

## Assessment Descriptions

### Common Statewide Readiness Tool for Kindergarten – Early Learning Survey (ELS):

This readiness tool serves as the basis for an objective readiness review conducted by the teacher or other members of the child’s school team. This readiness tool reviews the following domains:

1. Language and literacy development;
2. Cognition and general knowledge;
3. Approaches toward learning;
4. Physical well-being and motor development; and
5. Social and emotional development.

These results equip kindergarten teachers with important information on the overall knowledge and skills their students possess and helps to individualize instruction for their kindergarten students. In addition, this tool informs the early learning community and system of areas of need and informs the use of resources.

The kindergarten readiness tool is required by State Law to occur in Fall (within 30 days of start of school.)

### Statewide Assessments for English Language Arts and Mathematics:

The statewide summative assessments for English language arts and mathematics are administered as required by state and federal law in, at a minimum, grades 3 through 8 and once in high school. Additional grades may be added.

#### English Language Arts

##### Smarter:

Smarter ELA is a computer-adaptive online assessment that is customized to each student. An adaptive test provides more precise information about student achievement in less time than a fixed form test in which all students taking the same test form the same set of questions. Smarter ELA is designed to measure student achievement of the Delaware State Content Standards in reading, writing, listening, and research for all students, except for those students participating in the alternative assessments.

These results equip teachers and administrators with important information on the overall knowledge and skills their students possess and helps to provide progress on student achievement. In addition, this tool informs the educational community and system for improvements and informs the use of resources.

This summative assessment takes place near the end of the school year (beginning March 9) with preliminary results available to schools in the online reporting system approximately three weeks after test submission (as early as April 14) with final score reports available to parents in July.

#### SAT:

The new SAT is designed to measure student achievement of the Delaware State Content Standards including command of evidence, expression of ideas, analysis, reasoning, and words in context for all 11<sup>th</sup> grade students, except those participating in the alternative assessments.

These results equip teachers and administrators with important information on the overall knowledge and skills their students possess and helps to provide progress on student achievement. In addition, this tool informs the educational community and system for improvements and informs the use of resources.

The School-Day administration occurs near the end of the school year (April 12) with results becoming available online to students approximately three weeks after testing. The final score reports will be available to parents in July.

#### PSAT:

The new PSAT is designed to measure student achievement of the Delaware State Content Standards including command of evidence, expression of ideas, analysis, reasoning, words in context, and standard English conventions for all 10<sup>th</sup> grade students, except those participating in the alternative assessments. This test is also used to identify qualifying National Merit<sup>®</sup> Scholars for Delaware.

## Mathematics

#### Smarter:

Smarter Mathematics is a computer-adaptive online assessment that is customized to each student. An adaptive test provides more precise information about student achievement in less time than a fixed form test in which all students see the same set of questions. Smarter Mathematics is designed to measure student achievement of the Delaware State Content

Standards in concepts and procedures, problem solving/modeling and data analysis, and communicating reasoning for all students, except those participating in the alternative assessment.

These results equip teachers and administrators with important information on the overall knowledge and skills their students possess and helps to provide progress on student achievement. In addition, this tool informs the educational community and system for improvements and informs the use of resources.

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## SAT:

The new SAT is designed to measure student achievement of the Delaware State Content Standards including fluency, conceptual understanding and application for all 11<sup>th</sup> grade students, except those participating in the alternative assessments.

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## Optional Supports

The *Digital Library* is an online repository of more than 2,600 instructional and professional learning resources developed by and for teachers to assist with assessing students' progress and adjusting instruction when needed. Spanning K–12 and aligned to the Delaware State

Content Standards, the resources will help teachers implement effective, aligned practices that are recommended by peers.

Optional *Interim Assessments* are available for teachers to check in on student progress throughout the year and adjust instruction as needed. The full *Interim Comprehensive Assessment* mirrors the year-end assessment and gives students the opportunity to experience the full test. *Interim Assessment Blocks* can be used to check on students' understanding of small sets of related standards.

Khan Academy for SAT and PSAT

The Department provide additional supports in preparation for the SAT and PSAT through the Khan Academy. It is an online personalized practice tool that is available to all students free of charge on mobile devices and computers.

## Statewide Assessments for Science

The statewide summative assessment for Science is administered as required by state and federal law, at a minimum, at least once in the elementary grades, once in the middle school grades and once in high school. Additional grades may be added. DCAS Science is administered annually in grades 5, 8 and 10.

### Science:

DCAS-Science is a computer-adaptive online assessment that is customized to each student. An adaptive test provides more precise information about student achievement in less time than a fixed form test, in which all students see the same set of questions. DCAS Science is designed to measure student achievement of the Delaware State Content Standards in materials and their properties, energy and its effects, Earth in space, Earth's dynamic systems, life processes, diversity and continuity of living things, ecology, and inquiry for all students, except those participating in the alternative assessment.

These results equip teachers and administrators with important information on the overall knowledge and skills their students possess and helps to provide progress on student achievement. In addition, this tool informs the educational community and system for improvements and informs the use of resources.

## Statewide Assessments for Social Studies:

The statewide summative assessment for Social Studies is administered as required by state law, at a minimum, at least once in the elementary grades, once in the middle school grades

and once in high school. Additional grades may be added. DCAS Social Studies is a statewide assessment that is administered annually to students in grades 4, 7 and End of Course (EOC) in U.S. History.

#### Social Studies:

DCAS Social Studies for grades 4 and 7 are given online and are in a fixed form format. The tests integrate and measure the four content areas of social studies- civics, economics, geography, and history.

These results equip teachers and administrators with important information on the overall knowledge and skills their students possess and helps to provide progress on student achievement. In addition, this tool informs the educational community and system for improvements and informs the use of resources.

#### End of Course (EOC) U.S. History:

DCAS-EOC for U.S. History is given to all students in high school at the end of the required U.S. History course. It is given annually in Delaware to monitor students' progress in acquiring social studies content and skills at the end of the required U.S. History course. The test measures roughly 40% history and 20% each in civics, geography, and economics.

### Assessments for Specific Student Populations (students do not take both the general assessments and the alternative assessments)

#### DCAS-Alt1 Reading:

DCAS–Alt1 Reading measures academic progress in the area of Reading from the English Language Arts Delaware Content Standards Grade Band Extensions. The purpose of the DCAS–Alt1 is to maximize access to the general education curriculum for students with significant intellectual disabilities, ensure that all students with disabilities are included in Delaware's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The DCAS–Alt1 is only for those students with documented significant intellectual disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

#### DCAS-Alt1 Mathematics:

DCAS–Alt1 Mathematics measures academic progress of all five domain areas from the Mathematics Delaware Content Standards Grade Band Extensions. The purpose of the DCAS–Alt1 is to maximize access to the general education curriculum for students with significant

intellectual disabilities, ensure that all students with disabilities are included in Delaware's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The DCAS–Alt1 is only for those students with documented significant intellectual disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

#### DCAS–Alt1 Science:

DCAS–Alt1 Science measures academic progress of all eight Standard Areas from the Science Delaware Content Standards Grade Band Extensions. The purpose of the DCAS–Alt1 is to maximize access to the general education curriculum for students with significant intellectual disabilities, ensure that all students with disabilities are included in Delaware's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The DCAS–Alt1 is only for those students with documented significant intellectual disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

#### DCAS–Alt1 Social Studies:

DCAS–Alt1 Social Studies measures academic progress of all four Topic Areas from the Social Studies Delaware Content Standards Grade Band Extensions. The purpose of the DCAS–Alt1 is to maximize access to the general education curriculum for students with significant intellectual disabilities, ensure that all students with disabilities are included in Delaware's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The DCAS–Alt1 is only for those students with documented significant intellectual disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

#### DCAS–Alt2:

DCAS–Alt2 (ELA, Mathematics, Science and Social Studies): This assessment will be portfolio based and is currently being developed for a pilot at the end of the 2015-16 school year. The assessment will measure progress of a student's communication abilities within the context of all four content areas from the Delaware Content Standards Grade Band Extensions. The purpose of the DCAS–Alt2 is to maximize access, through communication development, to the general education curriculum for students who have significant intellectual disabilities and who also have had significant issues with a meaningful communication system. The design will allow information to be provided to the child's family and the educators that would assist in

understanding the progress that a student has made as well as understanding a student's current status of communication development.

#### [ACCESS for ELLs Overview:](#)

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in the spring to monitor students' progress in acquiring academic English. The assessment helps students and families understand students' current level of English language proficiency along the language proficiency continuum.

ACCESS for ELLs 2.0 also serves as one of multiple measures used to help schools and districts determine whether students have the language proficiency they need to participate meaningfully in content area classrooms without additional language supports.

#### [National Assessment of Educational Progress \(NAEP\):](#)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act legislation. This legislation requires states who receive Title I funding to participate in state NAEP in reading and mathematics at grades 4 and 8 every two years. The NAEP is not required for each 4<sup>th</sup> and 8<sup>th</sup> grade student in each content area. Delaware's sample size was 4,700 grade four students from ninety-four schools and 4,400 grade eight students from fifty-five schools.