

Office of Assessment								
Inventory of Statewide Mathematics Assessments (Grades 3 - 11)				Optional	Optional	Will no longer be administered	Will no longer be administered	No longer administered
Name of assessment	Smarter Mathematics Summative	SAT School Day	DCAS-AII1 Mathematics	Smarter Mathematics Interim Comprehensive Assessment	Smarter Mathematics Interim Assessment Blocks	DCAS EOC Algebra II	DCAS EOC Integrated Math III	DCAS Mathematics
Entity requiring assessment state - SEA or other agency; district; or school	State Education Agency	State	State Education Agency	Optional at district/school level	Optional at district/school level	LEA optional	LEA optional	State Education Agency
Grade(s) tested	Grades 3-8	Grade 11	Grades 3-12	Grades 3-8	Grades 3-8	High school students who just finished the corresponding courses	High school students who just finished the corresponding courses	Grades 2-10
Course(s) or subjects tested	Mathematics	Reading, Mathematics, Writing	Mathematics	Mathematics	Mathematics	Algebra II	Integrated Mathematics III	Mathematics
Which students are eligible or required to take assessment?	All students in grades 3-8	All students in grade 11 who also take the general state assessment.	Students with disabilities grades 3-11	All students in grades 3-8	All students in grades 3-8	All students who complete the corresponding courses and receive high school credits	All students who complete the corresponding courses and receive high school credits	All students in Grades 2-10
Type of assessment summative; Interim/bench- mark; formative; diagnostic	Summative	College entrance test	Summative	Interim	Interim	End-Of-Course	End-Of-Course	Summative
Number of years assessment has been administered in the district	First year operation	5 years	3 years	First year in use	First year in use	2 years as the state required and became optional in 2014	2 years as the state required and became optional in 2014	4 years
To which content standards is the assessment aligned? (source of alignment verification)	Common Core State Standards (CCSS) in mathematics	1. National curriculum 2. Common Core State Standards in 2016	Delaware Content Standards Grade Band Extensions (based on Common Core State Standards)	Common Core State Standards (CCSS) in mathematics	Common Core State Standards in mathematics	Common Core State Standards in mathematics	Common Core State Standards in mathematics	Delaware Content Prioritized Standards
Intended purpose(s) of the assessment	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in mathematics. 3. Serve as a primary indicator.	Measure student readiness for college	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in ELA/IIT. 3. Serve as a primary indicator.	Improve classroom instruction and determine student achievement toward CCSS	Improve classroom instruction	Measuring student growth in the specified content area	Measuring student growth in the specified content area	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS in Mathematics. 3. Serve as a primary indicator.
Intended use(s)1 of the assessment	School Accountability, student achievement, other purposes, and to measure College and Career Readiness (CCR)	Determine student readiness for college	1. Determine student achievement toward the content standards 2. Used for accountability 3. Help teachers improve classroom instruction	Assess CCSS, provide evidence to support Smarter Balanced claims in mathematics	Assess CCSS, provide evidence to support Smarter Balanced claims in mathematics, provide information to make instructional decisions and address immediate student needs	Determine student growth in the specified content area	Determine student growth in the specified content area	1. Determine student achievement toward the content standards 2. Used for accountability 3. Help teachers improve classroom instruction 4. Evaluate student CCR
Users of the assessment	State, district, school, teachers, parents, and various stakeholder groups	State, district, school, teachers, and parents	State, district, school, teachers, parents, and various stakeholders	District, school, teachers, and parents	District, school, teachers, and parents	District, school, teachers, and parents	District, school, teachers, and parents	State, district, school, teachers, and parents

Do users of the assessment use it for its intended use(s)?	Will be determined	Yes, test results help determine students college readiness	Yes, the test results are used to determine student achievement and for accountability. The results also help teachers improve classroom instruction.	Will be determined	Will be determined	Yes, test scores provide useful information about student college readiness in mathematics	Yes, test scores provide useful information about student college readiness in mathematics	Yes, the test results are used to determine student achievement and for accountability. The results also help teachers improve classroom instruction.
Type of administration	Online adaptive tests	Paper-pencil	One-on-one testing; teacher uses script and materials provided; test administrator enters student responses into an on-line system	Online tests	Online tests	Online tests	Online tests	Online adaptive tests
Item type(s)	Multiple-choice, selected-response, constructed-response items, and Performance Task	Multiple-Choice and essay in writing	Multiple-choice items	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	Multiple choice and technology-enhanced items	Multiple choice and technology-enhanced items
Accommodations	Available for students with special needs, (i.e., Braille, text to speech, American sign language, and several language translations)	Braille, scribe, magnification, amplification, extended time	A small list of accommodations are available, but 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 special needs, (i.e., Braille, text to speech, American sign language, and several language translations)	Available for students with special needs, (i.e., Braille, text to speech, American sign language, and several language translations)	Available for students with special needs, such as Braille, paper-pencil, and translated Spanish versions	Available for students with special needs, such as Braille, paper-pencil, and translated Spanish versions	Available for students with special needs, such as Braille, paper-pencil, and translated Spanish versions
Test administration time	Untimed, usually takes 3-4 hours	Timed, 3hrs 45 minutes	Untimed, usually takes one 1 hour	Untimed, usually takes 3-4 hours	Approximately 1 class period	Untimed, usually takes 3 hours	Untimed, usually takes 3 hours	Untimed, usually takes 2-3 hours
Testing window	March 10 - June 4, 2015 for grades 3-8; and April 13 - June 4, 2015 for high school	April 15, 2015	March 2 - June 2, 2015	LEA decision	LEA decision	May 18-June 4, 2015	May 18-June 4, 2015	January 20-June 6, 2014
Test frequency	Once a year in spring	State requires once a year	Once a year in 2015	LEA decision	LEA decision	Once a year in 2014. The pre-test is optional	Once a year in 2014. The pre-test is optional	Twice a year in 2014, fall and spring, with two opportunities in spring
Time between test administration and results to users	Once all tests are completed, scoring results in July	About 2 months	When test administrator submits scores through on-line system, the score results are presented immediately	Depending on district/schedule for hand-scoring	Depending on district/schedule for hand-scoring	Immediately upon completion of the test to individual students	Immediately upon completion of the test to individual students	Immediately upon the completion of the test to individual students