



## K-12 Assessment Protocols

It is important that assessments are administered consistently and that test-taking skills are both taught and practiced in order to effectively measure student learning. Twin Rivers Unified School District Protocols are designed to maintain consistency and reliability of student results as well as mimic the CAASPP administration in grades 3-8, 11. Testing accommodations for CAASPP on a student's IEP/504 and designated supports should be used on district assessments as well as an integral part of daily instruction and assessment. The following protocols shall guide handling and administration of ALL TRUSD district assessments:

1. **Before** the assessment, items should **not** be used for review, quizzes, or warm ups. There is to be **no** prior exposure to any part of the TRUSD district assessment.
2. Students may **not** take the test home under any circumstances.
3. TRUSD district assessments items, questions, passages, and problems should **not** be used for the creation of formatives. Results from assessments may be used to inform instruction including the creation of formatives. Answer keys will not be made available to pupils under any circumstance. Students may not use/reference notes or textbooks when taking district assessments (unless explicitly required in the directions of the assessment. i.e. district prompts based on a close read).
4. Performance Tasks and Prompts: Refer to the individual directions for each task included in the directions provided in district teacher instructions/in Illuminate/publisher resources. Curriculum and Assessment Guides may be available for specific grade levels/content areas that contain additional information regarding district-created assessments.
5. If choosing to retest the students, the students' **original score** must remain intact in *Illuminate*.
6. Computer based assessments should be taken **online** unless otherwise directed. Tests are not to be printed and then entered later. The intent of computer administration is to prepare students for CAASPP assessments. Testing conditions should mimic CAASPP administration as closely as possible.
7. District security protocols are not required when administering optional or teacher developed assessments. However, shared program resources/ assessments (i.e., *Go Math!*, *Treasures*, etc.) should still be treated with caution. Providing answers and sending home assessments may directly impact other teachers and their students' results and reduce validity in future years. It is suggested that non-district shared assessments are not sent home.
8. Any printed district assessment items will be returned to: Kim Gothier in Instructional Materials for recycling by the end of the school year.

The following administration protocols scaffold skills from one grade level to the next:

### **Kindergarten**

- Assessments may be administered in one-on-one, small group and whole group settings.
- Assessments are read aloud and directed by the teacher (For specific protocols see the *Kindergarten Assessment Protocol Handbook*).
- Directions may be repeated as needed.
- Students may write on the test as needed.
- Students may use manipulatives as needed.
- If students fill in the wrong bubble, but the work shows the student is correct, the teacher may change the answer to reflect the students' understanding.
- Assessments are not timed.

### **1<sup>st</sup> Grade**

- Assessments may be administered in one-on-one, small group and whole group settings
- Math and ELA Assessment questions (not ELA passages) are read aloud by the teacher via the PDF teacher version of the assessment from Illuminate.
- Math and ELA directions may be repeated as needed.
- Students may write on the test as needed.
- Students may use manipulatives as needed.
- If students fill in the wrong bubble, but the work shows the student is correct, the teacher may change the answer to reflect the students' understanding.
- Assessments are not timed.
- Assessments can be administered on paper or on-line via Illuminate.

### **2<sup>nd</sup> Grade**

- Assessments should be given in whole group settings via computer. Students may be tested in small group setting as needed.
- Math and ELA assessment questions (not ELA passages) are read aloud by the teacher via the PDF teacher version of the assessment from Illuminate in trimesters 1 and 2.
- Math and ELA assessments in Trimester 3 are read individually by the students unless student is recommended for designated supports.
- Math and ELA directions may be repeated as needed.
- Assessments will be administered on-line via Illuminate.
- Student may use scratch paper as needed.
- Headphones will be provided or students can use their own.
- Assessments are not timed.

### **3<sup>rd</sup>-12<sup>th</sup> Grade**

- Assessments should be given in whole group settings. Students may be tested in small group setting as needed.
- Math and ELA assessments are read individually by the students unless the student is recommended for designated supports, or is specified in a student's IEP or 504 plan. NOTE: Oral reading of ELA passage to the student is an "accommodation" and is only to be used per an IEP/504 plan.
- Assessments are to be administered on-line via Illuminate.
- No electronic devices that allow students to access outside information, communicate among students, or photograph or copy test content are allowed. This includes but is not limited to cell phones, personal digital assistants, (PDAs) iPods, cameras, smart watches, and electronic translation devices.
- Headphones will be provided or students can use their own.
- Assessments are not timed.

It is everyone's responsibility to maintain test security. We appreciate your commitment towards this endeavor.

## Student Assessment Accessibility 2015-16

“The Smarter Balanced Assessment Consortium (Smarter Balanced) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student’s achievement. Further, Smarter Balanced is building on a framework of accessibility for all students, including English Language Learners (ELLs), students with disabilities, and ELLs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students’ knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed based on the constructs being measured by the assessment. This document was developed for the Smarter Balanced members to guide the selection and administration of universal tools, designated supports, and accommodations.” -- Smarter Balanced Assessment Consortium, Usability, Accessibility, and Accommodations Guidelines

<http://www.smarterbalanced.org/wp-content/uploads/2015/09/Usability-Accessibility-Accomodations-Guidelines.pdf>

It is the intention of the Twin Rivers Unified School District to align with and fully support the selection and administration of universal tools, designated supports, and accommodations. Assessment accommodations will be determined by a student's IEP or 504 plan. Universal tools can be used by all students. Recommendations for designated supports are listed below.

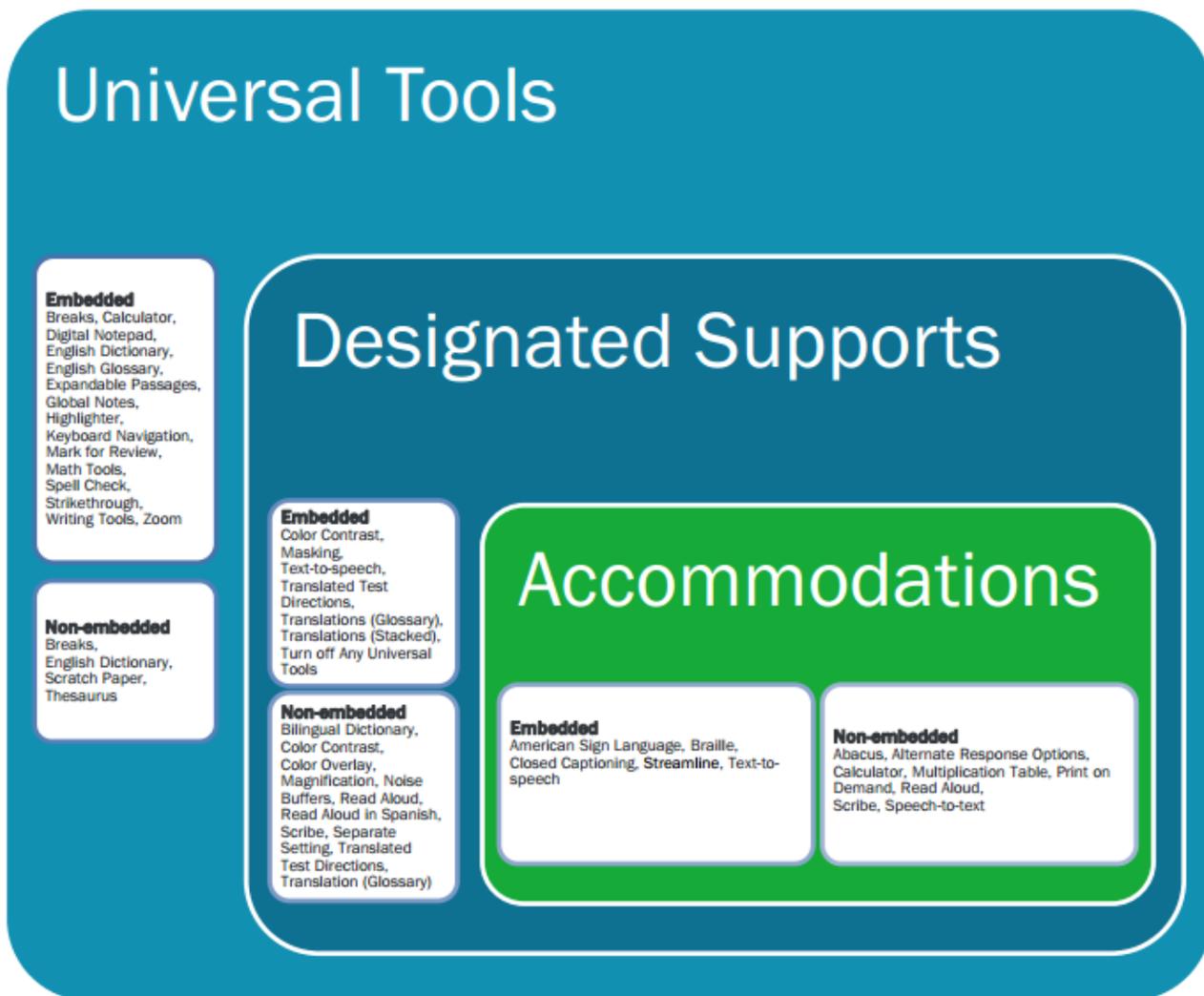
### Considerations to Identify a Student for Designated Supports

Grades 1-6	Grades 7-8	Grades 9-12
Grades 4-6: Prior Year SBAC Scores--Score of a 1 in ELA or Math	Prior Year SBAC Scores--Score of a 1 in ELA or Math	<b>Grade 9</b> - 8th grade SBAC scores and / or 9th grade PSAT scores <b>Grade 10</b> - 10th grade PSAT scores <b>Grade 11</b> - 11th grade PSAT scores <b>Grade 12</b> - Grade 11 SBAC scores
F and P Data--one year behind		
EL Designation	EL Designation	EL Designation
Distractibility / Focus issues	Distractibility / Focus issues	Distractibility / Focus issues
Benchmark Data --ELA and /or Math --"Not Met"	N/A Cutpoints not yet established	N/A Cutpoints not yet established

**Universal Tools** - are available to *all* students on the basis of student preference and selection.

**Designated Supports** - are available to *all* students when determined for use by an educator or team of educators or specified in the student's IEP or Section 504 plan.

**Accommodations** - must be permitted on tests to all eligible students if specified in the student's IEP or Section 504 plan.



The Conceptual Model recognizes that all students should be held to the same expectations for instruction in CCSS and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments.

These *Guidelines* present the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced members to ensure valid assessment results for all students taking its assessments.

## Appendix A: Summary of Smarter Balanced Universal Tools, Designated Supports, and Accommodations

	Universal Tools	Designated Supports	Accommodations
Embedded	Breaks Calculator <sup>3</sup> Digital Notepad English Dictionary <sup>4</sup> English Glossary Expandable Passages Global Notes Highlighter Keyboard Navigation Mark for Review Math Tools <sup>5</sup> Spell Check Strikethrough Writing Tools <sup>6</sup> Zoom	Color Contrast Masking Text-to-Speech <sup>7</sup> Translated Test Directions <sup>8</sup> Translations (Glossary) <sup>9</sup> Translations (Stacked) <sup>10</sup> Turn off Any Universal Tools	American Sign Language <sup>11</sup> Braille Closed Captioning <sup>12</sup> Streamline Text-to-Speech <sup>13</sup>
Non-embedded	Breaks English Dictionary <sup>14</sup> Scratch Paper Thesaurus <sup>15</sup>	Bilingual Dictionary <sup>16</sup> Color Contrast Color Overlay Magnification Read Aloud <sup>17</sup> Noise Buffers Scribe <sup>18</sup> Separate Setting Translated Test Directions Translations (Glossary) <sup>19</sup>	Abacus Alternate Response Options <sup>20</sup> Calculator <sup>21</sup> Multiplication Table <sup>22</sup> Print on Demand Read Aloud <sup>23</sup> Scribe Speech-to-Text

\*Items shown are available for ELA and math unless otherwise noted.

<sup>3</sup> For calculator-allowed items only in grades 6 - 8 and 11

<sup>4</sup> For ELA performance task full-writes

<sup>5</sup> Includes embedded ruler, embedded protractor

<sup>6</sup> Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo.

<sup>7</sup> For ELA items (not ELA reading passages) and math items

<sup>8</sup> For math items

<sup>9</sup> For math items

<sup>10</sup> For math test

<sup>11</sup> For ELA listening items and math items

<sup>12</sup> For ELA listening items

<sup>13</sup> ELA reading passages, all grades

<sup>14</sup> For ELA performance task full-writes

<sup>15</sup> For ELA performance task full-writes

<sup>16</sup> For ELA performance task full-writes

<sup>17</sup> For ELA items (not ELA reading passages) and math items

<sup>18</sup> For ELA non-writing items and math items

<sup>19</sup> For math items on the paper-pencil test

<sup>20</sup> Includes adapted keyboards, large keyboards, StickyKeys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head want, and switches.

<sup>21</sup> For calculator-allowed items only in grades 6 - 8 and 11

<sup>22</sup> For math items beginning in grade 4

<sup>23</sup> For ELA reading passages, all grades

***If you are planning to utilize designated supports, please consult resources below for specific information on appropriate use.***

<http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/>

<http://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf>