

District-Wide Screening Assessment (STAR)

Students with IEP's, 504 Plans and in I&RS

- ❖ Who: **ALL STUDENTS** except students participating in the Alternative Proficiency Assessment (APA).
- ❖ When: **3 times per year (at a minimum)** within specific designated weeks.
- ❖ District Procedures: Screening Assessments conducted with **NO ACCOMODATIONS** on the **INITIAL** screening to achieve a baseline setting.
 - Notes: *IEP/504 accommodations do not apply for the **initial** screening...no extra time, no separate setting (unless done for all), no calculators, no test questions read, no math manipulatives, no prompting. Once accommodations and modifications are in place students may be monitored more frequently (monthly). This will allow staff to effectively monitor and implement strategies to ensure student progress.*
- ❖ Rationale: after speaking with the STAR psychometric analyst, the sample group used to norm the SCREENING assessment was established with NO ACCOMODATIONS, therefore, all student norm referenced data (percentile, grade level equivalency, etc) will have integrity if we do the same. Establishing performance as compared to the norm-referenced group will enable staff to determine areas of weakness. How we intervene with these areas of weakness may be in the form of *either* building the skill from the ground up *or* granting students with disabilities an accommodation to account for their weakness through the IEP process or 504 plan.
- ❖ Effects: Students that typically get accommodations on state and local assessments may have scores that place them in lower than expected percentile groupings as compared to the norm sampling. This information may conflict with how they are actually functioning in class, on classroom assessments and on standardized assessments (NJ ASK). Teachers, parents and administrators must be aware that a student in this situation (low percentile but average/high performance in class or other assessments) may not need additional interventions because the accommodations **are working** as evidenced by other data samples (NJ ASK scores, District Benchmark assessments, chapter tests, etc.)

Progress Monitoring Assessment (STAR)

- ❖ Who: **Students** identified for **Tier 2 or Tier 3 intervention** and students with IEP's and 504 Plans
- ❖ When: **Every 2 weeks** for **Tier 3 students** following initial date of intervention.
Every 3 weeks for **Tier 2 students** following initial date of intervention.
- ❖ District Procedures: These assessments should be done **WITH accommodations**.
 - Notes: *Follow accommodations on IEP or 504 with the exception of CALCULATOR. **NO CALCULATORS** shall be used for ANY STAR ASSESSMENT.*
 - Common accommodations may be:
 - Extended time
 - Test questions read
 - Use of math manipulatives
 - Separate location
 - Small group setting
- ❖ Rationale: The sample group used to establish norms for the Growth Monitoring is a different sampling group than used for the STAR Screening. The Growth Monitoring norms have been established with a small percentage of students that took the assessment with accommodations in other districts. Further, all Progress Monitoring Reports are measurements against the individual's past performance and do not reference normed percentiles within the reports showing progress (or lack thereof).
- ❖ Effects: Allowing accommodations on the Growth Monitoring *may* show a 'spike' in score as compared to the STAR Screening Assessment. This would indicate that the accommodations are working to appropriately "level the playing field" for the student's disability.
- ❖ Notes: **IMPORTANT** – *when using the Progress Monitoring Report, begin monitoring progress with the first assessment that was given WITH ACCOMMODATIONS. Progress Monitoring Assessments can only be compared to subsequent Progress Monitoring Assessment scores for growth (apples to apples comparison.)*