microphone, speaker, and camera• Student Portal Login Credentials• Access to Zoom, TEAMS, or Newrow for administration and monitoring purposes
<ul style="list-style-type: none">• English-to-heritage language dictionary (ELL students)• Reference Sheets (grade 8 science and Biology) – the PDF version of the sheet is available at http://oada.dadeschools.net/IAP/BiologyGrade8ReferenceSheet.pdf (Note that both the calculator and reference sheet is embedded in the Performance Matters testing platform)

Preparing for Administration

The Baseline Benchmark Assessment tests should be administered as you would a typical “important” classroom test. They are **not** timed tests. Students should be given sufficient time to complete all the items. As such, the administration times in the following table are **only estimates** of the times that will be required for administration.

Approximate Testing Times

Grade 5 Science*: 66 minutes
Grade 8 Science*: 73 minutes
Biology*: 67 minutes

***It is suggested that assessments be administered over a two-day/session time-period.**

Baseline Benchmark Assessments must ***be given during the testing window listed on the Schedule of Activities***. Schools may determine the specific test session schedule within the given window. While the scheduling of test sessions on any day during the administration testing window is left to the discretion of each school site, considerations should be made as to what is in the best interest of the students.

Training for the Administration of the Baseline Benchmark Assessment Test

The School Assessment Coordinator or the principal’s designee is responsible for training all classroom teachers in the various components of the Baseline Benchmark Assessments. Prior to administration of the tests, all classroom teachers should have a refresher in the actual administration procedures.

The thoroughness and quality of this training will determine the value that teachers will obtain from the Baseline Benchmark Assessment tests. Topics for training include:

1. Purpose and components of the Baseline Benchmark Assessments;
2. Administration and reporting window for the tests;
3. School’s schedule for testing;
4. Testing format;
5. Arranging for appropriate accommodations, as necessary;
6. Guidelines for monitoring and proctoring students in a remote testing environment;
7. Score Reports availability;
8. Primary use of results.

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

Testing Environment

The room where students take the test should be as free from outside disturbances as possible. Have students show you their working space via their camera. Students should be monitored and proctored during the entire test session. Once the students have completed the testing session and the results are verified via the OLA Student Administration screen have them exit the Zoom, Microsoft Teams, or Newrow session.

Preparation Prior to Testing in Zoom, Microsoft Teams, or Newrow

School Assessment Coordinators, test administrators, and school site administrators should become familiar with the protocol for proctoring students in a remote testing environment. The document *Guidelines for Remote Testing* can be found at <http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>.

Calculators

A scientific calculator is necessary for the administration of the Biology Baseline Assessment. In Performance Matters a scientific calculator is embedded within the computer-based assessment for biology. A four-function is embedded for grade 8 students taking the science assessment. Students utilizing the Braille format for Biology or grade 8 may use their own scientific and/or four function calculator.

Reference Sheets

Reference sheets for grade 8 science and Biology may be shared with the students prior to testing or the embedded format for each is available within the Performance Matters testing platform. These reference sheets may also be used during the year for instructional purposes. However, if they are used prior to IA testing, or if re-used they must be examined for stray marks/notes, etc. PDF files are provided at <http://oada.dadeschools.net/IAP/IAP.asp>.

Proctoring

Inadequate test security may jeopardize the validity of the test and inhibit the ability to interpret the results. The test administrator and/or proctors should actively attend to the students during testing in a remote environment. The “During” section from the [Guidelines for Remote Testing](#) document should be read prior to testing and executed while students are testing.

Test Accommodations

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

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

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

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

Special Formats for Students with Visual Impairments

Teachers of students who are visually impaired (Large Print) should be familiar with the available tools within the Performance Matters platform. The accommodated tools in Performance Matters are appropriate and will be assigned to all students. Braille students will receive an assessment in their noted braille format in DSIS. Students' responses must be transcribed onto a Performance Matters answer sheet and then scanned into the platform.

Accommodations for Students with Disabilities and Section 504 Students

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

- **Flexible setting.** Students may be administered the test individually or in a small group setting. Additionally, students may require use of special lighting, adaptive furniture, or special acoustics.
- **Flexible scheduling.** Students may be administered the test during several brief sessions or require extended time.
- **Recording of answers.** Students may use varied methods to respond to the test, including the mouse, keyboard, assistive technology (as available), written,

signed, or verbal response. The teacher or test administrator may enter students' responses on the computer if their IEP dictates it.

- **Mechanical aids.** Students may use a magnifying device, a pointer, a noncalibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions. Approved manipulatives such as real coins to depict a test item, an abacus, geoboard, and other graphical aids may also be used.
- **Auditory or sign language presentations.** The teacher may sign, provide oral interpretations of, or read general directions. The reading test must be read by the student using visual or tactile means. Mathematics and Science items and answer choices may be read aloud by the test administrator verbatim.
- **Dictionary.** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.

Accommodations for ELL Students

The guidelines for all ELL students are as follows:

- **Flexible setting.** ELL students may be offered the opportunity to take the test in a separate room with the ESOL or heritage language teacher. Because the students are not of legal age, parents must be informed of this option and should be asked for their preferences in the test administration.
- **Flexible scheduling.** ELL students may take the test during brief sessions.
- **Assistance in the heritage language.** The ESOL or heritage language teacher may answer students' questions about general directions or test questions in a way that the students would not be mistakenly led to infer the correct answer. During the reading test, the teacher may **not** read words to the students included in the passages or questions.
- **Dictionary.** ELL students must have access to an English-to-heritage language dictionary and/or heritage language-to-English dictionary, such as those made available to ELL students in an instructional setting. However, a dictionary written exclusively in the heritage language or in English may not be used.

Available Computer-Based Tools for Students

Performance Matters has a variety of embedded electronic tools available to all students. These tools should be considered acceptable tools for accommodating students with disabilities. The following tools are available to all students

- Eliminator

- Line Focus
- Calculators- 4- function calculator, graphing, and scientific (dependent on the assessment)
- Highlighter
- Screen Magnification
- Screen Contrast
- Text-to-Speech
- Straight Edge
- Flag questions for later review
- Reference Sheet (grade 8 and biology)

Preparation for Testing Administration

Performance Matters is updated nightly to reflect current student information from DSIS. New students enrolling at the school site after the update will be reflected in the next system rollover if they have been entered into the DSIS database by the school site registrar. Online testing nor a pre-slugged answer sheet (for students who use Braille only) will be available for newly registered students until they appear in the system.

If all updates have been executed properly and the student still does not appear in Performance Matters, please contact Felicia Mallory at fmallory@dadeschools.net or Denetra Collins at collinsd@dadeschools.net

Student Enrollment in Performance Matters

Teachers should cross reference their class list with the MyDashboard students tab to determine whether students are enrolled in the testing platform for the computer-based administration. Students not enrolled will be unable to take the computer-based test until their name appears in Performance Matters on the MyDashboard students tab of the assigned teacher(s).

Types of Bubble Sheets

Bubble Sheets are only needed for students who will use the Braille form. All other students are to be administered the science baseline assessment via computer-based through Performance Matters.

Teachers of the visually impaired should print out a pre-slugged answer sheet for the student who will use the Braille form and record answer responses during the testing session.

Pre-Slugged Bubble Sheets

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

Pre-Slugged Answer Sheet

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

Student Answers		Student Answers		Student Answers		Student Answers	
1	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	22	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	43	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	64	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n
2	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	23	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	44	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	65	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d
3	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	24	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	45	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	66	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n
4	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	25	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	46	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n		
5	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	26	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	47	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d		
6	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	27	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	48	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n		
7	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	28	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	49	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d		
8	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	29	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	50	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n		
9	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	30	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	51	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d		
10	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	31	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	52	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n		
11	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	32	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	53	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d		
12	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n	33	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	54	<input type="radio"/> m <input type="radio"/> p <input type="radio"/> r <input type="radio"/> n		

Directions for Printing Bubble Sheets for Braille Students

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



Test Center Quick Doc

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

Scanning Performance Matters Answer Sheets

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

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

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

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

Rescanning/Rescoring

The Office of Student Assessment and Educational Testing must be contacted if scores need to be reset due to errors or that a student received a score that is not identified with any of the assessments that were scheduled to be taken. The School Assessment Coordinator compose an email to their school administrator stating the reason(s) for the resetting of a test score(s) or the deletion of erroneous score. The principal should then contact Felicia Mallory at FMallory@dadeschools.net or Denetra Collins at CollinsD@dadeschools.net with their request.

Preparing CBT Administration in Performance Matters

Browser for Student Testing

Google Chrome is the ultimate preferred browser which should be installed and utilized during student testing.

Student Video

In order to acclimate students to the Performance Matters testing environment a [student experience video](#) (click underlined text) is available. It is suggested that students view the video prior to testing as a way of becoming familiar with the tools offered, navigation, and the submission of an assessment for scoring.

Portal Access

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

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

Lockdown Browser Feature

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

During testing, if a student attempts to open any other application, a new tab, or window they will immediately be locked out of the test. A message will display that tells them they are locked out and will need an administrator to unlock their screen. The test administrator would need to access the OLA Student Administration screen to resume

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

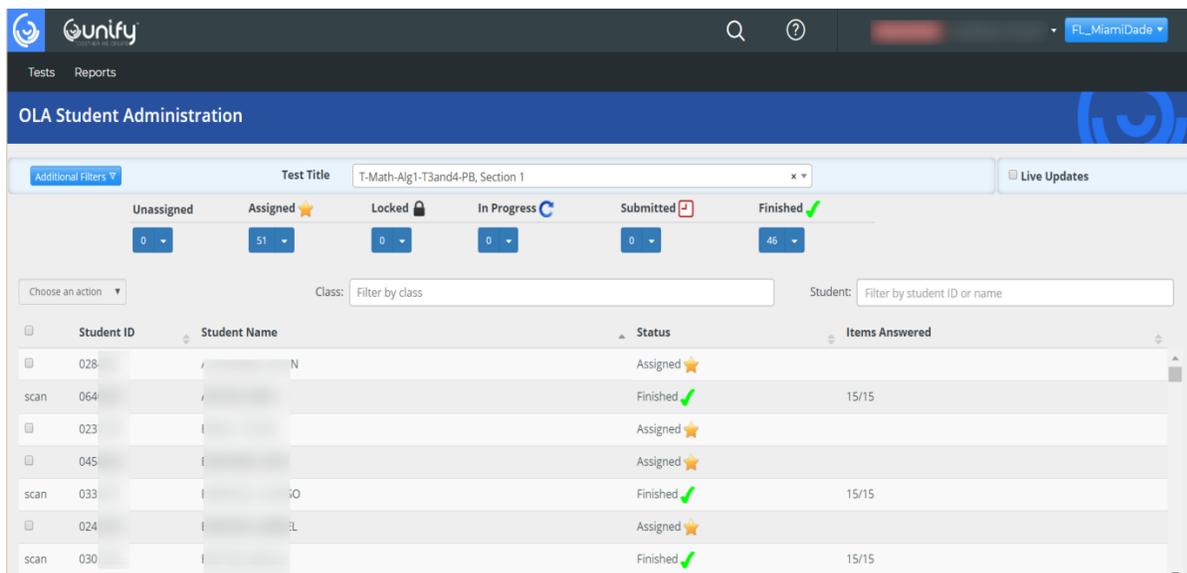
Preparing for Online Testing

Student Login Procedures

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

Monitoring Students Status Online via OLA Student Administration

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



The screenshot displays the 'OLA Student Administration' interface. At the top, there's a navigation bar with 'Tests' and 'Reports' tabs. Below that, the title 'OLA Student Administration' is visible. A search bar contains 'T-Math-Alg1-T3and4-PB, Section 1'. There are several status filters: 'Unassigned' (0), 'Assigned' (51), 'Locked' (0), 'In Progress' (0), 'Submitted' (0), and 'Finished' (46). Below the filters, there's a table with columns for 'Student ID', 'Student Name', 'Status', and 'Items Answered'. The table lists several students with their respective statuses and items answered.

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

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



OLA Quick Doc

Interpreting Test Results for Instructional Purposes

The Baseline Benchmark Assessments are aligned to the District’s pacing guides and should be used as classroom tools to identify students’ strength and weaknesses and to target instruction going forward. 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.

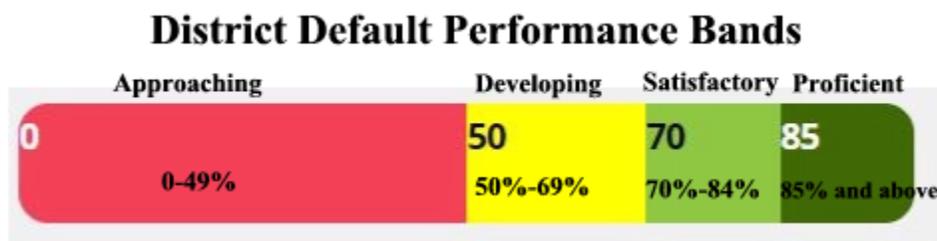
Teachers should not debrief the results of the baseline assessments with students because many of the skills have not been instructed. The baseline is a precursor to what students know and don’t know. Also, it helps to determine what skills or concept should more instructional time be given.

Interpreting Performance Levels in Performance Matters

District Default Performance Bands

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

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



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

Performance Matters Reports

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

Type of Reports



SIA Quick Doc

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



BBC Quick Doc

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



Scoreboard Quick Doc

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



Comparative Results
Quick Doc

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

APPENDIX A

CHECKLIST: BEFORE, DURING, AND AFTER TESTING

Before Testing

- ✚ Read the Interim Assessment program guide and PowerPoint
- ✚ Read the Guidelines for Remote Testing
- ✚ Meet with school's administrators, microsystem technician, classroom teachers, lab manager, and proctors to:
 - Train and review testing procedures for computer-based testing
 - Verify minimum requirements and ensure students home devices are prepared for computer-based testing
 - Schedule students and/or classes online in small groups.
 - Determine students needing accommodations and how you will group/schedule them online to take the assessment
- ✚ Prepare for computer based testing by:
 - Read all pertinent materials
 - Prepare an online training session for test administrator via Zoom or Microsoft Teams
 - Train test administrators

During Testing

- ✚ Administer the test
- ✚ Monitor test administrations
- ✚ Make note of any problems encountered during testing
- ✚ Make sure students close out the testing session properly by exiting the test and closing out of the Portal and browser.

After Testing

- ✚ Ensure that test administrators schedule any absent or students unable to test for make-up sessions
- ✚ Retrieve score reports

APPENDIX C

EQUIVALENT COURSE CODES

Course	Codes
Algebra 1	Algebra 1 – 1200310 Algebra 1 Honors – 1200320, Algebra 1-B – 1200380 IB Middle Years Program Algebra 1 – 1200390 Pre-AICE Mathematics 1 IGCSE Level – 1209810
Biology	Biology 1 – 2000310 Biology 1 Honors – 2000320 Pre-AICE Biology IGCSE Level – 2000322 Biology Technology – 2000430 Florida's Pre-IB Biology 1 – 2000800 IB Middle Years Program Biology – 2000850 Integrated Science 3 – 2002440 Integrated Science 3 Honors – 2002450
Geometry	Geometry – 1206310 Geometry Honors – 1206320 IB Middle Years Program Geometry Honors – 1206810 Pre-AICE Mathematics 2 – 1209820
U.S History	United States History - 2100310 United States History Honors – 2100320 Visions and Countervisions: Europe, U.S. and the World from 1848 - 2100390 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors - 2100480
Civics	M/J Civics - 2106010 M/J Civics - 2106015 M/J Civics & Career Planning - 2106016 M/J Civics, Advanced - 2106020 M/J Civics, Advanced - 2106025 M/J Civics, Advanced & Career Planning – 2106026 M/J IB MYP Civics Advanced – 2106027 M/J IB MYP Civics Advanced & Career Planning – 2106028 M/J Civics and Digital Technologies - 2106029 M/J U.S. History & Civics - 2100045

APPENDIX D

WHO TO CONTACT FOR INFORMATION

Issue	Contact Office	Phone Number
Purpose and administration of the Interim Assessment tests.	Felicia Mallory Denetra Collins (can be contacted via Microsoft Teams)	305-995-1213 fmallory@dadeschools.net 305-995-4580 collinsd@dadeschools.net
District Pacing Guides	Language Arts/Reading Mathematics Science Social Studies	305-995-1949 305-995-1921 305-995-2341 305-995-1982
Allowable accommodations for English language learners	Bilingual Education and World Languages	305-995-2428
Allowable accommodations for students with disabilities	Division of Special Education	305-995-1295
Performance Matters Technical Support	SAET Main Number Tech Support Number Email	305-995-7520 305-995-2345 TestPlatform@dadeschools.net