Standard Classroom Assessment Procedures
K-5

Developed by K-12 Curriculum
2012-2013
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Standard Classroom Assessment Procedures

Professional learning communities throughout the district are developing school-based common formative assessments. The district offices are developing summative interim assessments. One of the strengths of such assessments is their design with common items aligned to benchmarks. Scantron Achievement Series allows school teams to compare assessment data at the class, school and district level by grade. In order to use these assessments and compare results and trends, it is important that the conditions under which the assessments are administered are uniform. Listed below are best practices for assessment recommended by the subject area departments:

General Information

- District Interim Assessments in reading, math and science are provided as common district summative assessments.
- Progress monitoring calendars provide common pacing to ensure that students who transfer from one building to another have an opportunity to learn the grade level content.
- Students will benefit most when the interim data are collected and analyzed by the teacher/grade level team in a timely manner.
- Results are more meaningful when analyzed by standard/benchmark rather than just the overall percentage grade.
- District interim assessments are designed to be given following the pacing of the curriculum maps (varies for reading, math, and science).
- Conditions for administration of school-based common assessments should be agreed upon by the grade level teams.
- Formative/Summative Semester Assessments (FSA/SSA) in mathematics and science are designed to include content from the first semester only. It would not be unusual to have a lower score at the beginning of the year since the content has not been taught.
- Mathematics and Science each use the same semester assessment for both administrations to measure growth from beginning of the year to midyear in preparation for FCAT assessment.
- In general, classroom assessments are not timed, but students should be trained to become aware of what a reasonable amount of time would be for different assessments. For example, the reasonable amount of time for a classroom common formative assessment would probably be shorter than for a district interim (unit) assessment or the Formative/Summative Semester Assessments. Additional time should be allowed for individual students who need it.
- A student with an Individual Education Plan (IEP) should be provided the accommodations on classroom assessments that would be allowable for that student on FCAT.
- An English Language Learner (ELL) should be provided the accommodations on district assessments that would be allowable for that student on FCAT. On classroom assessments, an ELL may receive additional accommodations depending on the student’s language level.
Reading Assessment Directions

Interim Assessments- Grades 2-5

- Passages or questions may not be read to a student at any grade, unless determining listening comprehension is the intended purpose of the assessment.
- Reading assessments should not be administered in artificially small chunks that may actually prevent students from developing stamina for reading in a testing environment. Second grade students learning to take assessments may need this type of scaffolding at first, but should be encouraged to build independent test taking skills. Second semester second graders and most intermediate students should be able to complete a reading assessment in one session of approximately 60 minutes. Be sure to follow the guidelines established for students with an IEP.
- Reading assessments are designed to be as parallel as possible from unit to unit. Instead of using a “B” form or retaking the same assessment, the next unit assessment can be used to measure growth on specific tested benchmarks. Weekly assessments can be used to monitor growth on specific benchmark areas as a result of further instruction or intervention.
- Interim reading assessments are designed to assess the student’s ability to apply reading strategies in an unfamiliar context. Pre-teaching vocabulary that is meant to be tested in context, previewing specific questions or discussing the topics of articles prior to testing invalidates or skews the results.
- Reviewing reading test items with students and then re-administering the same assessment invalidates or skews the results. *Note*: Students with an IEP that indicates retakes are allowed should still not have the specific items reviewed before reassessment.

When administering an interim reading assessment use the following directions.

Say:

Today, you are going to take an assessment that will show what you have learned.

After you read each article, passage, essay, or poem, answer the questions that follow. It is important to answer each question. Fill in the bubbles completely on your answer sheet and erase any stray marks.

Write the short and extended response(s) in the box(es) provided.

You will have approximately ____ minutes to complete the test. (45-60 minutes)

Raise your hand if you have any questions.

You may begin.
When administering a Developmental Reading Assessment (DRA) use the following protocol.

- The DRA should be given following standard directions provided for the assessment.
- DRA passages are not presented to students for any other purpose other than the assessment. The text should not be familiar to students.
- The retelling section must be given and scored on the comprehension rubric beginning at DRA Level 4. The reading level is determined to be the highest level where both accuracy and comprehension are at proficient levels.
- Instruction should not take place during the administration of the DRA.

When administering the FAIR assessments use the following protocol.

- K-2 FAIR assessment should closely follow standard administration procedures.
- K-2 FAIR is meant to be administered by the teacher of the students.
- Instruction should not take place during the administration of FAIR.

**Accommodations for Students with Disabilities for Reading/Language Arts Assessments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Accommodations</th>
<th>Rationale/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Created Assessments</td>
<td>*Varies by Individual Education Plan (IEP)</td>
<td>Utilized by the teacher to assess the knowledge learned from the lesson, inform instruction, and monitor/change interventions as needed</td>
</tr>
<tr>
<td></td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td></td>
</tr>
<tr>
<td>Weekly Reading Assessments</td>
<td>*Varies by Individual Education Plan (IEP)</td>
<td>Utilized by the teacher to assess the knowledge learned from the lesson, inform instruction, and monitor/change interventions as needed</td>
</tr>
<tr>
<td></td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td></td>
</tr>
<tr>
<td>Interim Reading Assessments</td>
<td>IEP accommodations that are allowable on FCAT</td>
<td>Utilized by the teacher to assess the knowledge learned from the lesson, inform instruction, and monitor/change interventions as needed Used to determine student’s level compared to the general education standards</td>
</tr>
<tr>
<td>DRA</td>
<td>No Accommodations</td>
<td>Used to determine student’s level compared to the general education standards.</td>
</tr>
</tbody>
</table>
| FAIR K-2 | • Repeat and clarify task directions.  
|          | • A student may demonstrate understanding of directions by repeating or paraphrasing.  
|          | • Administration of the tasks may take place during several brief sessions.  
|          | • A student may be tested by someone familiar with the student’s language and communication mode and with whom the student is comfortable. Tester must be trained on the assessment.  
| FAIR 3-5 | • Repeat and clarify general test directions that are presented by the tester or on the board. Tester may prepare student for tasks by explaining directions that will be included in the web-based application. Once the test begins, the student will not be able to stop and ask questions due to timing issues.  
|          | • A student may be monitored while taking the online assessments by someone familiar with the student’s languages and communication mode and with whom the student is comfortable.  
|          | Accommodations per the IEP and specific instructions found in the FAIR Manual.  
|          | Accommodations per the IEP and specific instructions found in the FAIR Manual.
### ELL Accommodations for Reading/Language Arts Assessments

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</table>
| Teacher Created Assessments      | *Varies by English language level  
*Listed under the Assessing ELLs link on the World Languages Website or Title III/ESOL Website | Used to determine what the student understood from the lesson.                     |
| Weekly Reading Assessments       | *Varies by English language level  
*Listed under the Assessing ELLs link on the World Languages Website or Title III/ESOL Website | Used to determine what the student understood from the lesson.                     |
| Interim Reading Assessments      | Accommodations that are allowable on FCAT                                                       | These should not count towards grades for grading period for BEG (NES) and LIN (Low-LES) levels. |
| DRA                              | No Accommodations                                                                                | Used to determine student’s level compared to the general education standards.     |
| K-2 FAIR                         | • Repeat and clarify task directions.  
• Students may demonstrate understanding of directions by repeating or paraphrasing.  
• Administration of the tasks may take place during several brief sessions.  
• A student may be tested by someone familiar with the student’s language and communication mode and with whom the student is comfortable. Tester must be trained on the assessments. | Accommodations from State                                                             |
| 3-5 FAIR                         | • Repeat and clarify general test directions that are presented by the tester or on the board.  
Tester may prepare student for tasks by explaining directions that will be included in the web-based application. Once the test begins, the student will not be able to stop and ask questions due to timing issues.  
• A student may be monitored while taking the online assessments by someone familiar with the student’s languages and communication mode and with whom the student is comfortable. | Accommodations from State                                                             |
Volusia County District Writing Assessments- Grades 2-5

When administering a district writing assessment use the following directions.

Say:

Look at the lined side of your planning sheet. Print your name in the upper right hand corner. You may use this planning sheet to write down ideas, plan, and organize your writing.

Look at the front of your writing folder. Write the date, your name, and the name of your school.

When you open your writing folder, you will find a box on page 2. This box contains your prompt.

When I tell you to begin, read the prompt, plan what you will write, and begin writing on page 3 of the writing folder. You may continue writing on page 4.

You will have 60 minutes to complete this test. I will let you know when you have ten minutes left.

Do you have any questions?
Now, open your folder, read the prompt, and begin working.

- Do not read the prompt to students.
- If a student refuses to write, do not retest, grade as unscorable.

ESE Accommodations for Writing

<table>
<thead>
<tr>
<th>Volusia Writes</th>
<th>IEP Accommodations that are allowable on FCAT</th>
<th>Practice for FCAT and allow for Teacher to conference, inform instruction, and intervene with students as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAT Writing</td>
<td>*Varies by IEP</td>
<td>Accommodations per the IEP and specific instructions found in the FCAT Manual. Staff development provided to district/staff</td>
</tr>
<tr>
<td></td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td></td>
</tr>
</tbody>
</table>

ELL Accommodations for Writing

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<tr>
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<th>Accommodations that are allowable on FCAT</th>
<th>Practice for FCAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAT Writing</td>
<td>Accommodations listed in the FCAT Test Administration Manual</td>
<td>Accommodations from State</td>
</tr>
</tbody>
</table>
Mathematics Interim Assessment Directions

Interim Assessments – Grade 1
- Grade 1 Mathematics interim assessments may be administered in small chunks of time/items if needed, but students should be provided assessment opportunities that allow them to build stamina in a testing environment by increasing the time/number of items assessed in a sitting.
- Mathematics assessments may be read to first grade students during the first semester. During second semester, first graders should be moving toward reading the assessments independently.
- Testing sessions should be 30 minutes or less.
- Teacher-created assessments, utilizing Success Tracker at www.pearsonsuccessnet.com site, or enVision assessments from the Florida Benchmark Assessment workbook can be used to monitor growth on specific benchmark areas as a result of further instruction or intervention.
- Mathematics interim assessments are designed to assess the student’s ability to apply math knowledge in a variety of contexts. Previewing specific questions with students prior to testing invalidates or skews the results.
- Providing the student feedback and reviewing the item after the assessment is a best practice for increasing student achievement.
- Intervention should be provided. Students may require alternative instructional strategies to learn the skills or concepts.
- For SY 2012-2013, there will only be one form for each Grade 1 Mathematics Interim Assessment. If a re-take is necessary following remediation, the test can be re-administered or a teacher-created assessment can be used to show improvement in student learning.

When administering an interim mathematics assessment that you are reading to students use the following directions:

Say:

Today, you are going to take an assessment that will show what you have learned.

Listen carefully as I read each question and the answer choices. Then circle the correct answer on your assessment.

Raise your hand if you have any questions.

Let’s begin.

When administering an interim mathematics assessment independently use the following directions:

Say:

Today, you are going to take an assessment that will show what you have learned.

Carefully read each question and the answer choices. Circle the correct answer on your assessment. It is important that you take your time and do your best work.

Raise your hand if you have any questions.

You may begin.
Mathematics Interim Assessment Directions

Interim Assessments – Grades 2-5

- Grade 2 Mathematics assessments may be administered in small chunks of time/items if needed for the first semester, but students should be provided assessment opportunities that build stamina in a testing environment by increasing the time/number of items assessed in one sitting. During the second semester, second graders should be moving toward taking the assessments in their entirety in one sitting.
- Grades 3-5 Mathematics assessments should be taking the assessments in their entirety in one sitting.
- Testing sessions should be 45 minutes or less.
- Students may have the assessment items read to them if they have an IEP or 504 that indicates this accommodation. Others students may have items read to them, but should be encouraged to build independent test taking skills. Second semester second graders and most intermediate students should be able to independently read and complete a mathematics assessment.
- Teacher-created assessments, utilizing Success Tracker at www.pearsonsuccessnet.com site, or enVision assessments from the Florida Benchmark Assessment workbook (grades 2-4) can be used to monitor growth on specific benchmark areas as a result of further instruction or intervention.
- Mathematics interim assessments are designed to assess the student’s ability to apply mathematics knowledge in a variety of contexts. Previewing specific questions with students prior to testing invalidates or skews the results.
- Providing the student feedback and reviewing the item after the assessment is a best practice for increasing student achievement.
- Intervention should be provided. Students may require alternative instructional strategies to learn the skills or concepts.
- For SY 2012-2013, there will only be one form for each Mathematics Interim Assessment in Grades 2-5. If a re-take is necessary following remediation, the test can be re-administered or a teacher-created assessment can be used to show improvement in student learning.

When administering an interim mathematics assessment for second – fifth grade use the following directions.

**Say:**

Today, you are going to take an assessment that will show what you have learned.

Carefully read each question and the answer choices. It is important to answer each question. Choose the correct answer and fill in the bubbles carefully and completely on your Scantron answer sheet. Be sure to erase any stray marks.

It is important that you take your time and do your best work.

Raise your hand if you have any questions.

You may begin.
Mathematics Formative/Summative Semester Assessment Directions

Formative/Summative Semester Assessments- Grades 3-5

- Formative/Summative Semester Assessments are administered twice a year (beginning and mid-year) in all elementary schools. The same form is used each time.

- Teachers have the option to administer the End-of-Year Semester Assessment at end of the year.

- Students may have the assessment items read to them if they have an IEP or 504 that indicates this accommodation. All other students should independently read and complete the Formative/Summative Semester Assessments.

- The Formative/Summative Semester Assessments include content for the first semester for each grade; therefore, students’ performance on the assessment should progressively increase as the number of standards/benchmarks taught increases.

- Scantron data reports provide feedback to teachers after each assessment. Teachers will use the results to adjust instruction or provide intervention as needed. Since the same form is used at each assessment, reviewing specific items with students is not appropriate.

When administering Formative/Summative Semester Assessments for third – fifth grade, use the following directions.

<table>
<thead>
<tr>
<th>Say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, you are going to take an assessment that will show what you have learned.</td>
</tr>
<tr>
<td>Carefully read each question and the answer choices. It is important to answer each question. Choose the correct answer and fill in the bubbles carefully and completely on your Scantron answer sheet. Be sure to erase any stray marks.</td>
</tr>
<tr>
<td>It is important that you take your time and do your best work.</td>
</tr>
<tr>
<td>Raise your hand if you have any questions.</td>
</tr>
<tr>
<td>You may begin.</td>
</tr>
</tbody>
</table>
## ESE Accommodations for Mathematics Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
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<th>Rationale/Comments</th>
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</thead>
<tbody>
<tr>
<td>Teacher Created</td>
<td>*Varies by Individual Education Plan (IEP)</td>
<td>Utilized by the teacher to assess the knowledge learned from the lesson, inform</td>
</tr>
<tr>
<td>Assessments</td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td>instruction, and monitor/change interventions as needed</td>
</tr>
<tr>
<td>DA Assessments</td>
<td>Varies by IEP</td>
<td>Used to determine student’s level compared to the general education standards</td>
</tr>
<tr>
<td></td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td></td>
</tr>
<tr>
<td>Topic Assessments</td>
<td>Varies by IEP</td>
<td>Utilized by the teacher to assess the knowledge learned from the lesson, inform</td>
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<tr>
<td></td>
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<td>FCAT</td>
<td>Varies by IEP</td>
<td>Accommodations per the IEP and specific instructions found in the FCAT Manual.</td>
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<tr>
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<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td>Staff development provided to district/staff</td>
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## ELL Accommodations for Mathematics Assessments

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</thead>
<tbody>
<tr>
<td>Teacher Created</td>
<td>*Varies by English language level</td>
<td>Used to determine what the student understood from the material presented.</td>
</tr>
<tr>
<td>Assessments</td>
<td>*Listed under the Assessing ELLs link on the World Languages Website or Title III/ESOL Website</td>
<td></td>
</tr>
<tr>
<td>DA Assessments</td>
<td>Accommodations that are allowable on FCAT</td>
<td>Used for DA accountability and formative data</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>*Varies by English language level</td>
<td>Used to determine what the student understood from the material presented.</td>
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<tr>
<td></td>
<td>*Listed under the Assessing ELLs link on the World Languages Website or Title III/ESOL Website</td>
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<td>FCAT</td>
<td>Accommodations listed in the FCAT Test Administration Manual</td>
<td>Accommodations from State</td>
</tr>
</tbody>
</table>
Science Interim Assessment Directions

Interim Assessments- Grades 3-5

- Science Interim assessments have been designed to test the learning targets found in science curriculum maps.

- Testing sessions should be 45 minutes or less.

- Teachers may use the Science Interim assessments for pre- and post-testing purposes. Pre-testing results should only be used by the teacher to drive future instruction. Reviewing science test items with students after a pre-test and then re-administering the same assessment invalidates or skews the results.

- The best way to prepare students for success on the science interims is through good instruction aligned with the science curriculum maps.

- Science Interim Assessments should be taken within the recommended testing window which follows the pacing set forth in the science curriculum map.

- Third grade students may have the first two science assessments read to them. Following the first two assessments, third grade students are expected to take science assessments independently.

- Fourth and fifth grade students are expected to take the science assessments independently.

- Science assessments should not be administered in small chunks that may actually prevent students from developing stamina for reading in a testing environment. Third through fifth grade students should be able to complete each assessment in one session.

- The results of Science Interim assessments should be reviewed with students in a timely manner if there is no intent to re-administer the same assessment.

- Intervention should be provided throughout instruction. Students who require remediation after taking an interim assessment may need alternative instructional strategies to learn the skills or concepts.

- Teachers should use the results from their Science Interims to guide future instruction.
Grade 3 Science Interim Assessment Directions

**SAY:** Remove all materials from your desk except a No. 2 pencil.

**DO:** Distribute the interim assessment and the Scantron bubble sheet.

**SAY:** Make sure you have the test titled 03 Science Interim Assmt ________________.
Write your name, my name, and the date on the top of the test.
Make sure you have the bubble sheet with your name on it.

**DO:** Circulate to ensure accuracy.

**SAY:** Now you are going to take the 03 Science Interim Assmt ________________.
Read each multiple choice question carefully. Fill in the bubble completely beside the answer you choose. If you change any answers, be sure to erase completely. If you use your eraser, do so gently so you don’t tear or rip the paper.

Remember the following:
- Mark your answers on the bubble sheet provided.
- Mark only the bubble for the answer you choose.
- Do not make a mark in any of the other bubbles.
- When you are finished, check through your answers to make sure you have filled in only one bubble completely for each question.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped. If you are unsure of a word or word phrase, raise your hand. I may be able to help you with that.

Please remember that during or after this test you MUST NOT
- talk or make any disturbance
- look at another student’s test or bubble sheet
- ask for help answering any test questions
- have notes or scratch paper

Please raise your hand if you have any questions.

**DO:** Answer any questions they have.

**SAY:** You may begin.
Grade 4 Science Interim Assessment Directions

SAY: Remove all materials from your desk except a No. 2 pencil.

DO: Distribute the interim assessment and the Scantron bubble sheet.

SAY: Make sure you have the test titled 04 Science Interim Assmt ________________.
Write your name, my name, and the date on the top of the test.
Make sure you have the bubble sheet with your name on it.

DO: Circulate to ensure accuracy.

SAY: Now you are going to take the 04 Science Interim Assmt ________________.
Read each multiple choice question carefully. Fill in the bubble completely beside the answer you choose. If you change any answers, be sure to erase completely. If you use your eraser, do so gently so you don’t tear or rip the paper.

Remember the following:
• Mark your answers on the bubble sheet provided.
• Mark only the bubble for the answer you choose.
• Do not make a mark in any of the other bubbles.
• When you are finished, check through your answers to make sure you have filled in only one bubble completely for each question.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

Please remember that during or after this test you MUST NOT
• talk or make any disturbance
• look at another student’s test or bubble sheet
• ask for help answering any test questions
• have notes or scratch paper

Please raise your hand if you have any questions.

DO: Answer any questions they have.

SAY: You may begin.
Grade 5 Science Interim Assessment Directions

**SAY:** Remove all materials from your desk except a No. 2 pencil.

**DO:** Distribute the interim assessment and the Scantron bubble sheet.

**SAY:** Make sure you have the test titled 05 Science Interim Assmt ___________________________. Write your name, my name, and the date on the top of the test. Make sure you have the bubble sheet with your name on it.

**DO:** Circulate to ensure accuracy.

**SAY:** Now you are going to take the 05 Science Interim Assmt ___________________________. Read each multiple choice question carefully. Fill in the bubble completely beside the answer you choose. If you change any answers, be sure to erase completely. If you use your eraser, do so gently so you don’t tear or rip the paper.

Remember the following:
- Mark your answers on the bubble sheet provided.
- Mark only the bubble for the answer you choose.
- Do not make a mark in any of the other bubbles.
- When you are finished, check through your answers to make sure you have filled in only one bubble completely for each question.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

Please remember that during or after this test you MUST NOT
- talk or make any disturbance
- look at another student’s test or bubble sheet
- ask for help answering any test questions
- have notes or scratch paper

Please raise your hand if you have any questions.

**DO:** Answer any questions they have.

**SAY:** You may begin.
Science Formative/Summative Semester Assessment Directions – Grade 5

**SAY:** Remove all materials from your desk except a No. 2 pencil.

**DO:** Distribute the 05 Science Formative/Summative Semester Assessment and the Scantron bubble sheet.

**SAY:** Make sure you have the test titled 05 Science Formative/Summative Semester Assessment. Write your name, my name, and the date on the top of the test. Make sure you have the bubble sheet with your name on it.

**DO:** Circulate to ensure accuracy.

**SAY:** Now you are going to take the 05 Science Formative/Summative Semester Assessment. Read each multiple choice question carefully. Fill in the bubble completely beside the answer you choose. If you change any answers, be sure to erase completely. If you use your eraser, do so gently so you don’t tear or rip the paper.

Remember the following:
- Mark your answers on the bubble sheet provided.
- Mark only the bubble for the answer you choose.
- Do not make a mark in any of the other bubbles.
- When you are finished, check through your answers to make sure you have filled in only one bubble completely for each question.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

Please remember that during or after this test you MUST NOT
- talk or make any disturbance
- look at another student’s test or bubble sheet
- ask for help answering any test questions
- have notes or scratch paper

Please raise your hand if you have any questions.

**DO:** Answer any questions they have.

**SAY:** You may begin.
## ESE Accommodations for Science Assessments

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<tr>
<td>Interim Assessments</td>
<td>Varies by IEP</td>
<td>Utilized by the teacher to assess the knowledge learned from the lesson, inform</td>
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<td></td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td>instruction, and monitor/change interventions as needed.</td>
</tr>
<tr>
<td>FCAT</td>
<td>Varies by IEP</td>
<td>Accommodations per the IEP and specific instructions found in the FCAT Manual.</td>
</tr>
<tr>
<td></td>
<td>*Accommodations must be consistently implemented to be used in testing situations</td>
<td>Staff development provided to district/staff</td>
</tr>
</tbody>
</table>
### ELL Accommodations for Science Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Accommodations</th>
<th>Rationale/Comments</th>
</tr>
</thead>
</table>
| Teacher Created Assessments | *Varies by English language level  
*Listed under the Assessing ELLs link on the World Languages Website or Title III/ESOL Website | Used to determine what the student understood from the material presented.          |
| DA Assessments      | Accommodations that are allowable on FCAT                                    | Used for DA accountability and formative data                                      |
| Interim Assessments | *Varies by English language level  
*Listed under the Assessing ELLs link on the World Languages Website or Title III/ESOL Website | Used to determine what the student understood from the material presented.          |
| FCAT                | Accommodations listed in the FCAT Test Administration Manual                 | Accommodations from State                                                          |

### ESE Accommodations for Social Studies Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Accommodations</th>
<th>Rationale/Comments</th>
</tr>
</thead>
</table>
| Teacher Created Assessments | *Varies by Individual Education Plan (IEP)  
*Accommodations must be consistently implemented to be used in testing situations | Utilized by the teacher to assess the knowledge learned from the lesson, inform instruction, and monitor/change interventions as needed |
Grading and Reporting for English Language Learners
Revised July 2012

It is important for all English Language Learners to be given grades that reflect the work they are capable of completing for their English language proficiency level without penalty for strategies and accommodations and/or modifications consistent with the META Consent Decree stipulations.

Strategies
Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language developmental level of the student.

Accommodations
• Accommodations refer to the actual teaching supports and services that the student may require to successfully demonstrate learning. They could be in the form of changes in course, assessment format, location, timing, scheduling, expectations, student response, and other attributes which provides access for an English Language Learner to participate in a course or assessment which does not fundamentally alter or lower the expected outcomes in relation to the Sunshine State Standards, assessment or expectation of the course.

Grading and Reporting for English Language Learners
• The teacher implements the strategies and accommodations for the English Language Learner to participate in the general curriculum and then grades the student without penalty for providing such strategies and accommodations.
• By adjusting instruction and assessment using strategies and accommodations needed by the English Language Learner to ensure comprehensible instruction, the grade can be calculated with assurance that it reflects what the student has had an opportunity to learn.
  Examples:
  • Instruction-Additional time to complete assignment
  • Materials-Reduce non-essential details
  • Assessment- Provide word bank

Modifications
• Modifications are changes in course, standard, test preparation, location, timing, scheduling, expectations, student response, and other attributes which provides access for an English Language Learner to participate in a course, standard or test, which does fundamentally alter or lower the standard or expectation of the course, standard, or test.
  • Modifications should only be used in cases where the student comes with no English language and must start by learning the English language alphabet and is in a grade level where the curriculum is beyond this.
  • The grading that should be used for students using curriculum modifications should reflect the student’s expected level of performance based on modified state standards and the English language acquisition level that the student is working on.
For students who participate in a modified curriculum, the ELL/LEP Committee should determine that it is most appropriate to use grading procedures that reflect the student’s expected level of performance in relation to progress toward pre-established learning targets. Modifications involve structural, cognitive change in level of material.

Examples:
- Presentation of Material-utilizing specialized curriculum at a lower level such as teaching the English alphabet in grades other than kindergarten
- Materials- adapting or simplifying texts for lower level of understanding, modifying content areas by simplifying vocabulary, concepts and principles due to the student being a non-English speaker
- Test adaptation-reducing reading level of test due to the student being a non-English speaker

Teachers will apply the accommodations or modifications as indicated on the ELL/LEP Plan and grade English Language Learners on the standards that students are working.

Teachers will continually review the student’s current performance in the curriculum and any accommodations or modifications that the ELL Committee has identified on the ELL Plan for the student to meet his/her needs.

**Formative vs. Summative:**
Teachers gather information for two distinct reasons: to make instructional decisions (formative assessment) and to communicate a summary of the student’s achievement (summative assessment).

- **Formative** measures involve ongoing assessment and feedback for the purpose of *instructional decision-making* and is vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. This function is separate from the communication function served by report card grades.
- **Summative** measures are essential to report card grading, which primarily address the *communication* purpose of grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report cards grades also have a role in promotion and retention decisions and may be used to identify students for evaluation for special programs and services.

**Guidelines for Grading:**
- ELL students may not be discriminated against in grading and reporting of progress in *any subject area* because of their lack of English language abilities.
- ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district’s pupil progression plan.
- **The English Language Standards should be used in instruction and grading of ELL students in Reading and Language Arts.**
- Teachers will not arbitrarily assign lower weights to grades given in any course due to lack of English language abilities.
• ELL students must be consistently provided with all strategies, accommodations, and modifications to curriculum, instruction and assessments in all subject areas in order to make it comprehensible to the student at his/her level of English language acquisition.

Responsibility for Grades:
• Reading grades may be determined collaboratively between the general education and ESOL resource teacher. The general education teacher needs to make sure that all strategies, accommodations, and/or modifications regarding curriculum, instruction, and assessment have been implemented and documented and that the English Language Standards have been used for the appropriate language level of the student.

• Language Arts grades for English Language Learners are determined by the general education teacher. The general education teacher needs to make sure that all strategies, accommodations, and modifications regarding curriculum, instruction, and assessment English Language Standards have been used for the appropriate language level of the student.

• Content grades for English Language Learners are determined by the general education teacher. The general education teacher needs to make sure that all strategies, accommodations, and/or modifications regarding curriculum, instruction, and assessment have been implemented and documented.

For further information or clarifications, please contact:
• Sylvia Garcia-Wolff, ESOL/World Languages Coordinator
Grading and Reporting for Students with Disabilities

ESE Guidelines for Monitoring Student Progress

Updated October 2010

State and Federal Law Requirements:

- School districts must regularly inform parents of their child’s academic progress. Florida Statute 1008.25 outlines the requirements for public school progression, remedial instruction and reporting requirements. These guidelines are not intended to replicate Statute; rather they are designed to offer a best practice approach when considering assignment of grades for students with disabilities.
- State and Federal law requires the monitoring of progress for students enrolled in Exceptional Student Education (ESE) programs. These students must receive reports of progress at least as often as general education students. Reporting must also include progress toward IEP goals, not solely IEP progress.
- Students with disabilities may not be discriminated against because of their disability in grading and reporting of progress.
- Schools will not arbitrarily assign lower weights to grades given in ESE Education courses.
- Students with disabilities participating in the general education curriculum must be consistently provided with all accommodations for instruction and assessment identified on the IEP.

Determining Grading System based on Supports:

All students with disabilities should be given grades that reflect the level of work they are capable of completing, consistent with the IEP authorized accommodations and/or modifications (See Grading System below). When determining the grading system to be applied to ESE students, consideration should be given to the following: disabling condition, cognitive level of functioning, documented level of academic skills, scores and instructional testing levels. Based on this information, separate determinations are made by the general education and/or ESE teacher as to what grading system is to be applied in the various grading areas (Reading, Math, Language Arts, etc.)

- Able to complete grade level work without assistance: Students are required to complete the same assignments as other students with the same objectives and using the same materials. GRADING SYSTEM—SAME AS GENERAL EDUCATION
- Working toward grade level standards with Accommodations: provide all required accommodations to complete tasks including extended time on work/tests. GRADING SYSTEM—SAME AS GENERAL EDUCATION
- Below Grade Level Progress with Supplanted Curriculum: Compare the student’s performance against the modified standards. GRADING SYSTEM– GRADES MODIFIED TO REFLECT PROGRESS TOWARD APPROPRIATE STANDARDS OR ACCESS POINTS AT INSTRUCTIONAL LEVEL.
**Accommodations and Modifications**

Decisions about grading practices for a student with disabilities should mirror the IEP team’s decision about whether the student’s needs are able to be accommodated within the general curriculum or whether the student requires modified curriculum. These two concepts have direct implications for how we instruct, assess, and grade ESE students.

**Accommodations**

- **Accommodations** are changes in *how* the student is taught and tested. Accommodations **do not change** the standards. They provide access for a student with disabilities to participate and demonstrate proficiency on the state standards.
- If the student with a disability participates in the general curriculum with accommodations to instruction and assessment, the teacher implements the accommodations and then grades the student according to the established learning target.
- By adjusting instruction and assessment using accommodations needed by the student, the grade can be calculated with assurance that it reflects what the student has had an opportunity to learn.
- Accommodations are really “whatever it takes” to make sure that students with a disability can participate as fully as possible in the general curriculum and ultimately earn a high school diploma.
- Accommodations can be provided for:
  - instructional methods and materials
  - assignments and assessments
  - learning environment
  - time demands and scheduling
  - special communication systems

**Modifications**

- **Modifications** change *what* (the content) the student is taught and tested. Therefore, modifications allow the student with disabilities to access less complex standards than those of the general curriculum.
- The grading that should be used for students using curriculum modifications should reflect the student’s expected level of performance based on state adopted standards. Access points will be used for students with significant cognitive disabilities. Embedded in the state adopted standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent with the participatory level being the least complex. In the area of Math, here are 3 examples of each level:
  - Independent ex: Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.
  - Supported ex: Match objects to marked spaces to show one to one correspondence for quantities 1 to 3.
  - Participatory ex: Use one to one correspondence to count sets of objects to 10.
• For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student’s expected level of performance in relation to progress toward pre-established learning targets, which would be the state adopted standards.
• Modifications involve structural, cognitive change in level of material.
  • Examples:
    - Presentation of Material-utilizing specialized curriculum at a lower level
    - Materials- adapting or simplifying texts for lower level of understanding, modifying content areas by simplifying vocabulary, concepts and principles
    - Testing adaptation-reducing reading level of test in reading
• Teachers will apply the accommodations or modifications as indicated on the IEP and grade students with disabilities on the standards that students are working.
• Teachers will continually review the student’s current performance in the curriculum and any accommodations or modifications that the IEP team has identified for the student to meet his/her needs.

Formative vs. Summative Assessment for Grading:
Teachers gather information for two distinct reasons: to make instructional decisions (formative assessment) and to communicate a summary of the student’s achievement (summative assessment).

• Formative measures which involve ongoing assessment and grading feedback for the purpose of instructional decision-making are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. This function is separate from the communication function served by report card grades and in most cases is not used to determine grades.
• Summative measures are designed to assess student achievement. With certain limited exceptions, use only evidence from summative assessments when determining grades. Summative assessments are essential to report card grading, which primarily address the communication purpose of grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also have a role in promotion and retention decisions and may be used to identify students for special programs and services.

Responsibility for Grades:

• The consultation students receive instruction for all subjects from the general education teacher. Therefore, these students get their report card grades from the general education teacher. The general education teacher needs to make sure that all accommodations regarding both instruction and assessment, ongoing progress monitoring (OPM), Curriculum based measurement (CBM), and per the IEP, are implemented.
• The support facilitation students receive instruction from the general education and ESE teacher. Therefore, the general education and ESE teacher collaborate and decide the grade for the report card for the subject(s) they both support. The general education and ESE teacher needs to make sure that all accommodations and/or modifications regarding both instruction and assessment,
OPM, CBM, and per the IEP, is implemented. The support facilitator is responsible for the OPM/CBM in the curriculum areas they provide services for the student.

- The separate class student who receives supplanted instruction in particular subjects from the ESE teacher will receive a report card grade from the ESE teacher for the subjects in which he/she provides instruction. All accommodations and/or modifications regarding both instruction and assessment, OPM, CBM, and per the IEP, need to be implemented.
- The separate class student who receives all instruction from the ESE teacher will receive all grades from the ESE teacher. All accommodations and modifications regarding both instruction and assessment, OPM, CBM, and per the IEP, need to be implemented.
Grade 3 Portfolio Assessments
Test Administration Guidelines

Test Administration

The Alternative Portfolio Assessments should be used for the sole purpose of providing portfolio evidence to document mastery of Sunshine State Standards in reading. They provide a means to fill in gaps when students do not demonstrate mastery on district interim assessments (unit tests).

The assessment CD should be stored in a secure manner. One print copy should be accessible for teachers to review in order to select appropriate benchmark assessments. Teachers may request assessments for one or more students whenever they determine that additional evidence is needed to complete the documentation for a benchmark. Teachers may begin the Set A assessments in January, if student performance indicates that a student is not demonstrating mastery of FCAT 2.0-tested benchmarks, rather than waiting until the end of the third grade year. The assessments should be used after intervention has been provided on the skill.

Who Takes the Assessments?
- Grade 3 students who do not demonstrate mastery of benchmarks throughout the initial third grade school year. Set A assessments (3.6-3.9 passages) will also be available during Third Grade Summer Reading Camp.
- Grade 3, FCAT 2.0 Level 1 students for which mid-year promotion is the goal (must be completed before November 1 of the school year following mandatory retention).
- Grade 4 Assessments must be included if portfolio is not completed by November 1 mid-year promotion deadline. Record on the 4th grade portfolio review sheet. Use Set B (4.0-4.5 passages)

Passing Score - Mastery level is 4/5, 5/6 or 6/8 on any benchmark passage completed.

Test Coordinator (or School Designee) Responsibilities
- **Maintain Portfolio Assessment CD in secure location. Do not make copies of the CD for teachers.**
- Provide adequate access for teachers to review the master copy (in print) of the assessments in order for them to select appropriate assessments for students.
- Order tests requested by a teacher for one or more students through DOD remote printing.
- Monitor that the number of tests requested are completed and returned to the secure filing system.
- File completed portfolios and monitor portfolios still in progress after summer reading camp.
- Purge completed tests/portfolios after identified students complete grade 5.

Teacher Responsibilities
- Analyze assessment data on a regular basis to monitor successful completion of FCAT 2.0-tested benchmarks.
- **Provide intervention for students who do not demonstrate mastery of ongoing benchmarks.**
- Starting in January, review assessment choices and request appropriate benchmark passages for one or more students as indicated by test data from the designated contact at the school. Vary length of passages and fiction/nonfiction.
- Sign for test copies. Do not make additional copies for any reason.
- **Record raw (e.g., 4/5) scores for any assessment given on the SRC Assessment Matrix found on pages 3-4 of the student’s Portfolio Review Sheet. Highlight all passing scores.**
- Return the completed student assessments to the testing coordinator or designee to be filed in student’s portfolio until it is ready for submission.
- **Do not send any copies of the assessments home or use the assessments for any other purpose.**