Capital School District Assessment Inventory

Name of Individual(s) completing the table:	Pam Hererra, Cathy Schreiber, Carie Debaca					
Date Completed:	8/15/2015					
Subject Area/Grade Levels of Inventory:	Capital Elementary Schools					
Name of assessment	Early Learner Survey	STAR Early Literacy	STAR Reading	Wonders Unit Assesments	Writing Tasks	STAR Math
Entity requiring assessment *state – SEA or other agency; district; or school*	State	District	District	District	District	District
Grade(s) tested	K	K-1	2-4	1-4	K-4	1-4
Course(s) or subjects tested	Kindergarten Readiness	Reading	Reading	Reading/ELA	ELA/Writing	Math
Which students are eligible or required to take assessment?	All Kindergarten students	All students	All students	All students	All students	All students
Type of assessment *summative; interim/benchmark; formative; diagnostic*	Screener	Benchmark/Diagnostic	Benchmark/Diagnostic	Summative	Benchmark	Benchmark/Diagnostic
Number of years assessment has been administered	3	New this year	New this year	2	2	New this year
To which content standards is the assessment aligned? *(source of alignment verification)*	Early Childhood	CCSS Standards/CORE Progress for Reading	CCSS Standards/CORE Progress for Reading	CCSS Standards/IMET Rubric	CCSS Standards/IMET Rubric/CCSS Exemplar Tasks	CCSS Standards/CORE Progress for Math
Intended purpose(s) of the assessment	Kindergarten Readiness	Universal Screener all students	Universal Screener all students	Measure student mastery of unit specific standards	Universal Screener all students	Universal Screener all students
Intended use(s) of the assessment (See note 1. below)	Pre-School Effectiveness	Diagnostic, Instructional uses, Student support	Diagnostic, Instructional uses, Student support	Diagnostic, Instructional uses, Factor into course grades	Diagnostic, Instructional uses, Student support	Diagnostic, Instructional uses, Student support
Users of the assessment	K Teachers/State of DE	District, School, Teachers	District, School, Teachers	District, School, Teachers	District, School, Teachers	District, School, Teachers
Do users of the assessment use it for its intended use(s)?	Yes (All)	Yes (All)	Yes (All)	Yes (All)	Yes (All)	Yes (All)

Name of assessment	*Early Learner Survey*	*STAR Early Literacy*	*STAR Reading*	*Wonders Unit Assesments*	*Writing Tasks*	*STAR Math*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*1-Not Useful* *Takes time away from instruction during first month of schoolWebsite does not workand is not teacher friendly*	*3-Useful* *Potential for Very Useful as grade levels become more knowledgeable about student strengths and weaknesses*	*3-Useful* *Screening reports provide valuable diagnostic data and give instight on student needs and instructional grouping/Much more beneficial than the SRI*	*2-Somewhat Useful* *Weekly Assessments serve the same purpose/They are very long/Good prparation for SBAC*	*3-Useful* *Exposes students to different writing types and purposes/Help prepare students for SBAC/Allows students to see growth in their writing skills*	*3-Useful* *Great information/Very detailed reports/contain much more insight and alignment to CCSS than the SMI*
Type of administration	Small Group/Individual	Online	Online	Online and Paper/Pencil	Paper/Pencil	Online
Item type(s)	Student Observation/Work Sampling	Selected response	Selected response	Multiple-choice, selected-response, constructed-response items, and Performance Task	Writing Task	Selected response
Accommodations/Supports	None	Adaptive	Adaptive	Test administrator may use any accommodation for which the student already receives as part of regular instruction	Test administrator may use any accommodation for which the student already receives as part of regular instruction	Adaptive/Read Aloud
Test administration time	*20 hours*	*40 minutes (includes 10 minutes of instructions and computer login)*	*40 minutes (includes 10 minutes of instructions and computer login)*	*45 mins grades 1 & 2; 60 mins grades 3 & 4*	Varies depending on grade-level and writing purpose	*40 minutes (includes 10 minutes of instructions and computer login)*
Testing window(s) - 2015-16 School Year	8/24-10/9	8/31-9/11 1/4-1/15 5/2-5/13	8/31-9/11 1/4-1/15 5/2-5/14	10/5-10/16 1/11-1/22 2/22-3/4 4/11-4/22 5/23-6/3	September, January, March, May (2 week windows; vary within month by grade level)	9/7-9/18 1/11-1/22 5/9-5/20
Test frequency	1 x year	3 x year	3 x year	5 x year (2nd-4th); 2 x year (1st)	4 x year	3 x year
Time between test administration and results to users	NA	Immediate Results at Teacher and Administrator levels	Immediate Results at Teacher and Administrator levels	Teacher graded	Teacher graded	Immediate Results at Teacher and Administrator levels
Vendor	Teaching Strategies Gold	Renaissance Learning	Renaissance Learning	Renaissance Learning	Kid Writing (K) - Publisher? /Reading Wonders (1-4) - McGraw Hill	Renaissance Learning
Contract expiration date	Unknown	6/30/2015	6/30/2015	6/30/2015	No contract	6/30/2015
Entity that holds contract	DDOE	District	District	District	NA	District
Annual cost *(total and per student)*	Unknown				NA	
Funding source(s)					NA	

Name of Individual(s) completing the table:						
Date Completed:						
Subject Area/Grade Levels of Inventory:						
Name of assessment	*Quarterly Math Assessments*	*Math Fluency*	*Science Cycle Assessments*	*Smarter ELA*	*Smarter Math*	*DCAS SocialStudies*
Entity requiring assessment *state – SEA or other agency; district; or school*	District	District	District	Federal/State	Federal/State	State
Grade(s) tested	K-4	1-4	1-4	3-4	3-4	4
Course(s) or subjects tested	Math	Math	Science	ELA/Reading	Math	Social Studies
Which students are eligible or required to take assessment?	All students	All students	All students	All students in grades 3-4	All students in grades 3-4	All students in grade 4
Type of assessment *summative; interim/benchmark; formative; diagnostic*	Summative	Diagnostic	Summative	Summative	Summative	Summative
Number of years assessment has been administered				1	1	5
To which content standards is the assessment aligned? *(source of alignment verification)*	*CCSS Standards/IMET Rubric*	*CCSS Standards*	*Next Gen*	Common Core State Standards (CCSS) in English language arts/literacy (Smarter Balanced	Common Core State Standards (CCSS) in Mathematics (Smarter Balanced Assessment	Delaware Content Standards in Social Studies
Intended purpose(s) of the assessment	Measure student mastery of unit specific standards	Measure Fluency progression	Measure student mastery of unit specific standards	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/Lit. 3. Serve as the primary indicator for other high-stakes purposes.	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/Lit. 3. Serve as the primary indicator for other high-stakes purposes.	1. Determine student achievement toward the content standards 2. Help teachers improve classroom instruction
Intended use(s) of the assessment (See note 1. below)	Diagnostic, Instructional, Factor into course grades	Predictive, Diagnostic, Instructional	Diagnostic, Instructional, Factor into course grades	School Accountability, Student Achievement, Measure College and Career Readiness	School Accountability, Student Achievement, Measure College and Career Readiness	Student achievement, Instructional uses
Users of the assessment	District, School, Teachers	District, School, Teachers	District, School, Teachers	State, District, School, Teachers, Families, & Various Stakeholders	State, District, School, Teachers, Families, & Various Stakeholders	State, District, School, Teachers, and Families
Do users of the assessment use it for its intended use(s)?	Yes (All)	Yes (All)	Yes (All)	To Be Determined	To Be Determined	Yes

Name of assessment	*Quarterly Math Assessments*	*Math Fluency*	*Science Cycle Assessments*	*Smarter ELA*	*Smarter Math*	*DCAS SocialStudies*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*3-Useful* *Align to CCSS and it helps us monitor student progress towards standards/Performance Tasks are authentic application*	*2=Somewhat Useful* *Math fluency does not equate to math understanding/Very useful/Indicates which students are struggling with basic computation*	*2=Somewhat Useful* *Assessments do not match lesson objectives/Do not correlate with STEM standards/Scoring is very time intensive*	*1=Not Useful* *Timeliness of data is a huge problem/Couldn't use the data as needed*	*1=Not Useful* *No teacher reports that gave insight that was meaningful/Math items were very difficult*	*NA1=Not Useful* *Students are tested at end of Grade 4 for K-3 standards/Not helpful at all in making instructional decisions*
Type of administration	Paper/Pencil	Paper/Pencil	Paper/Pencil	Online adaptive tests	Online adaptive tests	Online
Item type(s)	Multiple-choice, selected-response, constructed-response items, and Performance Task	Written Response	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple choice and technology-enhanced items
Accommodations/Supports	Test administrator may use any accommodation for which the student already receives as part of regular instruction	Extended Time	Test administrator may use any accommodation for which the student already receives as part of regular instruction	Available for students with disabilities, English Language learners, and students needing supports	Available for students with disabilities, English Language learners, and students needing supports	Available for students with disabilities and English Language learners
Test administration time	*25 mins Kindergarten; 45 mins grades 1 & 2; 60 mins grades 3 & 4*	*5 mins*	*45 mins grades 1 & 2; 60 mins grades 3 & 4*	Untimed, usually takes 3-4 hours	Untimed, usually takes 3-4 hours	Untimed, usually takes 2-3 hours
Testing window(s) - 2015-16 School Year	10/14-10/28 1/5-1/19 3/9-3/23 5/23-6/3	September December February May	November February May	3/10-6/2	3/10-6/2	3/2-6/2
Test frequency	4 x year	4 x year (2nd-4th); 2 x year (1st)	3 x year	1 x year	1 x year	1 x year
Time between test administration and results to users	Teacher graded	Teacher graded	Teacher graded	Undetermined	Undetermined	Immediate
Vendor	Houghton Mifflin Harcourt			Smarter Balanced Assessment Consortium	Smarter Balanced Assessment Consortium	DEDOE
Contract expiration date	No contract					
Entity that holds contract	NA					
Annual cost *(total and per student)*	NA					
Funding source(s)	NA					

Name of Individual(s) completing the table:						
Date Completed:						
Subject Area/Grade Levels of Inventory:						
Name of assessment	*DCAS-Alt1*	*Smarter Interim Blocks*	*DPAS II Pre/Post Tests*	*National Assessment of Educational Progress (NAEP)*	*W-APT*	*ACCESS*
Entity requiring assessment *state – SEA or other agency; district; or school*	Federal/State	Optional at district/school level	State	Federal/State	Federal/State	Federal/State
Grade(s) tested	3-4	3-4	K-4	4	K-4	K-4
Course(s) or subjects tested	Reading, Math & Social Studies	Reading/ELA or Math	Content Specific	Reading, Mathematics, Science, Writing	Reading, writing, listening, speaking	Reading, writing, listening, speaking
Which students are eligible or required to take assessment?	Students with disabilities in grades 3-11	Students and classrooms based on need	All students	Sample of all students in grades 4 who also take the general state assessment.	Diagnostic test for identifying ELL students	Students identified as ELL
Type of assessment *summative; interim/benchmark; formative; diagnostic*	Summative	Interim	Diagnostic	National survey test	English language proficiency	English language proficiency
Number of years assessment has been administered	4	1	3	25	12 years	12 years
To which content standards is the assessment aligned? *(source of alignment verification)*	Delaware Content Standards Grade-Band Extensions (based on Common Core State Standards)	Common Core State Standards in English language arts/literacy and/or Mathematics	Vary by content area focus	Common Core State Standards	WIDA English Language Development Standards	WIDA English Language Development Standards
Intended purpose(s) of the assessment	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the Delaware content standards grade-band extension 3. Serve as the primary indicator for other high-stakes purposes.	Inform instruction	Measure student growth across year	Measures student mastery of reading, mathematics and science	To screen students for placement	To measure an ELL student's level of English language proficiency at year-end.
Intended use(s) of the assessment (See note 1. below)	School Accountability, Student Achievement, Other high stakes purposes	Assess CCSS, Instructional decisions, Student support	Teacher evaluation	Predict the performance on national assessment	To place ELL students in the appropriate educational setting in order to provide required services	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.
Users of the assessment	State, District, School, Teachers, and Families	District, School, Teachers, and Families	State, Teacher	Nation, State, and large school district levels	State, District, School, Teachers, and Families	State, District, School, Teachers, and Families
Do users of the assessment use it for its intended use(s)?	Yes	To Be Determined	Yes	Yes	Yes	Yes

Name of assessment	DCAS-Alt1	Smarter Interim Blocks	DPAS II Pre/Post Tests	National Assessment of Educational Progress (NAEP)	W-APT	ACCESS
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	NA	*2=Somewhat Useful Provided students opportunities to gain insight and practice with specific standards and SBAC question types*	N/A	NA		
Type of administration	One-on-one testing; teacher uses script and materials provided; test administrator enters student responses into an on-line system	Online tests	Paper-pencil	Paper-pencil & online	Online test	Paper-pencil
Item type(s)	Multiple-choice items	Multiple-choice, selected-response, constructed-response items, and Performance Task	Varies by content area focus	Multiple-choice, constructed-response items, and essay in writing	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing
Accommodations/Supports	Test administrator may use any accommodation for which the student already receives as part of regular instruction (with a few exceptions)	Available for students with disabilities, English Language learners, and students needing supports	Classroom accommodations	Braille, scribe, magnification, amplification, extended time	Not available	Limited accommodations are available, such as translation of tests directions and items into native language
Test administration time	Untimed, usually takes 1 hour	Approximately 1 class period	Untimed, usually take 30 mins to 1 hour	90 mins for Paper/Pencil; 120 mins for online testing	45 minutes	Untimed, it usually takes about 2 hours
Testing window(s) - 2015-16 School Year	3/9-6/2	LEA decision	Fall & Spring	2017	Any time of the year as needed	3/1-4/29
Test frequency	1 x year	LEA decision	2 x year	State requires once every two years	Only once to determine student English language	Once a year
Time between test administration and results to users	Immediate	Depending on schedule for hand-scoring	Teacher graded	About 4 months	Upon the completion of the test by test administrator	3-5 months
Vendor	DEDOE	Smarter Balanced Assessment Consortium	DDOE			
Contract expiration date			N/A			
Entity that holds contract			DDOE			
Annual cost (total and per student)			$3.50/ student			
Funding source(s)			DDOE			

Name of Individual(s) completing the table:			
Date Completed:			
Subject Area/Grade Levels of Inventory:			
Name of assessment	*ACCESS ALT*	*IEP Benchmark Assessments*	*Triennial PsychoEducational Evaluation (battery of assessments specific to each student's need)*
Entity requiring assessment *state – SEA or other agency; district; or school*	Federal/State	DDOE	Federal/State
Grade(s) tested	K-4	K-4	K-4
Course(s) or subjects tested	Reading, writing, listening, speaking	Specific to student need	Specific to student need
Which students are eligible or required to take assessment?	Students identified as ELL who have significant cognitive disabilities	Students identified as eligible for special-education services	Students identified as eligible for special-education services *or* Students referred for evaluation from RtI process or Students for whom parents have requested evaluation
Type of assessment *summative; interim/benchmark; formative; diagnostic*	English language proficiency	Benchmark	Diagnostic
Number of years assessment has been administered	12 years	-	-
To which content standards is the assessment aligned? *(source of alignment verification)*	WIDA English Language Development Standards	Depends on IEP goals	N/A
Intended purpose(s) of the assessment	To measure an ELL student with significant cognitive disabilities' level of English language proficiency at year-end.	To measure student progress toward IEP Annual Goals	To measure student academic achievement and/or behavioral progress
Intended use(s) of the assessment (See note 1. below)	To place students in appropriate educational setting. To monitor state and local progress toward Title III goals.	To progress monitor the appropriateness of the goal and the effectiveness of IEP implementation	To develop appropriate IEP goals and benchmarks. To provide information about student progress to multiple stakeholders. To continue or discontinue eligibility status.
Users of the assessment	State, District, School, Teachers, and Families	School, Teachers, and Families	School, Teachers, and Families
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes

Name of assessment	*ACCESS ALT*	*IEP Benchmark Assessments*	*Triennial PsychoEducational Evaluation (battery of assessments specific to each student's need)*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.		*3 - Usefulness dependent on the quality of the IEP*	*4 - Diagnostic and adaptive to indivdual student needs; Useful to IEP team for individual students*
Type of administration	Paper-pencil	Various	One-on-one; indivdiual
Item type(s)	Multiple-Choice and essay in writing	Writing prompts, behavior charts, fluency passages, etc. (dependent on goal)	Interviews and performance based tasks
Accommodations/Supports	Limited accommodations are available, such as translation of tests directions and items into native language	As required by IEP	Not available
Test administration time	Untimed, it usually takes about 2 hours	Less than 30 minutes per goal (often included in regular instructional acitivites and not separate)	Untimed, it usually takes about 90 minutes to 3 hours
Testing window(s) - 2015-16 School Year	3/1-4/29	End of each quarter	Any time of the year as needed
Test frequency	Once a year	4 x year	At least once every 3 years
Time between test administration and results to users	3-5 months	Immediately	Within 1 month
Vendor		Multiple vendors and teacher-created material, depending on the goal	Multiple vendors for individual assessments; all are norm-referenced and nationally accepted
Contract expiration date			
Entity that holds contract			
Annual cost *(total and per student)*			
Funding source(s)		IDEA, Curriculum	IDEA

Name of Individual(s) completing the table:	*Darren Guide, Eugene Montano, Marie Conway, Sharon Densler*					
Date Completed:	*Summer 2015*					
Subject Area/Grade Levels of Inventory:	*Grades 5 & 6 - All Subjects*					
Name of assessment	*Scholastic Reading Inventory*	*Dibels Oral Reading Fluency (ORF)*	*Bi-Weekly ELA Curriculum Assessments*	*ELA Unit Assessments*	*Quarterly ELA Writing Assessment*	*Scholastic Phonics Inventory*
Entity requiring assessment *state – SEA or other agency; district; or school*	CSD	CSD	CSD	CSD	CSD	CSD
Grade(s) tested	5-6	5-6	5-6	5-6	5-6	5-6
Course(s) or subjects tested	ELA	ELA	ELA	ELA	ELA	ELA
Which students are eligible or required to take assessment?	All students	All students	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students reading below 500L and all students in System 44 (phonemic intervention)
Type of assessment *summative; interim/benchmark; formative; diagnostic*	Benchmark	Diagnostic	Summative	Summative	Summative	Diagnostic
Number of years assessment has been administered	>6	15+	2	3	2	5
To which content standards is the assessment aligned? *(source of alignment verification)*	*N/A*	*N/A*	*Common Core State Standards (CCSS) in English language arts/literacy*	*Common Core State Standards (CCSS) in English language arts/literacy*	*Common Core State Standards (CCSS) in English language arts/literacy*	N/A
Intended purpose(s) of the assessment	Measure Student Lexile	Measure Student ORF	Measure student mastery of ELA standards	Measure student mastery of ELA standards	Measure student knowledge of ELA standards in writing	Measure Student Phonemic and Sight Word Fluency & Accuracy
Intended use(s) of the assessment (See note 1. below)	Predictive Diagnostic Instructional uses Teacher evaluation	Diagnostic Instructional uses	Predictive Instructional uses	Predictive Instructional uses	Predictive Instructional uses	Diagnostic Instructional uses
Users of the assessment	District, School, & Teachers	School & Teachers	Teachers	Teachers	Teacher	Teachers
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes	Yes	Yes

Capital School District Assessment Inventory

Name of assessment	Scholastic Reading Inventory	Dibels Oral Reading Fluency (ORF)	Bi-Weekly ELA Curriculum Assessments	ELA Unit Assessments	Quarterly ELA Writing Assessment	Scholastic Phonics Inventory
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	3- helps to identify appropriate placement for students	3- helps to identify appropriate placement for students	2- tends to be redundant when using unit assessments	2- district staff find it accurately predicts performance on state assessment	3- district staff find it accurately predicts performance on state assesment	4
Type of administration	Computer	Paper/Pencil	Paper/Pencil	Paper/Pencil	Paper/Pencil	Computer
Item type(s)	Multiple choice	Reading Passage	Multiple Choice, Constructed Responses	Multiple Choice, Constructed Responses	Performance Task (Essay)	Multiple Choice
Accommodations/Supports	Untimed, Computer Adaptive	1-1 Administration	Graphic organizers, Extra Time	Graphic organizers, Extra Time	Graphic organizers, Extra Time	Computer Adaptive
Test administration time	25-35 minutes	1 minute	up to 90 minutes	up to 180 mintues	up to 180 minutes	20 mins
Testing window(s) - 2015-16 School Year	8/31-9/25, 10/13-10/28, 12/7-1/15, 3/7-3/23, 5/2-6/3	Week of 10/26; week of 1/18; week of 3/21; week of 5/30	completed by 9/22; 10/6; 11/3; 11/17; 12/18; 1/13; 2/12; 2/29; 3/24; 4/15; 5/13; 5/27	completed by 10/16; 12/4; 1/29; 3/11; 4/29	Week of 10/26; Week of 1/18; Week of 3/21; Week of 5/30	8/31-9/25, 12/7-1/15, 5/2-6/3
Test frequency	3 x year (5 x for students in Reading Intervention)	4 x year (can be weekly as needed)	Approximately 1x every 2 weeks	1 x every 5 weeks	4 x year	3 x year
Time between test administration and results to users	Immediate	Immediate	1-2 days	3-5 days	3-5 days	Immediate
Vendor	Scholastic HMH	DIBELS	McGraw Hill	McGraw Hill & Scholastic (Read 180 students)	Capital School District developed assessment	Scholastic HMH
Contract expiration date	N/A	N/A	N/A	N/A	N/A	
Entity that holds contract	District	District	District	District	District	
Annual cost (total and per student)	$0	$0	$0	$0	$0	
Funding source(s)						

Name of Individual(s) completing the table:						
Date Completed:						
Subject Area/Grade Levels of Inventory:						
Name of assessment	*Scholastic Math Inventory*	*Mid- and End-of-Unit assessments*	*Common Formative Assessments*	*Common Summative Assessments*	*DCAS Science*	*IOWA Alg Assessment*
Entity requiring assessment *state – SEA or other agency; district; or school*	CSD	CSD	CSD	District	State	CSD
Grade(s) tested	5-6	5-6	5-6	5-6	5	6
Course(s) or subjects tested	Math	Math	Math	Science	Science	Math
Which students are eligible or required to take assessment?	All Students	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students	All students in Grade 5 who are also required to take the regular state assessment	All students in Grade 6 who are also required to take the regular state assessment
Type of assessment *summative; interim/benchmark; formative; diagnostic*	Benchmark	Summative	Formative	Summative	Summative	Placement Alg 1 in Middle School
Number of years assessment has been administered	>8	5	>8	10	5	>6
To which content standards is the assessment aligned? *(source of alignment verification)*	Math CCSS (www.Quantiles.com)	Publisher's Criteria/IMET Tool	IMET/CCSS	Delaware Prioritized State Science Standards	Delaware Prioritized State Science standards	Math CCSS (Alignment doc?)
Intended purpose(s) of the assessment	Identify Student Quantile	Measures student mastery of Math Standards	Measures student mastery of Math Standards	Measures student mastery of Science Standards	1. Determine student achievement toward the content standards 2. Help teachers improve classroom instruction	Student placement in Accelerated Math Grade 7 or Alg 1 Grade 8
Intended use(s) of the assessment (See note 1. below)	Predictive Diagnostic Instructional uses Teacher evaluation	Predictive Instructional uses	Predictive Instructional uses	Predictive Instructional uses	Student achievement, Instructional uses	Predict math performance in Algebra
Users of the assessment	District, School, & Teachers	Teachers	Teachers	Teachers	State, District, School, Teachers, & Families	District, School, & Teachers
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes	Yes	Yes

Name of assessment	*Scholastic Math Inventory*	*Mid- and End-of-Unit assessments*	*Common Formative Assessments*	*Common Summative Assessments*	*DCAS Science*	*IOWA Alg Assessment*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	4- helps to identify appropriate placement for students. It also identifies areas of strength and weekness which teachers use to differentia their lessons.	3- district staff find it accurately predicts performance on state assessment and teachers use it to gauge student's mastery of the content.	4-useful to assess student understanding of content and adjust instruction based on feedback from these assessments.	3-useful to assess student understanding of content	2-useful to assess understanding of K-5 science standards	4-very useful in scheduling students at Central Middle School
Type of administration	Computer	Paper/Pencil	Paper/Pencil	Paper/Performance Plus	Computer	Paper/Pencil
Item type(s)	Multiple Choice	Multiple Choice, Constructed Responses	Multiple Types	Multiple Types	Multiple choice and technology-enhanced items	Multiple Choice
Accommodations/Supports	Untimed, Computer Adaptive	Graphic organizers, Extra Time	Classroom as needed	As needed	Available for students with disabilities and English Language learners	None
Test administration time	30-45 mins	45-90 mins	45-90 minutes	50 minutes	90 minutes	45 minutes
Testing window(s) - 2015-16 School Year	8/31-9/25, 10/13-10/28, 12/7-1/15, 3/7-3/23, 5/2-6/3	10/5-10/16, 11/23-12/4, 1/18-1/29, 3/7-3/18, 5/6-5/20	Based on unit pace (weekly)	End of each unit (DATES?)	3/10-6/2	Spring (Dates?)
Test frequency	3 x year (5 x for students in Math Intervention)	1 x every 5 weeks	3-4 common formatives in every unit (2-5 weeks)	4 x year	1 x year	1 x year
Time between test administration and results to users	Immediate	3-5 days	2 days	2 weeks	Immediate	2 weeks
Vendor	Scholastic HMH	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt	District	DDOE	Riverside Publishing/HMH
Contract expiration date	N/A	?		N/A		N/A
Entity that holds contract	District	District	District	District		N/A
Annual cost *(total and per student)*	$0	$0		$0		$2,500 (1,000 tests grades 6 & 7)
Funding source(s)		CSD	CSD	CSD		CSD

Name of Individual(s) completing the table:						
Date Completed:						
Subject Area/Grade Levels of Inventory:						
Name of assessment	*Smarter ELA*	*Smarter Math*	*Smarter Interim Blocks*	*DPAS II Pre- & Post-Tests*	*DCAS-Alt1*	*W-APT*
Entity requiring assessment *state – SEA or other agency; district; or school*	Federal/State	Federal/State	Optional at district/school level	DDOE	DDOE	USED, State
Grade(s) tested	5-6	5-6	5-6	5-6	5-6	5-6
Course(s) or subjects tested	ELA/Reading	Math	Reading/ELA or Math	Content Specific	Reading, Math & Social Studies	Reading, writing, listening, speaking
Which students are eligible or required to take assessment?	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students	All students	Students with disabilities in grades 3-11	Diagnostic test for identifying ELL students
Type of assessment *summative; interim/benchmark; formative; diagnostic*	Summative	Summative	Interim	Diagnostic	Summative	English language proficiency
Number of years assessment has been administered	1	1	1	3	4	12 years
To which content standards is the assessment aligned? *(source of alignment verification)*	Common Core State Standards (CCSS) in English language arts/literacy (Smarter Balanced Assessment	Common Core State Standards (CCSS) in Mathematics (Smarter Balanced Assessment Consortium)	Common Core State Standards in English language arts/literacy and/or Mathematics	Vary by content area focus	Delaware Content Standards Grade-Band Extensions (based on Common Core State Standards)	WIDA English Language Development Standards
Intended purpose(s) of the assessment	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/Lit. 3. Serve as the primary indicator for other high-stakes purposes.	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/Lit. 3. Serve as the primary indicator for other high-stakes purposes.	Improve classroom instruction	Measure student growth across year	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the Delaware content standards grade-band extension 3. Serve as the primary indicator for other high-stakes purposes.	To screen students for placement
Intended use(s) of the assessment (See note 1. below)	School Accountability, Student Achievement, Measure College and Career Readiness	School Accountability, Student Achievement, Measure College and Career Readiness	Assess CCSS, Instructional decisions, Student support	Teacher evaluation	School Accountability, Student Achievement, Other high stakes purposes	To place ELL students in the appropriate educational setting in order to provide required services
Users of the assessment	State, District, School, Teachers, Families, & Various Stakeholders	State, District, School, Teachers, Families, & Various Stakeholders	District, school, teachers, and families	State, teacher	State, district, school, teachers, and families	District, school, teachers, and families
Do users of the assessment use it for its intended use(s)?	To Be Determined	To Be Determined	To Be Determined	Yes	Yes	Yes

Name of assessment	*Smarter ELA*	*Smarter Math*	*Smarter Interim Blocks*	*DPAS II Pre- & Post-Tests*	*DCAS-Alt1*	*W-APT*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.				*2- staff use this assessment as a part of their evaluation; it would not be given if it were not for Component V*		
Type of administration	Online adaptive tests	Online adaptive tests	Online tests	Paper/Pencil	One-on-one testing; teacher uses script and materials provided; test administrator enters student responses into an on-line system	Online test
Item type(s)	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, selected-response, constructed-response items, and Performance Task	Varies by content area focus	Multiple-choice items	Multiple-Choice and essay in writing
Accommodations/Supports	Available for students with disabilities, English Language learners, and students needing supports	Available for students with disabilities, English Language learners, and students needing supports	Available for students with disabilities, English Language learners, and students needing supports	Classroom accommodations	Test administrator may use any accommodation for which the student already receives as part of regular instruction (with a few exceptions)	Not available
Test administration time	Untimed, usually takes 3-4 hours	Untimed, usually takes 3-4 hours	Approximately 1 class period	Untimed, up to 90 mins	Untimed, usually takes 1 hour	45 minutes
Testing window(s) - 2015-16 School Year	3/10-6/2	3/10-6/2	LEA decision	Fall & Spring	3/9-6/2	Any time of the year as needed
Test frequency	1 x year	1 x year	LEA decision	2 x year	1 x year	Only once to determine student English language eligibility only
Time between test administration and results to users	Undetermined	Undetermined	Depending on schedule for hand-scoring	Teacher graded	Immediate	Upon the completion of the test by test administrator
Vendor	Smarter Balanced Assessment Consortium	Smarter Balanced Assessment Consortium	Smarter Balanced Assessment Consortium	DDOE	DEDOE	WIDA Consortium
Contract expiration date				N/A		
Entity that holds contract				DDOE		
Annual cost *(total and per student)*				*$3.50/ student*		
Funding source(s)				*DE DOE*		

Name of Individual(s) completing the table:		
Date Completed:		
Subject Area/Grade Levels of Inventory:		
Name of assessment	*ACCESS*	*ACCESS ALT*
Entity requiring assessment *state – SEA or other agency; district; or school*	USED, State	USED, State
Grade(s) tested	5-6	5-6
Course(s) or subjects tested	Reading, writing, listening, speaking	Reading, writing, listening, speaking
Which students are eligible or required to take assessment?	Students identified as ELL	Students identified as ELL who have significant cognitive disabilities
Type of assessment *summative; interim/benchmark; formative; diagnostic*	English language proficiency	English language proficiency
Number of years assessment has been administered	12 years	12 years
To which content standards is the assessment aligned? *(source of alignment verification)*	WIDA English Language Development Standards	WIDA English Language Development Standards
Intended purpose(s) of the assessment	To measure an ELL student's level of English language proficiency at year-end.	To measure an ELL student with significant cognitive disabilities' level of English language proficiency at year-end.
Intended use(s) of the assessment (See note 1. below)	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.	To place students in appropriate educational setting. To monitor state and local progress toward Title III goals.
Users of the assessment	State, district, school, teachers, and families	State, district, school, teachers, and families
Do users of the assessment use it for its intended use(s)?	Yes	Yes

Name of assessment	ACCESS	ACCESS ALT
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.		
Type of administration	Paper-pencil	Paper-pencil
Item type(s)	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing
Accommodations/Supports	Limited accommodations are available, such as translation of tests directions and items into native language	Limited accommodations are available, such as translation of tests directions and items into native language
Test administration time	Untimed, it usually takes about 2 hours	Untimed, it usually takes about 2 hours
Testing window(s) - 2015-16 School Year	3/1-4/29	3/1-4/29
Test frequency	Once a year	Once a year
Time between test administration and results to users	3-5 months	3-5 months
Vendor	WIDA Consortium	WIDA Consortium
Contract expiration date		
Entity that holds contract		
Annual cost *(total and per student)*		
Funding source(s)		

Capital School District Assessment Inventory

Name of Individual(s) completing the table:	Darren Guide, Eugene Montano, Catherine Kuntzi, Sharon Densler					
Date Completed:	Summer 2015					
Subject Area/Grade Levels of Inventory:	Grades 7 & 8 - All Subjects					

Name of assessment	Scholastic Reading Inventory	Scholastic Phonics Inventory	ELA Unit Assessments	Scholastic Math Inventory	American Principles Unit Assessment	Historical Research Unit Assessment
Entity requiring assessment *state – SEA or other agency; district; or school*	CSD	CSD	CSD	CSD	School	School
Grade(s) tested	7-8	7-8	7-8	7-8	8	7
Course(s) or subjects tested	ELA	ELA	ELA	Math	Social Studies	Social Studies
Which students are eligible or required to take assessment?	All students	All students reading below 500L and all students in System 44 (phonemic intervention)	All students in these grades who are also required to take regular state assessment	All Students	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment
Type of assessment *summative; interim/benchmark; formative;*	Benchmark	Diagnostic	Summative	Benchmark	Summative	Summative
Number of years assessment has been administered	>6	5	10	>8	1	1
To which content standards is the assessment aligned? *(source of alignment verification)*	N/A	N/A	Common Core State Standards (CCSS) in English language arts/literacy	Math CCSS (www.Quantiles.com)	Delaware Social Studies Civics standards	Delaware Social Studies History standards
Intended purpose(s) of the assessment	Measure Student Lexile	Measure Student Phonemic and Sight Word Fluency & Accuracy	Measure student mastery of ELA standards	Identify Student Quantile	Measure student mastery of SS standards	Measure student mastery of SS standards
Intended use(s) of the assessment (See note 1. below)	Predictive Diagnostic Instructional uses Teacher evaluation	Diagnostic Instructional uses	Diagnostic Instructional uses	Predictive Diagnostic Instructional uses Teacher evaluation	Diagnostic Instructional uses	Diagnostic Instructional uses
Users of the assessment	District, School, & Teachers	Teachers	School & Teachers	District, School, & Teachers	School & Teachers	School & Teachers
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes	Yes	Yes

Name of assessment	*Scholastic Reading Inventory*	*Scholastic Phonics Inventory*	*ELA Unit Assessments*	*Scholastic Math Inventory*	*American Principles Unit Assessment*	*Historical Research Unit Assessment*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why	*3- helps to identify appropriate placement for students*		*4- helps to identify appropriate placement for students & areas of success in each unit assessed*		*3 - Teachers can adjust instructional strategies based on student performance*	*3 - Teachers can adjust instructional strategies based on student performance*
Type of administration	Computer	Computer	Computer or Paper/Pencil	Computer	Paper booklet/scantron	Paper booklet/scantron
Item type(s)	Multiple choice	Multiple Choice	Multiple Choice, Constructed Responses	Multiple Choice	Multiple Choice/Short Answer	Multiple Choice/Short Answer
Accommodations/Supports	Untimed, Computer Adaptive	Computer Adaptive	Some chunking for SWD	Untimed, Computer Adaptive	Chunking, Extended time	Chunking, Extended time
Test administration time	25-35 minutes	20 mins	*up to 90 mins*	30-45 mins	*90 minutes*	*90 minutes*
Testing window(s) - 2015-16 School Year	8/31-9/25, 10/13-10/28, 12/7-1/15, 3/7-3/23, 5/2-6/3	8/31-9/25, 12/7-1/15, 5/2-6/3	Completed by: 10/16; 12/4; 1/29; 3/11; 4/29	8/31-9/25, 10/13-10/28, 12/7-1/15, 3/7-3/23, 5/2-6/3	Week of 10/26	Week of 1/18
Test frequency	3 x year (5 x for students in Reading Intervention)	3 x year	3-5 x Marking Period	3 x year (5 x for students in Math Intervention)	1 x year	1 x year
Time between test administration and results to users	Immediate	Immediate	One week	Immediate	24-48 hours	24-48 hours
Vendor	Scholastic HMH	Scholastic HMH	CSD	Scholastic HMH	CMS	CMS
Contract expiration date	N/A	N/A	N/A	N/A	NA	N/A
Entity that holds contract	District	District	District	District	NA	N/A
Annual cost *(total and per student)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
Funding source(s)						

Name of Individual(s) completing the table:						
Date Completed:						
Subject Area/Grade Levels of Inventory:						
Name of assessment	*Performance Plus Unit PreTests*	*Common Summative Assessments*	*Performance Plus Unit PreTests*	*Common Summative Assessments*	*AAPPL*	*IOWA Alg Assessment*
Entity requiring assessment *state – SEA or other agency; district; or school*	District	District	District	District	District	CSD
Grade(s) tested	7-8	7-8	7-8	7-8	8	7
Course(s) or subjects tested	Science	Science	Social Studies	Social Studies	French Level I	Math
Which students are eligible or required to take assessment?	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	8th grade students who have completed both 7th and 8th grade French course	All students in Grade 7 who are also required to take the regular state assessment
Type of assessment *summative; interim/benchmark; formative;*	Formative	Summative	Formative	Summative	Summative	Placement Alg 1 in Grade 8
Number of years assessment has been administered	4	10	4	10	1	>6
To which content standards is the assessment aligned? *(source of alignment verification)*	Delaware Prioritized State Science Standards	Delaware Prioritized State Science Standards	Delaware Prioritized State Social Studies Standards	Delaware Prioritized State Social Studies Standards	World Readiness Standards for Learning Languagaes (listening, speaking, reading and writing)	CCSS/IOWA Research Document
Intended purpose(s) of the assessment	Measures student mastery of Science Standards	Measures student mastery of Science Standards	Measures student mastery of Social Studies Standards	Measures student mastery of Social Studies Standards	Determine student proficency levels in French	Student placement in Alg 1 Grade 8
Intended use(s) of the assessment (See note 1. below)	Instructional uses	Predictive Instructional uses	Instructional uses	Predictive Instructional uses	Diagnostic Student Placement	Predictive
Users of the assessment	Teachers	Teachers	Teachers	Teachers	Schools	District, School, & Teachers
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes	Yes	Yes

Name of assessment	*Performance Plus Unit PreTests*	*Common Summative Assessments*	*Performance Plus Unit PreTests*	*Common Summative Assessments*	*AAPPL*	*IOWA Alg Assessment*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*3-useful to see student growth in science during the school year*	*3-useful to assess student understanding of content*	*3-useful to assess student understanding of content*	*3-useful to assess student understanding of content*	*4- the assessment shows the students' proficency levels in French and were used to determine 9th grade WL placement*	*4-very useful in scheduling students at Central Middle School*
Type of administration	Paper/Performance Plus	Paper/Performance Plus	Paper/Performance Plus	Paper/Performance Plus	Computer	Paper/Pencil
Item type(s)	Mulitiple types	Multiple Types	Multiple Types	Multiple Types	Performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and presentational)	Multiple Choice
Accommodations/Supports	As needed	As needed	As needed	As needed	None	None
Test administration time	*15 minutes*	50 minutes	*15 minutes*	50 minutes	2 hours	45 minutes
Testing window(s) - 2015-16 School Year	10/5-10/16, 11/23-12/4, 1/18-1/29, 3/7-3/18, 5/6-5/20	10/12-10/30, 1/4-1/22, 3/14-3/31, 5/16-5/31	Completed by 9/30	Week of 10/26; Week of 1/18; Week of 3/21; Week of 5/30	5/15 - 5/31	4/25-5/20 (7th grade only)
Test frequency	5 x year	4 x year	1 x year	4 x year	1 x year	1 x year
Time between test administration and results to users	1 week	2 weeks	1 week	2 weeks	Immediately (in part); 2 weeks (in part)	2 weeks
Vendor	District	District			Middlebury	Riverside Publishing/HMH
Contract expiration date	N/A	N/A				N/A
Entity that holds contract	N/A	N/A			DDOE	N/A
Annual cost *(total and per student)*	*$0*	*$0*				*$2,500 (1,000 tests grades 6 & 7)*
Funding source(s)						*CSD*

Name of Individual(s) completing the table:						
Date Completed:						
Subject Area/Grade Levels of Inventory:						
Name of assessment	*DCAS Science*	*DCAS Social Studies*	*Smarter ELA*	*Smarter Math*	*Smarter Interim Blocks*	*National Assessment of Educational Progress (NAEP)*
Entity requiring assessment *state – SEA or other agency; district; or school*	State	State	Federal/State	Federal/State	Optional at district/school level	Federal/State
Grade(s) tested	8	7	7-8	7-8	7-8	8
Course(s) or subjects tested	Science	Social Studies	ELA/Reading	Math	Reading/ELA or Math	Reading, Mathematics, Science, Writing
Which students are eligible or required to take assessment?	All students in Grade 8 who are also required to take the regular state assessment	All students in Grade 7 who are also required to take the regular state assessment	All students in these grades who are also required to take regular state assessment	All students in these grades who are also required to take regular state assessment	All students	Sample of all students in grade 8 who also take the general state assessment.
Type of assessment *summative; interim/benchmark; formative;*	Summative	Summative	Summative	Summative	Interim	National survey test
Number of years assessment has been administered	5	5	1	1	1	25
To which content standards is the assessment aligned? *(source of alignment verification)*	Delaware Prioritized State Science Standards	Delaware Prioritized State Social Studies Standards	Common Core State Standards (CCSS) in English language arts/literacy (Smarter Balanced Assessment	Common Core State Standards (CCSS) in Mathematics (Smarter Balanced Assessment Consortium)	Common Core State Standards in English language arts/literacy and/or Mathematics	Common Core State Standards
Intended purpose(s) of the assessment	1. Determine student achievement toward the content standards 2. Help teachers improve classroom instruction	1. Determine student achievement toward the content standards 2. Help teachers improve classroom instruction	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/Lit. 3. Serve as the primary indicator for other high-stakes purposes.	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/Lit. 3. Serve as the primary indicator for other high-stakes purposes.	Improve classroom instruction	Measures student mastery of reading, mathematics and science
Intended use(s) of the assessment (See note 1. below)	Student achievement, Instructional uses	Student achievement, Instructional uses	School Accountability, Student Achievement, Measure College and Career Readiness	School Accountability, Student Achievement, Measure College and Career Readiness	Assess CCSS, Instructional decisions, Student support	Predict the performance on national assessment
Users of the assessment	State, District, School, Teachers, & Families	State, District, School, Teachers, & Families	State, District, School, Teachers, Families, & Various Stakeholders	State, District, School, Teachers, Families, & Various Stakeholders	District, school, teachers, and families	Nation, State, and large school district levels
Do users of the assessment use it for its intended use(s)?	Yes	Yes	To Be Determined	To Be Determined	To Be Determined	Yes

Name of assessment	*DCAS Science*	*DCAS Social Studies*	*Smarter ELA*	*Smarter Math*	*Smarter Interim Blocks*	*National Assessment of Educational Progress (NAEP)*
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*1-not useful*	*1 - Feedback obtained late in the year and can't be used to tailor instruction*				
Type of administration	Computer	Computer	Online adaptive tests	Online adaptive tests	Online tests	Paper-pencil & online
Item type(s)	Multiple choice and technology-enhanced items	Multiple choice and technology-enhanced items	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-choice, constructed-response items, and essay in writing
Accommodations/Supports	Available for students with disabilities and English Language learners	Available for students with disabilities and English Language learners	Available for students with disabilities, English Language learners, and students needing supports	Available for students with disabilities, English Language learners, and students needing supports	Available for students with disabilities, English Language learners, and students needing supports	Braille, scribe, magnification, amplification, extended time
Test administration time	90 minutes	90 minutes	Untimed, usually takes 3-4 hours	Untimed, usually takes 3-4 hours	Approximately 1 class period	90 mins for Paper/Pencil; 120 mins for online testing
Testing window(s) - 2015-16 School Year	3/10-6/2	3/10-6/2	3/10-6/2	3/10-6/2	LEA decision	2017
Test frequency	1 x year	1 x year	1 x year	1 x year	LEA decision	State requires once every two years
Time between test administration and results to users	Immediate	Immediate	Undetermined	Undetermined	Depending on schedule for hand-scoring	About 4 months
Vendor	DDOE	DDOE	Smarter Balanced Assessment Consortium	Smarter Balanced Assessment Consortium	Smarter Balanced Assessment Consortium	National Center for Education Statistics
Contract expiration date						
Entity that holds contract						
Annual cost (total and per student)						
Funding source(s)						

Name of Individual(s) completing the table:					
Date Completed:					
Subject Area/Grade Levels of Inventory:					
Name of assessment	*DPAS II Pre- & Post-Tests*	*DCAS-Alt1*	*W-APT*	*ACCESS*	*ACCESS ALT*
Entity requiring assessment *state – SEA or other agency; district; or school*	DDOE	DDOE	USED, State	USED, State	USED, State
Grade(s) tested	7-8	7-8	7-8	7-8	7-8
Course(s) or subjects tested	Content Specific	Reading, Math & Social Studies	Reading, writing, listening, speaking	Reading, writing, listening, speaking	Reading, writing, listening, speaking
Which students are eligible or required to take assessment?	All students	Students with disabilities in grades 3-11	Diagnostic test for identifying ELL students	Students identified as ELL	Students identified as ELL who have significant cognitive disabilities
Type of assessment *summative; interim/benchmark; formative;*	Diagnostic	Summative	English language proficiency	English language proficiency	English language proficiency
Number of years assessment has been administered	3	4	12 years	12 years	12 years
To which content standards is the assessment aligned? *(source of alignment verification)*	Vary by content area focus	Delaware Content Standards Grade-Band Extensions (based on Common Core State Standards)	WIDA English Language Development Standards	WIDA English Language Development Standards	WIDA English Language Development Standards
Intended purpose(s) of the assessment	Measure student growth across year	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the Delaware content standards grade-band extension 3. Serve as the primary indicator for other high-stakes purposes.	To screen students for placement	To measure an ELL student's level of English language proficiency at year- end.	To measure an ELL student with significant cognitive disabilities' level of English language proficiency at year-end.
Intended use(s) of the assessment (See note 1. below)	Teacher evaluation	School Accountability, Student Achievement, Other high stakes purposes	To place ELL students in the appropriate educational setting in order to provide required services	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.	To place students in appropriate educational setting. To monitor state and local progress toward Title III goals.
Users of the assessment	State, teacher	State, district, school, teachers, and families	District, school, teachers, and families	State, district, school, teachers, and families	State, district, school, teachers, and families
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes	Yes

Name of assessment	DPAS II Pre- & Post-Tests	DCAS-Alt1	W-APT	ACCESS	ACCESS ALT
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why					
Type of administration	Paper/Pencil	One-on-one testing; teacher uses script and materials provided; test administrator enters student responses into an on-line	Online test	Paper-pencil	Paper-pencil
Item type(s)	Varies by content area focus	Multiple-choice items	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing
Accommodations/Supports	Classroom accommodations	Test administrator may use any accommodation for which the student already receives as part of regular instruction (with a few exceptions)	Not available	Limited accommodations are available, such as translation of tests directions and items into native language	Limited accommodations are available, such as translation of tests directions and items into native language
Test administration time	Untimed, up to 90 mins	Untimed, usually takes 1 hour	45 minutes	Untimed, it usually takes about 2 hours	Untimed, it usually takes about 2 hours
Testing window(s) - 2015-16 School Year	Fall & Spring	3/9-6/2	Any time of the year as needed	3/1-4/29	3/1-4/29
Test frequency	2 x year	1 x year	Only once to determine student English language eligibility only	Once a year	Once a year
Time between test administration and results to users	Teacher graded	Immediate	Upon the completion of the test by test administrator	3-5 months	3-5 months
Vendor	DDOE	DEDOE	WIDA Consortium	WIDA Consortium	WIDA Consortium
Contract expiration date	N/A				
Entity that holds contract	DDOE				
Annual cost (total and per student)	$3.50/ student				
Funding source(s)	DDOE				

Name of Individual(s) completing the table:	Darren Guide, Eugene Montano, Melissa Butz-Miller, Sharon Densler			
Date Completed:	Summer 2015			
Subject Area/Grade Levels of Inventory:	Grades 9-12 - All Subjects			
Name of assessment	*Scholastic Reading Inventory*	*Scholastic Phonics Inventory*	*Scholastic Math Inventory*	*Common Summatives*
Entity requiring assessment *state – SEA or other agency; district; or school*	CSD	CSD	CSD	District
Grade(s) tested	9-12	9-12	9-12	9-12
Course(s) or subjects tested	ELA	ELA	Math	All Content Areas
Which students are eligible or required to take assessment?	All students	All students reading below 600L and all students in System 44 (phonemic intervention)	All Students	All students in credit-bearing courses
Type of assessment *summative; interim/benchmark; formative;*	Benchmark	Diagnostic	Benchmark	Summative
Number of years assessment has been administered	>6	5	0	4
To which content standards is the assessment aligned? *(source of alignment verification)*	N/A	N/A	Math CCSS (www.Quantiles.com)	Delaware Standards for Content
Intended purpose(s) of the assessment	Measure Student Lexile	Measure Student Phonemic and Sight Word Fluency & Accuracy	Identify Student Quantile	Measure student mastery of content standards in unit

Name of assessment	*Scholastic Reading Inventory*	*Scholastic Phonics Inventory*	*Scholastic Math Inventory*	*Common Summatives*
Intended use(s) of the assessment (See note 1. below)	Predictive Diagnostic Instructional uses Teacher evaluation	Diagnostic Instructional uses	Predictive Diagnostic Instructional uses Teacher evaluation	Predictive Instructional uses Factor into course grades
Users of the assessment	District, School, & Teachers	Teachers	District, School, & Teachers	School, Teachers & Families
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*3- helps to identify appropriate placement for students for grade 9 as there are options for support* *2 - not used for scheduling purposes (AP, Honors, etc.) but is used by teachers in the classroom for grouping of students*			***ELA, Math, CTE: 3*** *- helps inform student understanding of content; usable data that helps inform instruction and classroom activities;* ***Science: 1/2*** *- useful to guide instruction, problematic in terms of differentiated instruction, not all instruction occurs at the same place or at the same time - especially with A/B schedule*
Type of administration	Computer	Computer	Computer	Paper/Pencil or Computer

Name of assessment	*Scholastic Reading Inventory*	*Scholastic Phonics Inventory*	*Scholastic Math Inventory*	*Common Summatives*
Item type(s)	Multiple choice	Multiple Choice	Multiple Choice	Varied
Accommodations/Supports	Untimed, Computer Adaptive	Computer Adaptive	Untimed, Computer Adaptive	Scaffolding, extra time, etc. as per IEP accommodations
Test administration time	25-35 minutes	20 mins	30-45 mins	up to 90 mins
Testing window(s) - 2015-16 School Year	8/31-9/25, 10/13-10/28, 12/7-1/15, 3/7-3/23, 5/2-6/3	8/31-9/25, 12/7-1/15, 5/2-6/3	8/31-9/25, 12/7-1/15, 5/2-6/3	Course Specific
Test frequency	3 x year (5 x for students in Reading Intervention)	3 x year	3 x year	3-4 x Marking Period
Time between test administration and results to users	Immediate	Immediate	Immediate	up to 1 week
Vendor	Scholastic HMH	Scholastic HMH	Scholastic HMH	District
Contract expiration date	N/A	N/A	N/A	N/A
Entity that holds contract	District	District	District	CSD
Annual cost *(total and per student)*	$0	$0	$0	$0
Funding source(s)				

Name of Individual(s) completing the table:				
Date Completed:				
Subject Area/Grade Levels of Inventory:				
Name of assessment	*Quarterly Assessments*	*AP Exams*	*CTE Pathway Certifications*	*DCAS EOC - Algebra II*
Entity requiring assessment *state – SEA or other agency; district; or school*	District	College Board	District	State
Grade(s) tested	9-12	10-12	11-12	Algebra II
Course(s) or subjects tested	All Content Areas	ELA, Math, Science, Social Studies, Others	ECE, Plant & Animal Sci, CNA, Com Tech, Business, HVAC, CAD, Culinary	Algebra II
Which students are eligible or required to take assessment?	All students in credit-bearing courses	All students enrolled in Advanced Placement Courses	All Level III Completers	Optional for students enrolled in Algebra II
Type of assessment *summative; interim/benchmark; formative;*	Summative	Summative	Summative, Certification	Summative
Number of years assessment has been administered	4	10+ years	2	5
To which content standards is the assessment aligned? *(source of alignment verification)*	Delaware Standards for Content	ELA & Math CCSS (Independent review by College Board: http://media.collegeboard.com/digitalServices/pdf/research/RR2011-8.pdf)	CTE Pathway Specific Content Standards	Delaware Algebra II Standards
Intended purpose(s) of the assessment	Measure student mastery of content standards in marking period (multiple units)	Measure college readiness depending on AP course	Measure student mastery & provide Certification	Measure student mastery of Math course standards

Name of assessment	*Quarterly Assessments*	*AP Exams*	*CTE Pathway Certifications*	*DCAS EOC - Algebra II*
Intended use(s) of the assessment (See note 1. below)	Diagnostic Instructional uses Factor into course grades	District accountability Instructional uses College admissions Advanced Placement credit	District accountability, Career Placement	Diagnostic Instructional uses Teacher evaluation
Users of the assessment	School, Teachers & Families	District, School, Teachers & Families	District, School, Teachers & Families	State, District
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	No
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*ELA, Math, CTE: 2 - helps inform student understanding of content, but analysis of data is not as useful as during marking period; poor data as students do not understand impact of assessment; large attendance issues cause data to be unreliable; loss of instructional time to administer exams;* **Science, Social Studies: 1** *- students do not take seriously, no purposeful feedback, massive loss of instruction time, no time for remediation, difficult to align with A/B schedule, glorified unit assessments, schedule and instruction disruption, routine disruption, reduces academic instruction time*	*3 - colleges and universities find it accurately predicts performance in college, but the results are not useful for educators to inform instruction as the data is for students that have already completed the course*	*4 - grants certifications for careers/job, immediate feedback, assess curriculum and program effectiveness Comp Tech and Business - 1 too narrow and not applicable business world*	*2 - little specific feedback; coursework from previous and not current classes*
Type of administration	Paper/Pencil or Computer	Paper/Pencil	Computer, Hand-on Performance Tasks	Computer

Name of assessment	*Quarterly Assessments*	*AP Exams*	*CTE Pathway Certifications*	*DCAS EOC - Algebra II*
Item type(s)	Varied	Multiple choice and free-response questions	Multiple Choice/Scenario-based	Multiple choice and technology-enhanced items
Accommodations/Supports	Scaffolding, extra time, etc. as per IEP accommodations	Braille and large print editions of assessment	IEP based - if requested	Available for students with disabilities and English Language learners
Test administration time	up to 90 mins	*4 hours (3 hours of testing time with 1 hour of instructions read aloud and breaks) per exam*	*3-5 hours*	3 hours
Testing window(s) - 2015-16 School Year	10/23-28, 1/13-19, 3/18-23, 6/1-6	5/2-6, 5/9-13	May or at the end of each semester (CNA)	8/31-3/31, 4/4-6/2
Test frequency	4 x year	1 x year	1 x year (2 x CNA)	2 x year
Time between test administration and results to users	up to 1 week	2 months	Immediate	Immediately
Vendor	District	College Board	NOCTI and prometrics, Red Cross, Educational Testing Services, Certiport, ServSafe, EMS, American Heart Association	DDOE
Contract expiration date	N/A	N/A	N/A	
Entity that holds contract	CSD	CSD	District	
Annual cost *(total and per student)*	$0	*$85.00 per student enrolled in AP*	$50-$150 per student per test (student pays for retests)	
Funding source(s)		*Students and/or local funds*	*State funds - 509*	

Name of Individual(s) completing the table:				
Date Completed:				
Subject Area/Grade Levels of Inventory:				
Name of assessment	*DCAS Science*	*DCAS US History EOC*	*Smarter Interim Blocks*	*SAT School Day*
Entity requiring assessment *state – SEA or other agency; district; or school*	State	State	Optional at district/school level	State
Grade(s) tested	10	11	9-11	11
Course(s) or subjects tested	Science	Social Studies	Reading/ELA or Math	Reading, Mathematics, Writing
Which students are eligible or required to take assessment?	All students in Grade 10 who are also required to take the regular state assessment	All students in Grade 11 who are also required to take the regular state assessment	All students	All students in grade 11 who also take the general state assessment.
Type of assessment *summative; interim/benchmark; formative;*	Summative	Summative	Interim	College entrance test
Number of years assessment has been administered	5	5	1	5
To which content standards is the assessment aligned? *(source of alignment verification)*	Delaware Prioritized State Science Standards	Delaware Prioritized State Social Studies Standards	Common Core State Standards in English language arts/literacy and/or Mathematics	Common Core State Standards
Intended purpose(s) of the assessment	1. Determine student achievement toward the content standards 2. Help teachers improve classroom instruction	Measure student mastery of Social Studies Standards for past 3 years	Improve classroom instruction	Measure student readiness for college

Name of assessment	DCAS Science	DCAS US History EOC	Smarter Interim Blocks	SAT School Day
Intended use(s) of the assessment (See note 1. below)	Student achievement, Instructional uses	Student achievement, Instructional uses	Assess CCSS, Instructional decisions, Student support	District accountability Instructional uses College admissions
Users of the assessment	State, District	State, District, School, Teachers, & Families	State, District, School, Teachers, & Families	State, District, School, Teachers, & Families
Do users of the assessment use it for its intended use(s)?	No	Yes	To Be Determined	Yes
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.	*2 - little specific feedback; coursework from previous and not current classes*	*1 - it is not a US History test. It is a general Social Studies test.*		
Type of administration	Computer	Computer	Online tests	Paper/Pencil

Name of assessment	*DCAS Science*	*DCAS US History EOC*	*Smarter Interim Blocks*	*SAT School Day*
Item type(s)	Multiple choice and technology-enhanced items	Multiple choice and technology-enhanced items	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-Choice & Essay
Accommodations/Supports	Available for students with disabilities and English Language learners	Available for students with disabilities and English Language learners	Available for students with disabilities, English Language learners, and students needing supports	Braille, scribe, magnification, amplification, extended time
Test administration time	90 minutes	90 minutes	Approximately 1 class period	3hrs 45 minutes
Testing window(s) - 2015-16 School Year	3/10-6/2	3/10-6/2	LEA decision	2-Mar-16
Test frequency	1 x year	1 x year	LEA decision	1 x year
Time between test administration and results to users	Immediate	Immediate	Depending on schedule for hand-scoring	About 2 months
Vendor	DDOE	DDOE	Smarter Balanced Assessment Consortium	College Board
Contract expiration date				N/A
Entity that holds contract				DDOE
Annual cost *(total and per student)*				
Funding source(s)				

Name of Individual(s) completing the table:				
Date Completed:				
Subject Area/Grade Levels of Inventory:				
Name of assessment	*PSAT School Day*	*PSSS (PSAT 9th)*	*National Assessment of Educational Progress (NAEP)*	*DPAS II Pre- & Post-Tests*
Entity requiring assessment *state – SEA or other agency; district; or school*	State	District	Federal/State	DDOE
Grade(s) tested	10	9	12	9-12
Course(s) or subjects tested	Reading, Mathematics, Writing	Reading, Mathematics, Writing	Reading, Mathematics, Science, Writing	Content Specific
Which students are eligible or required to take assessment?	All students in grade 10 who also take the general state assessment.	All students in grades 9 who are also required to take the general state assessment	Sample of all students in grade 12 who also take the general state assessment.	All students
Type of assessment *summative; interim/benchmark; formative;*	College readiness test	College readiness test	National survey test	Diagnostic
Number of years assessment has been administered	3	1	25	3
To which content standards is the assessment aligned? *(source of alignment verification)*	Common Core State Standards	Common Core State Standards	Common Core State Standards	Vary by content area focus
Intended purpose(s) of the assessment	Measure student readiness for college	Measure student readiness for college	Measures student mastery of reading, mathematics and science	Measure student growth across year

Name of assessment	*PSAT School Day*	*PSSS (PSAT 9th)*	*National Assessment of Educational Progress (NAEP)*	*DPAS II Pre- & Post-Tests*
Intended use(s) of the assessment (See note 1. below)	District accountability Instructional uses College admissions	District accountability Instructional uses College admissions	Predict the performance on national assessment	Teacher evaluation
Users of the assessment	State, District, School, Teachers, & Families	State, District, School, Teachers, & Families	Nation, State, and large school district levels	State, teacher
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.				*2- staff use this assessment as a part of their evaluation; it would not be given if it were not for Component V*
Type of administration	Paper/Pencil	Paper/Pencil	Paper-pencil & online	Paper/Pencil

Name of assessment	*PSAT School Day*	*PSSS (PSAT 9th)*	*National Assessment of Educational Progress (NAEP)*	*DPAS II Pre- & Post-Tests*
Item type(s)	Multiple-Choice & Essay	Multiple-Choice & Essay	Multiple-choice, constructed-response items, and essay in writing	Varies by content area focus
Accommodations/Supports	Braille, scribe, magnification, amplification, extended time	Braille, scribe, magnification, amplification, extended time	Braille, scribe, magnification, amplification, extended time	Classroom accommodations
Test administration time	2hrs 10 minutes	1hr 20 minutes	90 mins for Paper/Pencil; 120 mins for online testing	Untimed, up to 90 mins
Testing window(s) - 2015-16 School Year	14-Oct-15	2/22-3/2	2017	Fall & Spring
Test frequency	2 x year	3 x year	1 x every 2 years	2 x year
Time between test administration and results to users	About 2 months	About 2 months	About 4 months	Teacher graded
Vendor	College Board	College Board	National Center for Education Statistics	DDOE
Contract expiration date	N/A	N/A		N/A
Entity that holds contract	DDOE	DDOE		DDOE
Annual cost *(total and per student)*				*$3.50/ student*
Funding source(s)				*DDOE*

Name of Individual(s) completing the table:				
Date Completed:				
Subject Area/Grade Levels of Inventory:				
Name of assessment	*DCAS-Alt1*	*W-APT*	*ACCESS*	*ACCESS ALT*
Entity requiring assessment *state – SEA or other agency; district; or school*	DDOE	USED, State	USED, State	USED, State
Grade(s) tested	9-11	9-12	9-12	9-12
Course(s) or subjects tested	Reading, Math & Social Studies	Reading, writing, listening, speaking	Reading, writing, listening, speaking	Reading, writing, listening, speaking
Which students are eligible or required to take assessment?	Students with disabilities in grades 3-11	Diagnostic test for identifying ELL students	Students identified as ELL	Students identified as ELL who have significant cognitive disabilities
Type of assessment *summative; interim/benchmark; formative;*	Summative	English language proficiency	English language proficiency	English language proficiency
Number of years assessment has been administered	4	12 years	12 years	12 years
To which content standards is the assessment aligned? *(source of alignment verification)*	Delaware Content Standards Grade-Band Extensions (based on Common Core State Standards)	WIDA English Language Development Standards	WIDA English Language Development Standards	WIDA English Language Development Standards
Intended purpose(s) of the assessment	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the Delaware content standards grade-band extension 3. Serve as the primary indicator for other high-stakes purposes.	To screen students for placement	To measure an ELL student's level of English language proficiency at year-end.	To measure an ELL student with significant cognitive disabilities' level of English language proficiency at year-end.

Name of assessment	*DCAS-Alt1*	*W-APT*	*ACCESS*	*ACCESS ALT*
Intended use(s) of the assessment (See note 1. below)	School Accountability, Student Achievement, Other high stakes purposes	To place ELL students in the appropriate educational setting in order to provide required services	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.	To place students in appropriate educational setting. To monitor state and local progress toward Title III goals.
Users of the assessment	State, district, school, teachers, and parents	District, school, teachers, and parents	State, district, school, teachers, and parents	State, district, school, teachers, and parents
Do users of the assessment use it for its intended use(s)?	Yes	Yes	Yes	Yes
To what degree do users of the assessment find it useful or not useful? 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful Explain why.				
Type of administration	One-on-one testing; teacher uses script and materials provided; test administrator enters student responses into an on-line system	Online test	Paper-pencil	Paper-pencil

Name of assessment	DCAS-Alt1	W-APT	ACCESS	ACCESS ALT
Item type(s)	Multiple-choice items	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing
Accommodations/Supports	Test administrator may use any accommodation for which the student already receives as part of regular instruction (with a few exceptions)	Not available	Limited accommodations are available, such as translation of tests directions and items into native language	Limited accommodations are available, such as translation of tests directions and items into native language
Test administration time	Untimed, usually takes 1 hour	45 minutes	Untimed, it usually takes about 2 hours	Untimed, it usually takes about 2 hours
Testing window(s) - 2015-16 School Year	3/9-6/2	Any time of the year as needed	3/1-4/29	3/1-4/29
Test frequency	1 x year	Only once to determine student English language eligibility only	Once a year	Once a year
Time between test administration and results to users	Immediate	Upon the completion of the test by test administrator	3-5 months	3-5 months
Vendor	DEDOE			
Contract expiration date				
Entity that holds contract				
Annual cost *(total and per student)*				
Funding source(s)				

Capital School District

	BEFORE INVENTORY				AFTER INVENTORY				
Grade Level	RTI	District/Charter Content Summative	Other	TOTAL BEFORE Recommendations	RTI	District/Charter Content Summative	Other	TOTAL AFTER Recommendations	TIME changes
K	3	3.3		6.3	3	3.3		6.3	0
1	3.2	10.5		13.7	3	10.5		13.5	-0.2
2	3.3	13		16.3	3	11.5		14.5	-1.8
3	3.3	16		19.3	3	14		17	-2.3
4	3.3	16		19.3	3	14		17	-2.3
5	3.1	68.3		71.4	3	21.8		24.8	-46.6
6	3	68.3	0.8	72.1	3	21.8	0.8	25.6	-46.5
7	3	17.2	0.8	21	3	17.2	0.8	21	0
8	3	15.7		18.7	3	15.7		18.7	0
9	3	132		135	3	56		59	-76
10	3	132		135	3	56		59	-76
11	3	132		135	3	56		59	-76
12	3	132		135	3	56		59	-76
TOTAL	40.2	756.3	1.6	798.1	39	353.8	1.6	394.4	-403.7
AVERAGE	3.1	58.2	0.8	61.4	3.0	27.2	0.8	30.3	-31.1