



WP Assessment Guide: 2012-13

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Assessments By Grade Level

Grade Level	EVT	LAP-D	Kindergarten Math	DIBELS/TRC	SRI	Terra Nova	MCAS	Predictive ELA & Math	BPS Mid-Year & End-of-Year ELA & Math	ACCESS for ELLs	NAEP (administered sporadically)	ISEE (optional)
K	✓	✓	✓	✓						✓		
1				✓						✓		
2				✓						✓		
3				✓	✓	✓	✓	✓	✓	✓		
4					✓	✓	✓	✓	✓	✓	✓	
5					✓	✓	✓	✓	✓	✓		
6							✓	✓	✓	✓		✓
7							✓	✓	✓	✓		
8							✓	✓	✓	✓	✓	✓

See descriptions on following pages for more information about each assessment.

Assessments are listed in the order they appear on the above chart.

Assessment Descriptions

EVT: The Expressive Vocabulary Test

Overview:

The Expressive Vocabulary Test (EVT) is an individually administered, norm-referenced test of expressive vocabulary and word retrieval. It asks the student to label pictures orally. Testing time is approximately 30 minutes per student.

How are results used?

The EVT is administered twice per year (beginning and end) to all kindergarten students. If a student scores below his/her age, it alerts educators to a need for additional evaluation and/or intervention.

How are results communicated?

Results are discussed with parents as needed.

LAP-D: Learning Accomplishment Profile – Diagnostic Edition

Overview:

The LAP-D provides a systematic method for observing children functioning in the 30-72 month age-range. The purpose of this norm-referenced assessment is to assist teachers, clinicians, and parents in assessing individual skill development in four major developmental domains: gross motor, fine motor, cognitive, and language.

How are results used?

It is given at the beginning of the year to all K2 students who have not entered WP from a BPS K1. It alerts teachers to a need for potential intervention.

How are results communicated?

If a student scores below the cutoff score (11 correct of 15 total items), the teacher will notify the parent individually.

Kindergarten Math Assessment

Overview:

This is a district-created assessment that all BPS kindergartners take. Four areas are assessed:

- Number Recognition
- Counting
- Comparing and Ordering Numbers
- Adding, Subtracting, and Composing

How are results used?

This test is administered in September, January, and June. It provides baseline information and a measure of student progress.

How are results communicated?

Results are reported at conferences and reflected in report cards.

**DIBELS: Dynamic Indicators of Basic Early Literacy Skills
And TRC: Text Reading and Comprehension**

Overview:

DIBELS is a set of assessments specifically designed to assess the five early literacy components: Phonological Awareness, Alphabetic Principle, Vocabulary, Comprehension, and Fluency with Connected Text. They are standardized, efficient and extensively researched.

Text Reading and Comprehension (TRC) is an individually administered assessment that uses leveled readers from a book set to determine a student’s instructional reading level — the reading level at which he or she not only performs well, but is challenged. During this measure, students read a benchmark book and complete a number of follow-up tasks, which may include Oral Comprehension and/or Written Comprehension. Assessors observe and record the student’s oral reading behaviors through the administration of a reading record to determine reading accuracy and other metrics. The comprehension components help assessors determine whether the student understands the meaning of the text. Students should read at Level B by the end of kindergarten, Level I by the end of first grade, Level L by the end of second grade, and above Level P by the end of third grade. Using a combination of a student’s Accuracy, Oral Comprehension, and/or Written Comprehension scores on a particular book, the assessment recommends consecutively higher- or lower-level books to find the student’s instructional level. In other words, TRC is an iterative process that locates a student’s instructional level against the benchmark book set.

TRC Cut Points:

Grade	Time of Year	Far Below Proficient	Below Proficient	Proficient	Above Proficient
K	EOY	N/A	A or below	B, C	D or above
1	BOY	N/A	A or below	B, C	D or above
1	MOY	B or below	C, D	E, F, G	H or above
1	EOY	E or below	F, G, H	I, J	K or above
2	BOY	E or below	F, G, H	I, J	K or above
2	MOY	H or below	I, J	K, L	M or above
2	EOY	J or below	K	L	M or above
3	BOY	J or below	K, L, M	N	O or above
3	MOY	K or below	L, M, N	O	P or above
3	EOY	L or below	M, N, O	P	Q or above
4	BOY	L or below	M, N, O	P	Q or above
4	MOY	O or below	P, Q	R	S or above
4	EOY	P or below	Q, R	S	T or above
5	BOY	P or below	Q, R	S	T or above
5	MOY	R or below	S	T	U or above
5	EOY	S or below	T	U	Above U

How are results used?

DIBELS and TRC are administered three times per year: beginning of year (BOY), middle of year (MOY) and

end-of-year (EOY). Results help educators identify students who may need additional literacy instruction in order to become proficient readers.

How are results communicated?

Results are discussed at parent-teacher conferences. Results are also reflected in report card grades.

For more information:

<https://dibels.uoregon.edu/>

SRI: The Scholastic Reading Inventory

Overview:

SRI is a research-based reading assessment for Grades K–12 that measures students’ level of reading comprehension and reports it using the Lexile Framework[®] for Reading. SRI is designed to measure how well students understand literary and expository texts of varying degrees of difficulty. SRI measures reading comprehension by focusing on the skills readers use when studying written materials from various content areas. These skills include identifying details in a passage, identifying cause-and-effect relationships and the sequence of events, drawing conclusions, and making comparisons and generalizations.

The Lexile Framework[®] for Reading is a scientific approach to reading comprehension and text measurement that matches a reader’s ability to a text’s difficulty, allowing individualized monitoring of progress. Lexile measures are the most widely adopted reading measures in use today. Tens of thousands of books and tens of millions of newspaper and magazine articles have Lexile measures.

How are results used?

At WP, this test is administered to 4th and 5th grade students three times per year (fall, winter, and spring). It helps teachers to monitor progress, differentiate instruction, match students with appropriate books, and group students for guided reading.

How are results communicated?

Students are informed of their scores for the purposes of self-assessment and goal setting. Results are discussed with parents at conferences.

TerraNova

Overview:

The TerraNova is a series of standardized achievement tests designed to assess student achievement in reading, language arts, mathematics, science, social studies, vocabulary, spelling, and other areas. The test series is published by CTB/McGraw-Hill.

The tests are usually multiple-choice and answered with bubble sheets. Fifth grade and above include short answers. The results are nationally norm-referenced, meaning that students' scores reflect their achievement in comparison to all students who took the test nationally. Typically this is expressed as a raw score that is then converted into a percentile ranking. This is different from criterion-referenced tests, which measure student performance based on mastery of the material.

How are results used?

We use results, along with other assessments, to select students for the advanced Math Path program. Results are also used by the district to determine eligibility for AWC (Advanced Work Class) as well as eligibility for a free ISEE preparatory class held for two weeks in August before 6th grade and then on five Saturdays in the fall during 6th grade.

How are results communicated?

This test is taken in the fall. It is scored off-site, and a report is sent home with students in the winter. If a student is invited to AWC, a letter will be sent by the district in the mail.

MCAS: Massachusetts Comprehensive Assessment System

Overview:

Every student who attends a Massachusetts public school in grades 3-10 must take MCAS tests. The subjects tested vary by grade. They include English language arts (ELA), reading comprehension, mathematics, science and technology/engineering, and history/social science.

MCAS tests how well students are meeting the learning standards set by the state. MCAS is a mixture of multiple choice questions (where a student chooses from a list of possible answers) and short answer and open-ended questions (where the student writes or shows an answer). Students in grades 4, 7, and 10 also write a composition as part of their English language arts test.

How are results used?

Educators, parents, and students use MCAS results to:

- follow student progress: it is one of several tests that BPS uses to make promotion decisions
- identify strengths, weaknesses, and gaps in curriculum and instruction
- gather information that can be used to improve student performance
- identify students who may need extra academic support.

In addition to meeting their coursework and attendance requirements, students must pass grade 10 MCAS in English language arts and mathematics in order to graduate from high school. Starting with the Class of 2010, students also must pass one of the MCAS high school science tests in order to graduate from high school. Students who do not pass MCAS the first time can retake it in high school, and even after they leave high school.

How are results communicated?

A report is sent home with students in the fall.

Predictive Assessments:

Overview:

Two predictive assessments are given in ELA and Math. The first predictive serves as a pretest, with content that includes some standards from the previous grade and standards that will be assessed on the current grade's MCAS. All content is aligned with DESE's (Department of Elementary and Secondary Education's) released MCAS blueprints and continues to reflect the district's transition to the Common Core State Standards. The 2nd Predictive, which serves as a posttest, also gives teachers valuable standards-based data about what students have learned thus far in the school year and in what areas they are still struggling.

How are results used?

The data provided by these assessments include student item analysis, developmental level (or scaled) scores, and predicted MCAS performance levels. Combined, the predictive assessments provide a measure of student growth within grades. This offers teachers an opportunity to address standards that students have not yet mastered before the MCAS are administered. This also allows school and district administrators to tailor interventions and professional development to each school's specific needs.

How are results communicated?

Teachers communicate results to parents as needed if a student is performing below expectations and/or benchmarks.

BPS Mid Year and End of Year Assessments:

Overview:

Mid Years are used to evaluate student knowledge relative to standards taught from September to January. These are designed collaboratively with BPS' Curriculum and Instruction Office and ATI (Assessment Technology Incorporated) in order to closely follow BPS' scope and sequence documents and curriculum.

End of Years are used to evaluate student knowledge relative to standards taught from September to June. These are designed collaboratively with BPS' Curriculum and Instruction Office and ATI in order to closely follow BPS' scope and sequence documents and curriculum.

How are results used?

These can be used for grading purposes; the mid year should be no more than 20% of a student's semester grade. These assessments are also used by the district for summer program placement, acceleration academies placement, and program evaluation.

How are results communicated?

Classroom teachers notify parents when students are performing below benchmark.

ACCESS for ELLs: Assessing Comprehension and Communication in English State-to-State for English Language Learners

Overview:

The Massachusetts Department of Elementary and Secondary Education (DESE) is a new member of the World-Class Instructional Design and Assessment (WIDA) Consortium. DESE has adopted WIDA's English language development standards and assessments for English Language Learners. The new annual assessment for English Language Learners is ACCESS. The new assessment replaces the previous Massachusetts English Proficiency and Assessment (MEPA/MELA-O).

ACCESS is a large-scale test that addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. There are four components to this test:

- **Listening: 20-25 minutes**
- **Reading: 35-40 minutes**

- **Writing: Up to 1 hour**
- **Speaking: Up to 15 minutes**

The Kindergarten test is individually administered and takes an average of 40 minutes per student. Kindergarten students with very high English language proficiency may take around 55 minutes to complete the test while students with low levels of English language proficiency may take only a few minutes.

How are results used?

The WIDA framework recognizes the continuum of language development with six **English language proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final, exit stage for ELL status is designated Level 6 (formerly ELL).

How are results communicated?

The school will send a report home with students. The Language Assessment Team will also schedule a meeting with parents to review results and annual progress.

NAEP: The National Assessment of Educational Progress

***Students at WP in grades 4 and 8 take the NAEP sporadically, as directed (see below).**

NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL).

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

What NAEP Does—and Doesn't—Report

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessments. These grades and ages were chosen because they represent critical junctures in academic achievement.

There are two NAEP websites: one dealing with the different components of the NAEP assessment and one presenting the results. When NAEP results are reported, they become part of "The Nation's Report Card." To find results from a particular assessment quickly, use the table at The Nation's Report Card website. Now, you can see NAEP results even on the go—download the NAEP Results Mobile App, for Android and iOS.

Who Runs NAEP?

The Commissioner of Education Statistics, who heads the National Center for Education Statistics in the U.S. Department of Education, is responsible by law for carrying out the NAEP project.

ISEE: Independent School Entrance Exam

***This is an optional test that 6th and 8th grade students take for entrance into the BPS exam schools.**

The ISEE is an admission test that has three levels: A Lower Level, Middle Level, and Upper Level. The Lower Level is for students currently in grades 4 and 5 who are candidates for admission to grades 5 and 6. The Middle Level is for students in grades 6 and 7 who are candidates for grades 7 and 8. The Upper Level is for students in grades 8 through 11 who are candidates for grades 9 through 12. The ISEE has different forms at each level for security purposes.

At all levels, the ISEE consists of three parts: (a) carefully constructed and standardized verbal and quantitative reasoning tests that measure a student's capability for learning; (b) reading comprehension and mathematics achievement tests that provide specific information about a student's strengths and weakness in those areas; and (c) an essay section.

The ISEE essay is timed and written in response to a prompt. The essay is not scored; it is photocopied and sent only to the schools you requested.