

# Irvington Public Schools



## Assessment Handbook 2019 - 2020

**Department of Mathematics, Assessment,  
Data Analysis, & Management**

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# Part I. INTRODUCTION

Assessment is a decisive part of instruction because it is used to determine whether or not students are mastering the learning standards. Assessment is an on-going process necessary to set goals, inform instruction, improve student learning, and promote accountability. As a result, school leaders build a cohesive vision that is focused on student achievement and continuous improvement. This assessment handbook was developed to guide teachers and administrators through instructional decision-making process to meet diverse students' learning needs.

## TYPES OF ASSESSMENT & METHODS

Classroom assessments can be either formal or informal. These assessments may include anything from taking notes on a student's performance through observation to administering different kinds of assessments.

- **Diagnostic Assessments** are quick mini-assessments, which establish an academic baseline and identify learners who need additional support. Teachers use diagnostic assessments to better plan what to teach and how to teach it.
- **Formative Assessments** are daily assessments, reviews, and observations in a classroom while learning is still happening. Teachers use formative assessments to monitor student learning, check for understanding, and adjust instruction with the express goal of improving student achievement.
- **Interim Assessments** are administered at specified times during a curriculum sequence to evaluate students' progress of meeting the knowledge and skills relative to appropriate learning standards and grade-level indicators. Interim assessments occur outside of daily classroom instruction.
- **Summative Assessments** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative assessments are designed to authenticate or provide evidence of student learning.

DIAGNOSTIC ASSESSMENTS	FORMATIVE ASSESSMENTS	INTERIM ASSESSMENTS	SUMMATIVE ASSESSMENTS
Pre-Tests	Observations & In-Class Activities	Chapter Tests & Extended Essays	Mid-Term and Final Exams
Content-Specific Prompts	Quizzes and Tests	Unit & Cycle Tests	Standardized Tests (Statewide Tests, AP Exams)
	Homework & Class Discussions		Portfolios & Projects (Performance Assessments)
Student Conferences	Oral and Written Questions, Responses, & Closure or Exit Slips	Read 180 i-ready	
	Reflective Journals	Benchmark Assessments	Research Papers & Projects

Whether these assessments are locally-developed or commercial, multiple choice or rubric-based, assessments should be designed with a purpose, and must follow the rules of assessment design. The overarching goal is to use assessment as a tool to gather evidence to improve student achievement.

### **WHY ASSESS?**

1. To enhance the quality of instruction
2. To improve student learning outcomes
3. To measure the level of student achievement of the standards
4. To promote sustained dialogue about teaching and learning
5. To inform decisions about curriculum, pedagogy, and program effectiveness
6. To collect compelling evidence of student learning and program effectiveness
7. To use data to identify strengths and areas that need improvement

### **STUDENT LEARNING OUTCOMES**

Learning outcomes are the basis for assessment of student learning and provide direction and focus for teaching and learning activities. Learning outcomes are statements of what students will:

- . Know and Understand = Cognitive
- . Be Able to Do and Learn = Psychomotor
- . Value / Appreciate = Affective

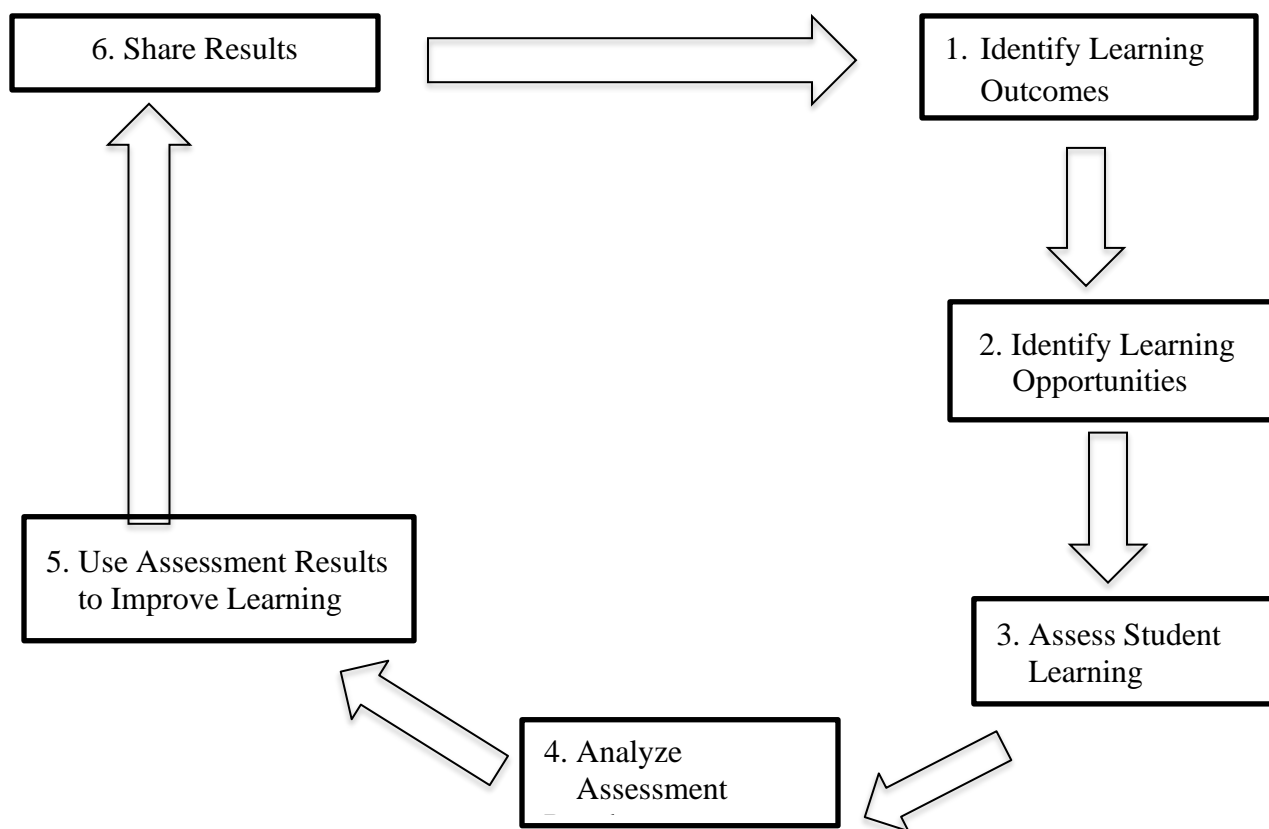
Educators need to develop and use assessments that accurately reflect student learning. In addition, educators use the assessment process and its results to either support or verify achievement, depending on the context.

## CONTINUOUS ASSESSMENT CYCLE

Assessment is a continuous cycle that begins with a shared mission statement that leads to:

- Identifying learning outcomes;
- Assessing student learning;
- Analyzing assessment results; and,
- Using results to improve teaching and learning.

### A Six-Step Expanded Version of the Assessment Cycle



Using this assessment cycle is central to answering questions about student learning throughout Irvington Public Schools, where our shared focus is improving academic achievement for every student.

- What do we want our students to learn?
- Are students learning what we want them to learn?
- Do we serve some students better than others?
- What evidence do we have of student learning?
- How can we modify instruction so that ALL students benefit equally

## Part II. Assessment Matrices

### 2019 – 2020 ASSESSMENT CALENDAR AT A GLANCE

Name of Test	Grade Levels	Subjects Tested	Regular Testing Dates	Make-up Test Dates
SGO Fall Assessments	K-12	All subjects	September 23-27, 2019 & September 30 - October 4, 2019	Flexible
SGO Spring Assessments	K-8	All subjects	March 23-27, 2020 & March 30 - April 3, 2020	
SGO Spring Assessments (including Semester Courses)	9-12	All subjects	April 27 - May 1, 2020	
i-ready Benchmark – ELA (Window 1, 2, & 3)	K-12	ELA	September 23-27, 2019, December 11-18, 2019, March 23-27, 2020	Flexible
Seal of Biliteracy Proficiency	12	World Languages	November 2019 - February 2020	Flexible
i Ready Benchmark Math (Window 1, 2, & 3)	K-8	MATH	September 23-27, 2019, December 11-18, 2019, March 23-27, 2020	Flexible
District Common Formative Assessments (DFAs)	6-12	Math	End of each month	Flexible
Preschool Teaching Strategies <b>GOLD</b>	PK 3	ELA & Math	Fall Collection: September 9-November 15, 2019	Flexible
			Winter Collection: November 18, 2019 – March 6, 2020	
	PK 4		Spring Collection: March.9 - June 5, 2020	
Portfolio Appeal	Grade 12	ELA & Math	January 6 – May 8, 2020	Flexible
Cycle 1	K - 12	All subjects	October 21 – 25, 2019	Oct. 28 – 31, 2019
NAEP	4 (9-year olds) & 11 (17-year olds)	Reading & Mathematics	January 27 – March 6, 2020	TBA
Cycle 2/ Mid-Term Exams	K - 12	All subjects	January 13 – 17, 2020	January 21 – 24, 2020
ACCESS for ELLs 2.0	K – 12 ELL Students	ESL	February 18 - April 10, 2020	Flexible
Cycle 3	K - 12	All subjects	March 16 – 20, 2020	March 23 – 27, 2020
Dynamic Learning Map (DLM)	3-8 & 11	ELA, Math, & Science	April 1 – May 29, 2020	Flexible
NJSLA	4, 5, 7, & 8 (Online)	ELA/L & Math	April 27 – May 6, 2020	Flexible: April 28–May 6, 2020
	3 & 6 (Online)	ELA/L & Math	May 5-13, 2020	Flexible: May 6–13, 2020
	High School (Online)	ELA/L 9 & 10; Math ( <i>Alg. I, Alg. II, &amp; Geometry</i> )	May 13-20, 2020	Flexible: May 14-20, 2020
	3 – 8 & High school (Paper-based)	ELA/L & Math ( <i>including Alg. I for 8<sup>th</sup> graders</i> )	April 20 - 28, 2020	Flexible: April 21-29, 2020
NJSLA-S Test	5, 8 & 11 (Paper-based)	Science	April 29 – 30, 2020	Flexible: April 30 - May 1, 2020
NJSLA-S Test	5, 8 & 11 (Online)	Science	May 20–21 , 2020	May 21 - 23, 2020
Cycle 4 / Final Exams	K - 8	All subjects	June 8-12, 2020	Flexible
	9-12	All subjects	June 1-12, 2020	Flexible

## ASSESSMENT ADMINISTRATION SCHEDULE

This schedule below applies when multiple district assessments are scheduled during the same time span to ensure that students are provided with ample time to prepare and perform at their optimal level. In addition to Day 5 serving as a make-up day for the administration of an assessment, it is also a dedicated time to provide extended time to individual students or the entire class to complete an assessment. Please note, if a student was absent from your class for a number of days please be considerate of the fact that the student may also be scheduled to sit for other assessments. Consideration is needed to avoid over extending one or many learners with numerous assessments on the same day. Please make every effort to speak with your colleague(s) when circumstances such as these present themselves.

### PRESCHOOL ASSESSMENT DATES

Grade: Preschool Teaching Strategies <b>GOLD</b>			
Collection and checkpoint Dates	<b>Fall Collection</b> Sept. 9-Nov. 15, 2019	<b>Winter Collection</b> Nov. 18, 2019 - Mar. 6, 2020	<b>Spring Collection</b> Mar. 9 - June 6, 2020

### STUDENT GROWTH OBJECTIVES ASSESSMENT SCHEDULE

	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
Fall SGO – ELA (K-12)	9/23/19	9/24/19	9/25/19	9/26/19	9/27/19
Fall SGO Math (K-8) & Semester Courses (K-12)	9/23/19	9/24/19	9/25/19	9/26/19	9/27/19
Fall SGO - Other Content Areas	9/30/19	10/1/19	10/2/19	10/3/19	10/4/19
Spring SGO ELA (K-8)	3/23/20	3/24/20	3/25/20	3/26/20	3/27/20
Spring SGO Math (K-8)					
Semester Courses (K-12)	4/27/20	4/28/20	4/29/20	4/30/20	5/1/20
Spring SGO Other Content Areas	3/30/20	3/31/20	4/1/20	4/2/20	4/3/20
Testing Schedule (9-12) – Except for ELA & Semester courses	<b>A-DAY &amp; B-Day</b>	<b>A-DAY &amp; B-Day</b>	<b>A-DAY &amp; B-Day</b>	<b>A-DAY &amp; B-Day</b>	<b>B-DAY &amp; A-Day</b>
	Math & Applied Technology	Science & Social Studies	Art/Music & Physical Ed/Health	World Languages	Make-ups
Fall SGO	9/30 & 10/1/19	10/2 & 10/3/19	9/30 & 10/1/19	10/2 & 10/3/19	10/3 & 10/4/19
Spring SGO	4/27 & 4/28/20	4/29 & 4/30/20	4/27 & 4/28/20	4/29 & 4/30/20	4/30 & 5/1/20

## CYCLE TEST ADMINISTRATION

	ELA & Applied Tech	Math & Social Studies	Science* & Physical Ed/Health	World Languages & Art/Music	Make-up Days for all subjects
Cycle 1 (Grades K – 8)	10/21/19	10/22/19	10/23/19	10/24/19	10/25 & 10/28/19
Cycle 1 (Grades 9 – 12)	<b>Day 1 &amp; Day 2 (A-DAY &amp; B-Day)</b> 10/22 & 10/23/19	<b>Day 1 &amp; Day 2 (A-DAY &amp; B-Day)</b> 10/22 & 10/23/19	<b>Day 3 &amp; Day 4 (A-DAY &amp; B-Day)</b> 10/24 & 10/25/19	<b>Day 3 &amp; Day 4 (A-DAY &amp; B-Day)</b> 10/24 & 10/25/19	<b>Day 5 &amp; Day 6 (A-DAY &amp; B-Day)</b> 10/26 & 10/29/19
Cycle 2 (Grades K-5)	1/13/20	1/14/20	1/15/20	1/16/20	1/17 & 1/21/20
Mid-Term (Grades 6 – 8)	1/13/20	1/14/20	1/15/20	1/16/20	1/17 & 1/21/20
Mid-Term (Grades 9 – 12)	<b>Day 1 &amp; Day 2 (B-DAY &amp; A-Day)</b> 1/13 & 1/14/20	<b>Day 1 &amp; Day 2 (B-DAY &amp; A-Day)</b> 1/13 & 1/14/20	<b>Day 3 &amp; Day 4 (B-DAY &amp; A-Day)</b> 1/15 & 1/16/20	<b>Day 3 &amp; Day 4 (B-DAY &amp; A-Day)</b> 1/15 & 1/16/20	<b>Day 5 &amp; Day 6 (B-DAY &amp; A-Day)</b> 1/17 & 1/21/20
Cycle 3 (Grades K – 8)	3/16/20	3/17/20	3/18/20	3/19/20	3/23 & 3/25/20
Cycle 3 (Grades 9 – 12)	<b>Day 1 &amp; Day 2 (A-DAY &amp; B-Day)</b> 3/16 & 3/17/20	<b>Day 1 &amp; Day 2 (A-DAY &amp; B-Day)</b> 3/16 & 3/17/20	<b>Day 3 &amp; Day 4 (A-DAY &amp; B-Day)</b> 3/18 & 3/19/20	<b>Day 3 &amp; Day 4 (A-DAY &amp; B-Day)</b> 3/18 & 3/19/20	<b>Day 5 &amp; Day 6 (B-DAY &amp; A-Day)</b> 3/23 & 3/24/20
Cycle 4 (Grades K-5)	6/8/20	6/9/20	6/10/20	6/11/20	Flexible up to 6/12/20
Final Exam (Grades 6 – 8)	6/8/20	6/9/20	6/10/20	6/11/20	Flexible up to 6/12/20
Final Exam (Grades 9 – 12)	<b>Day 1 &amp; Day 2 (A-DAY &amp; B-Day)</b> 6/1 & 6/2/20	<b>Day 1 &amp; Day 2 (A-DAY &amp; B-Day)</b> 6/1 & 6/2/20	<b>Day 3 &amp; Day 4 (A-DAY &amp; B-Day)</b> 6/3 & 6/4/20	<b>Day 3 &amp; Day 4 (A-DAY &amp; B-Day)</b> 6/3 & 6/4/20	<b>Day 5 &amp; Day 6 (A-DAY &amp; B-Day)</b> 6/5 & 6/8/20

\*Science: Unit tests will replace cycle tests for grades K – 5. In addition to unit tests, there will be, mid-term, and final exams for grades 6 – 12.



<b>District Assessments: Grades K – 5</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>English Language Arts</b>										
<b>Grade K - Unit Tests</b>		Unit 1 10/21-10/25/19		Unit 2: 12/16- 12/20/19		Unit 5: 2/10-2/14/20		Unit 7: 3/30-4/3/20		Unit 10: 6/8-6/12/20
<b>Grade 1 : Unit Tests</b>		Unit 1 10/21-10/25/19		Unit 2: 12/16- 12/20/19		Unit 3: 2/10-2/14/20		Unit 4: 3/30-4/3/20	Unit 5: 5/11-5/15/20	Unit 6: 6/8-6/12/20
<b>Grades 2: Unit Tests</b>		Unit 1 10/21-10/25/19		Unit 2: 12/16- 12/20/19		Unit 3: 2/10-2/14/20		Unit 4: 3/30-4/3/20	Unit 5: 5/11-5/15/20	Unit 6: 6/8-6/12/20
<b>Grade K – 2 i-ready</b>	<b>Fall SGO: 9/23-9/27/19</b>			<b>Benchmark</b> 12/11 –12/18/19			<b>Spring SGO</b> 3/23-3/27/20			
<b>Grades 3 – 5: Unit Tests</b>		Unit 1 10/21-10/25/19		Unit 2: 12/16- 12/20/19		Unit 3: 2/10-2/14/20		Unit 4: 3/30-4/3/20	Unit 5: 5/11-5/15/20	Unit 6: 6/8-6/12/20
<b>i-ready</b>	<b>Fall SGO: 9/23-9/27/19</b>			<b>Benchmark</b> 12/11 –12/18/19			<b>Spring SGO</b> 3/23-3/27/20			
<b>Mathematics</b>										
<b>Grades K – 5 i-Ready</b>	<b>Fall SGO: 9/23-9/27/19</b>			12/11 –12/18/19			<b>Spring SGO</b> 3/23-3/27/20			
Cycle Tests (I – IV)		10/21-10/25/19			1/14- 1/18/19		3/16 – 3/20/20			6/8-6/12/20
<b>Science*</b>										
<b>Grades K - 2</b>			Unit 1: 11/11/19		Unit 2: 1/27-1/31/20		Unit 3: 3/30-4/3/20			Unit 4: 6/8-6/12/20
<b>Grades 3 - 5</b>		<b>Fall SGO: 9/30-10/4/19</b>					<b>Spring SGO: 3/30-4/3/20</b>			
Grades 3 – 5 Unit Tests			Unit 1: 11/11/19		Unit 2: 1/27-1/31/20			Unit 3: 3/30-4/3/20		Unit 4: 6/8-6/12/20
<b>Social Studies: K-5</b>		<b>Fall SGO: 9/30-10/4/19</b>						<b>Spring SGO: 3/30-4/3/20</b>		
Cycle Tests (I – IV)		10/21-10/25/19			1/13-1/17/20		3/16 – 3/20/20			6/8-6/12/20
<b>Other Content Areas</b>		<b>Fall SGO: 9/30-10/4/19</b>						<b>Spring SGO: 3/30-4/3/20</b>		
Cycle Tests (I – IV)		10/21-10/25/19			1/13-1/17/20		3/16 – 3/20/20			6/8-6/12/20

\*Unit tests will replace cycle test in Science for K-5

<b>District Assessments: Grades 6 – 8</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>English Language Arts</b>		<b>Cycle 1</b>			<b>Mid-term</b>		<b>Cycle 3</b>			<b>Cycle 4</b>
Cycle Tests		10/21-10/25/19			1/13-1/17/20		3/16 – 3/20/20			6/8-6/12/20
SGO Assessments (i-ready)	<b>Fall SGO: 9/23-9/27/19</b>			12/11- 12/18/19	<b>MLK Essay</b>		<b>Spring SGO 3/23-3/27/20</b>			
<b>Mathematics</b>					1/13-1/17/20					
i-Ready	<b>Fall SGO: 9/23-9/27/19</b>			12/11- 12/18/19			<b>Spring SGO 3/23-3/27/20</b>			
Cycle Tests (I & 3)		10/21-10/25/19					3/16 – 3/20/20			
Mid-term Exam					1/13-1/17/20					
Final Exam										6/8-6/12/20
<b>Science*</b>		<b>Fall SGO: 9/30-10/4/19</b>					<b>Spring SGO: 3/30-4/3/20</b>			
Unit Tests		Unit1: 10/15-10/18/19	Unit 2: 12/2-12/6/19		Unit3: 1/8 -1/14/20	Unit 4: 2/12-2/4/20	Unit 5: 3/16 -3/20/20	Unit 6: 5/4 -5/8/20		6/8-6/12/20
Mid-term Exam					1/27-1/31/20					
Final Exam										6/8-6/12/20
<b>Social Studies</b>		<b>Fall SGO: 9/30-10/4/19</b>						<b>Spring SGO: 3/30-4/3/20</b>		6/8-6/12/20
Cycle Tests (I & 3)		10/21-10/25/19					3/16 – 3/20/20			
Mid-term Exam					1/13-1/17/20					
Final Exam										6/8-6/12/20
<b>Other Content Areas</b>		<b>Fall SGO: 9/30-10/4/19</b>						<b>Spring SGO: 3/30-4/3/20</b>		
Cycle Tests (I & 3)		10/21-10/25/19					3/16 – 3/20/20			
Mid-term Exam					1/13-1/17/20					
Final Exam										6/8-6/12/20

\*No cycle tests (1 & 3) for Science. However, there will be unit tests, mid-term, and final exam.

<b>District Assessments: Grades 9 – 12</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>English Language Arts</b>		<b>Cycle 1</b>			<b>Mid-term</b>		<b>Cycle 3</b>			<b>Cycle 4</b>
Cycle Tests		10/21-10/25/19			1/13-1/17/20		3/16 – 3/20/20			6/1-6/12/20
SGO Assessments	<b>Fall SGO: 9/30-10/4/19</b>				<b>MLK Essay</b>			<b>Spring SGO 4/27-5/1/20</b>		
<b>Mathematics &amp; Semester Courses</b>	<b>Fall SGO: 9/30-10/4/19</b>							<b>Spring SGO 4/27-5/1/20</b>		
Cycle Tests (I & 3)		10/21-10/25/19					3/16 – 3/20/20			
Mid-term Exam					1/13-1/17/20					
Final Exam										6/1-6/12/20
<b>Science</b>	<b>Fall SGO: 9/30-10/4/19</b>							<b>Spring SGO: 4/27-5/1/20</b>		
Unit Tests		Unit 1: 10/17/19		Unit 2: 12/2-12/6/19	Unit 3: 1/27-1/31/20		Unit 4: 3/9-3/13/20		Unit 5: 5/4- 5/3/20	Unit 6: 6/8-6/12/20
Mid-term Exam					1/13-1/17/20					
Final Exam										6/1-6/12/20
<b>Social Studies</b>	<b>Fall SGO: 9/30-10/4/19</b>							<b>Spring SGO: 4/27-5/1/20</b>		
Cycle Tests (I & 3)		10/22-10/26/19					3/16 – 3/20/20			
Mid-term Exam					1/13-1/17/20					
Final Exam										6/1-6/12/20
<b>Other Content Areas</b>	<b>Fall SGO: 9/30-10/4/19</b>							<b>Spring SGO: 4/27-5/1/20</b>		
Cycle Tests (I & 3)		10/21-10/25/19					3/16 – 3/20/20			
Mid-term Exam					1/13-1/17/20					
Final Exam										6/1-6/12/20

\*No cycle tests (1 & 3) for Science. However, there will be unit tests, mid-term, and final exams.

	STATE ASSESSMENT MATRIX FOR 2019 – 2020								
GRADES	STATE ASSESSMENTS		October	January	February	March	April	May	June
4, 5, 7, & 8	NJSLA (ELA & MATH)	online					4/27- 5/6/20 *		
		Paper-based					4/20-4/28/20*		
5, 8, & 11	NJSLA-Science	Paper-based					4/29-5/1/20*		
3 & 6	NJSLA (ELA&MATH)	online						5/5-5/13/20*	
		Paper-based					4/20-4/28/20*		
9 - 12	NJSLA (ELA -9 & ELA 10) MATH (Alg. 1, Geom., & Alg. II)	online						5/13-5/20/20*	
		Paper-based					4/20-4/27/20*		
12	Portfolio Appeal			1/6/20 - 5/8/20					
12	Seal of Biliteracy Proficiency Exam			November 2019 – February 2020					
5, 8, & 11	NJSLA-Science	Online						5/20-5/23/20*	
4 & 11	NAEP (Reading & Math)			1/27 – 3/6/20 (pending congressional approval)					
K - 12	ACCESS for ELLs 2.0				2/18 -4/10/20				
3-8 & 11	DLM (ELA, Math, & Science)						4/1 – 5/29/20		

\*Make-up is flexible

## SPRING 2020 NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) SCHEDULE

### NJSLA - ELA & MATH: Paper Testing Days for Grades 3 - 5: April 20 – 28, 2020

NJSLA-ELA & MATH: Grades 3 – 5	Monday, 4/20	Tuesday, 4/21	Wednesday, 4/22	Thursday, 4/23	Friday, 4/24
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1	Math – Unit 2
	Monday, 4/27	Flexible Make-up: 4/21 – 4/28			
	Math – Unit 3				

### NJSLA-ELA / NJSLA-MATH / NJSLA-ALGEBRA I: Paper Testing Days for Grades 6 - 8: April 20 - 28, 2020

NJSLA-ELA & MATH: Grades 6 – 8	Monday, 4/20	Tuesday, 4/21	Wednesday, 4/22	Thursday, 4/23	Friday, 4/24
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1	Math – Unit 2
	Monday, 4/27	Flexible Make-up: 4/21 – 4/28			
	Math – Unit 3				
NJSLA ALGEBRA 1: Grade 8				Thursday, 4/23	Friday, 4/24
				Algebra I – Unit 1	Algebra I – Unit 2
			Flexible Make-up: 4/24– 4/27		

### NJSLA-ELA / NJSLA - MATH: Paper Testing Days for Irvington HS & Blue Knights Academy: April 20 - 27, 2020

NJSLA-ELA Grades 9 & 10	Monday, 4/20	Tuesday, 4/21	Wednesday, 4/22	Flexible Make-up: 4/21 – 4/23	
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3		
NJSLA MATH: ALGEBRA 1, GEOMETRY, & ALGEBRA II				Thursday, 4/23	Friday, 4/24
				Algebra I, Geometry, & Algebra II – Unit 1	Algebra I, Geometry, & Algebra II – Unit 2
	Flexible Make-up: 4/24 & 4/27				

**SPRING 2020 NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) SCHEDULE**  
**NJSLA - ELA & - MATH: Online Testing Days - Grades 4, 5, 7, & 8: April 27 – May 6, 2020**

NJSLA-ELA & MATH: Grade 4	Monday, 4/27	Tuesday, 4/28	Wednesday, 4/29	Thursday, 4/30	Friday, 5/1
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1	Math – Unit 2
	Monday, 5/4	Flexible Make-up: 4/28 – 5/6			
	Math – Unit 3				
NJSLA-ELA & MATH: Grade 5	Monday, 4/27	Tuesday, 4/28	Wednesday, 4/29	Thursday, 4/30	Friday, 5/1
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1	Math – Unit 2
	Monday, 5/4			Flexible Make-up: 4/28 – 5/6	
	Math – Unit 3				
NJSLA-ELA & MATH: Grade 7	Monday, 4/27	Tuesday, 4/28	Wednesday, 4/29	Thursday, 4/30	Friday, 5/1
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1	Math – Unit 2
	Monday, 5/4	Flexible Make-up: 4/28 – 5/6			
	Math – Unit 3				
NJSLA-ELA & MATH: Grade 8	Monday, 4/27	Tuesday, 4/28	Wednesday, 4/29	Thursday, 4/30	Friday, 5/1
	ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1	Math – Unit 2
	Monday, 5/4	Flexible Make-up: 4/28 – 5/6			
	Math – Unit 3				
NJSLA – ALGEBRA I: Grade 8		Thursday, 4/30	Friday, 5/1		
		Algebra I – Unit 1	Algebra I – Unit 2		
	Flexible Make-up: 5/1 – 5/6				

## **SPRING 2020 NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) SCHEDULE**

### **NJSLA - ELA & MATH: Online Testing Days for Grades 3 & 6: May 5 – 13, 2020**

Grade 3		Tuesday, 5/5	Wednesday, 5/6	Thursday, 5/7	Friday, 5/8
		ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1
	Monday, 5/11	Tuesday, 5/12	Flexible Make-up: 5/6 – 5/13		
	Math – Unit 2	Math – Unit 3			
Grade 6		Tuesday, 5/5	Wednesday, 5/6	Thursday, 5/7	Friday, 5/8
		ELA – Unit 1	ELA – Unit 2	ELA – Unit 3	Math – Unit 1
	Monday, 5/11	Tuesday, 5/12	Flexible Make-up: 5/6 – 5/13		
	Math – Unit 2	Math – Unit 3			

## **SPRING 2020 NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) SCHEDULE**

**NJSLA - ELA & MATH: Online Testing Days - Irvington HS & Blue Knights Academy: May 13 – 20, 2020**

NJSLA-ELA: ELA 9 & ELA 10			Wednesday, 5/13	Thursday, 5/14	Friday, 5/15
			ELA – Unit 1	ELA – Unit 2	ELA – Unit 3
	Flexible Make-up: 5/14– 5/18				
NJSLA-MATH: ALGEBRA I, GEOMETRY, & ALGEBRA II	Monday, 5/18	Tuesday, 5/19			
	Algebra I, Geometry, & Algebra II – Unit 1	Algebra I, Geometry, & Algebra II – Unit 2			
	Flexible Make-up: 5/19– 5/20				



## **SPRING 2020 NEW JERSEY STUDENT LEARNING ASSESSMENT (NJSLA) SCHEDULE**

### **NJSLA-SCIENCE: Paper-based Testing Days - Grades, 5, 8, & 11: April 29 - May 1, 2020**

NJSLA-S (Grades 5, 8, & 11)		Wednesday, 4/29	Thursday, 4/30	
		Unit 1 & 2	Unit 3 & 4	
		Flexible Make-up: 4/30 – 5/1		

### **NJSLA-SCIENCE: Online Testing Days - Grades, 5, 8, & 11: May 20 – 23, 2020**

NJSLA-S (Grades 5, 8, & 11)		Wednesday, 5/20	Thursday, 5/21	
		Unit 1 & 2	Unit 3 & 4	
		Flexible Make-up: 5/21 – 5/23		

# **Part III. SCORING & ANALYZING ASSESSMENTS**

## **WHO SCORES THE ASSESSMENTS?**

- **CLASSROOM:** Scoring of tests will be done by the teachers. However, students do score tests to correct misconceptions and to learn from one another
- **District:** Scoring of all tests will be done by the teachers
- **STATE:** Scoring of all mandated tests will be done by the testing vendor
- Electronic scoring will be available for assessments administered electronically

## **WHY ANALYZE THE ASSESSMENT RESULTS?**

- Inform decisions about improving classroom instruction
- Provide feedback to students on academic progress
- Inform parents of student performance
- Organize school-wide learning support program
- Validate student and teacher efforts to improve
- Guide professional development
- Promote accountability (Blankstein, 2004)

## **WHO SHOULD BE INVOLVED IN ANALYZING THE ASSESSMENT DATA? EVERYONE!!!**

- **Classroom:** Teachers and students
- **School:** Teachers, Data Teams, Assistant Principals, and Principals
- **District:** Supervisors, Directors, Assistant Superintendent, and Superintendent

## **WHAT ARE THE GUIDELINES FOR USING ASSESSMENT DATA?**

- Use data to drive decisions and set goals
- Use data to target interventions to address the needs of all students
- Use data continuously in collaborative teams to make improvement
- Use data to support instructional initiatives
- Use data to monitor progress
- Use data to provide meaningful professional development (Blankstein, 2004)

## **WHAT QUESTIONS SHOULD WE ASK WHEN ANALYZING THE ASSESSMENT DATA**

- Does this piece of work show mastery?
- In what areas are students doing particularly well?
- What are the patterns of weakness?
- What can be done to address the weak areas?
- Which content areas still need improvement?
- What are the areas of greatest potential growth?
- What student groups need the most assistance?

## **HOW OFTEN SHOULD WE MEET TO REVIEW DATA?**

- Daily/Weekly – during common planning periods
- Weekly – to assess progress against unit assessments/benchmarks
- Monthly – to discuss instructional goals and data
- Quarterly – to assess data from the prior marking periods, set benchmarks and develop action plans for the next marking period

## **SHOULD STUDENTS BE INVOLVED IN ASSESSMENT?**

- Allow students to continually assess and improve the quality of their work through the use of:
  - Exemplars/Models
  - Reflections
  - Critiques
  - Rubrics

## Part IV. DATA ANALYSIS PROTOCOL

### **WHY USE ASSESSMENT DATA?**

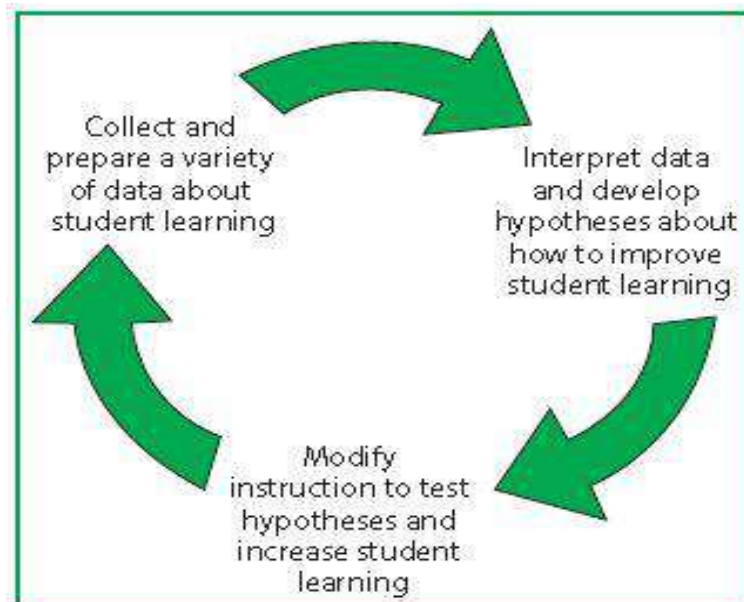
The assessment data is used to monitor student progress, determine whether students are mastering the standards, and adjust instruction to meet the diverse needs of students. The use of assessment reflects instructional components of the Danielson Framework for teaching:

- Domain 1e: Designing coherent instruction
- Domain 1f: Designing student assessments
- Domain 3d: Using assessment in instruction
- Domain 4a: Reflecting on teaching
- Domain 4b: Maintaining accurate records.

### **REFLECTION PROTOCOL**

- What trends do you find in the data?
- To what would you attribute the results?
- What questions come to mind when you review the data?
- What recommendations would you make to improve student performance?

### **AN EFFECTIVE DATA-USE MODEL**



**Source:** <http://ies.ed.gov/ncee> and <http://ies.ed.gov/ncee/wwc/publications/practiceguides>

## **Ingredients Needed For Data-Use Model**

- Capacity to design and implement aligned common assessments (weekly / bi-weekly basis)
- Capacity to quickly and easily access student performance data
- Ability to meet as a team to discuss student performance citing data from assessments
- Capacity to monitor student learning during and immediately following instruction

## **Effective Data Use**

Data Trend Analysis...

- is a daily practice
- informs interventions
- informs lesson planning
- increases student learning

You'll know this is happening when...

- Reflection forms are completed
- Instructional practices are addressed
- Gradebook reflects student achievement

## **DATA EXAMINATION**

Using the available data, identify at least 2-3 demonstrated strengths and weaknesses for this assessment. Write a brief description of the standards mastered and not mastered. Then list the trends and outliers highlighted by the data. For each standard, answer-- Why are these students struggling with this concept? What are the key underlying or precursor concepts they do not understand? What skills and strategies do the students need?

What are the top 2-3 positive trends in the data?		What are the top 2-3 trends in the data that need clarity?	
Standard & Number of Items	Skills being assessed & Precursory Skills	Trends & Outliers	What teaching objectives need to be examined to improve student understanding and teacher instruction?

## **REFLECTION AND NEXT STEPS**

1. I have discussed the results during lesson planning with....
2. In order to effectively differentiate instruction, I need to...
3. The following changes in teaching strategies are indicated...
4. What other opportunities will students have to demonstrate mastery of these skills?
5. Based on patterns in my classes' results, I might need some professional development or mentoring on...
6. In order to provide students with more ownership for their learning based on benchmark assessments, I will...

## **COMPONENTS OF EFFECTIVE USE OF DATA**

- Align assessments to standards
- Monitor student performance to identify strengths and challenges
- Adjust instruction to meet the diverse needs of students
- Ensure that students master the standards
- Plan for improvement
- Ascertain student learning
- Confirm increase in student achievement

## **PLAN FOR SMALL GROUPS**

Create small groups to address the diverse needs of students. The plan for each standard should include how this concept will be re-taught/reinforced through multiple classroom routines and structures. (i.e., Do now, explicit teaching, think-pair-share, Kagan strategies, independent practice, computers, graphic organizers, homework, centers, 4 corners, parking lots, anchor charts, guided reading, cognitive apprenticeship, etc., and any necessary resources.

	<b>Group Name</b> _____	<b>Group Name</b> _____	<b>Group Name</b> _____
<b><u>Standard 1</u></b>			
<b><u>Standard 2</u></b>			
<b><u>Standard 3</u></b>			



3.

## DATA ANALYSIS REFLECTION FORM\*

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What trends do you find in the data?	To what would you attribute the results?
What questions come to mind when you review the data?	What recommendations would you make to improve student performance?

Name of Person/Committee\_\_\_\_\_

Date: \_\_\_\_\_

\*Please answer the four questions on this reflection form after every assessment to enhance your practice and ultimately improve student achievement. This form is for staff reflection only.

# Part V. ADMINISTRATORS' STUDENT GROWTH OBJECTIVE MATRIX

SGO MATRIX FOR 2019-2020				
	Grades PK -2	Grades 3 - 5	Grades 6 – 8*	Grades 9-12*
<u>Discipline</u>				
ELA	PRINCIPAL & DAVIS	DAVIS	PRINCIPAL OR DOHERTY*	PRINCIPAL OR DOHERTY*
MATH	PRINCIPAL	MERONVIL	PRINCIPAL OR MERONVIL*	PRINCIPAL OR DR. ADEGBOYEGA*
SCIENCE	PRINCIPAL	SEVERS	PRINCIPAL OR SEVERS*	PRINCIPAL OR SEVERS*
SOCIAL STUDIES	PRINCIPAL	STEELE-HUNTER	PRINCIPAL OR STEELE-HUNTER*	PRINCIPAL OR STEELE-HUNTER*
PE & HEALTH	DR. TAYLOR	DR. TAYLOR	PRINCIPAL OR DR. TAYLOR*	PRINCIPAL OR DR. TAYLOR*
ART	HARTE	HARTE	HARTE	HARTE
MUSIC	HARTE	HARTE	HARTE	HARTE
MEDIA, APPLIED TECH, & TECH COACHES	AMBERG	AMBERG	AMBERG	AMBERG
ESL/BILINGUAL	DR. RUIZ	DR. RUIZ	DR. RUIZ	DR. RUIZ
WORLD LANGUAGE	DR. RUIZ	DR. RUIZ	DR. RUIZ	DR. RUIZ
SELF-CONTAINED & RESOURCE ROOM	CROOKS	CROOKS	CROOKS	CROOKS
INCLUSION	PRINCIPAL	PRINCIPAL	PRINCIPAL	PRINCIPAL
IG	SEVERS	SEVERS	SEVERS	Not Applicable
CST/SPEECH	DOWD	DOWD	DOWD	DOWD
GUIDANCE/HSSC	O'BRIEN	O'BRIEN	O'BRIEN	O'BRIEN
AUGUSTA	PRINCIPAL			
EARLY CHILDHOOD	MORELAND			

\*Supervisors and Directors will review and approve SGOs for non-tenure teachers in grades 6 - 12 in ELA, Math, Social Studies, and Science (This excludes ESL/Bilingual).

## **SGO Timelines**

- The Fall SGO Assessment for ELA (K-12), Math (K-8), and other semester courses must be given during the week of **September 23, 2019**; and for other subjects during the week of **September 30, 2019**
- SGO Window begins: **October 7, 2019**
- SGO Window ends: **March 23, 2020**
- The Spring SGO Assessment must be given during the week of **March 23, 2020** for ELA (k-12), Math (K-8), and other semester courses; and **March 30, 2020** for other content areas K-8. In addition, assessments will begin for all other content areas (9-12) during the week of **April 27, 2020**.
- Total number of school days during the SGO window is **104**
  - (**October 7, 2019 – March 23, 2020**).
- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to **62** number of school days present during the SGO window of **October 7, 2018** through **March 23, 2020** (104 total school days).
- If a teacher is present at least 70% of the days during the SGO window, he/she receives a score 73 days (104 total school days).
- **At the request of a teacher**, a student who has maintained less than a 60% attendance rate during the SGO window can be considered for removal from the SGO end of the year calculation if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, meet with guidance, meet with the attendance secretary, etc. regarding the student's attendance.
- **If documentation is not provided, the student is to remain on the teacher's SGO.**
- If a student enters a class after **December 13, 2019**, he/she cannot be placed on the SGO.

- If a student enters a class before **December 13, 2019**, he/she must be added to the SGO data and provided with the same timeframe to determine his/her markers for future success (18 days).
- A discussion at the mid-year conferences and final SGO conferences must be held in reference to the students added to the SGO data after **October 31, 2019** and up until **December 13, 2019**.
- If a student did not take the Spring SGO assessment and does not take it by **April 3, 2020** (K-8) or **May 1, 2020** (9-12), the student will be removed from the SGO end of the year calculation.
- The teacher is encouraged to discuss students of concern during the SGO mid-year and end of the year conferences.
- Any teacher whose first day of teaching is after **December 3, 2019** will not receive an SGO
- Anyone who begins work between **October 31, 2019** through **December 2, 2019** may adjust their SGO by moving students between preparedness groups, with the approval of and a discussion with the principal at the mid-year check-in (**February 18, 2020**).

### **FALL SGO ASSESSMENT SUBMISSIONS AND GUIDELINES**

- All Fall and Spring SGO assessments must be administered even if a substitute teacher is assigned to the class.
- The due date for all certificated staff to submit their Fall SGOs to their administrators for review is **October 16, 2019**.
- All administrators are required to review the SGOs and give feedback to all certificated staff by **October 23, 2019**.
- The due date for all final SGO submissions by all certificated staff to their principals (or designee) for review and signature is **October 28, 2019**.
- The Principal is required to read, review, and sign-off on the SGOs created by each certificated staff member in his or her school by **October 31, 2019**.

## **MID-COURSE SGO CHECK-IN PROCEDURES**

SGO adjustments may be made with the approval of the building principal by **February 18, 2020**. The following is a non-exhaustive list of situations that may warrant adjusting SGOs:

- A discussion of student chronic absenteeism
- The teacher's schedule or assignment has changed significantly
- Class compositions have changed significantly
- An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning, e.g. changed grade levels and Read 180 student movement to Core.
- The teacher has an extended leave of absence
- The teacher began employment after **October 31, 2019**.

Supervisors should work with teachers to review and revise SGOs at department meetings, ensuring that SGO targets remain ambitious and achievable. Ensure all questions are answered and data is provided to support the adjustment of the SGO.

## **MID-YEAR CONFERENCES TIMELINE**

- January 27, 2020:** Teachers are provided with the Mid-Course Check-in form from Dr. Vauss.
- February 3-14, 2020:** SGO Teacher & Principal meetings are held as necessary.
- February 18, 2020:** All mid-course approvals are officially signed by the principal and teacher and filed in the SGO binder/file.

## **FINAL SGO CONFERENCES**

- Week of March 23, 2020:** SGO Spring Assessments are administered for ELA (K-12), Math (K-8), and other semester courses.
- Week of March 30, 2020:** SGO Spring Assessments for other content areas are administered (K-8).
- Week of April 27, 2020:** SGO Spring Assessments for other content areas are administered (9-12).  
The principal and teacher conduct the annual SGO conference to (review results, discuss and determine SGO scores, and officially sign SGOs. Directors and supervisors will assist as indicated on page 23).
- May 6, 2020:** The SGO process for the 2019 - 2020 school year is completed.

## **SGO TIMELINES ADDENDUM**

### **Semester One (10/1/19-1/10/20)**

#### **(TEACHERS TEACHING SEMESTER COURSES, AND ART AND MUSIC TEACHERS AT THURGOOD MARSHALL & MADISON AVENUE SCHOOLS)**

- The Fall SGO Assessment must be given during the week of **September 23, 2019**.
- SGO Window begins: **October 1, 2019**
- SGO Window ends: **January 10, 2020**
- The Final SGO Assessment must be given during the week of **January 14, 2020**.
- Total number of school days during the SGO window is **60**.
  - **(October 1, 2019 – January 10, 2020)**
- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to **36** number of school days present during the SGO window of **October 1, 2019** through **January 10, 2020**.
- The teacher must be present 70% of the days (**42 days**) during the SGO window in order to receive a score.
- **At the request of a teacher**, a student who has maintained less than a 60% attendance rate during the SGO window can be considered for removal from the SGO end of the year calculation if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, met with guidance, met with the attendance secretary, etc. regarding the student's attendance.  
**If documentation is not provided, the student is to remain on the teacher's SGO.**
- If a student enters a class after **November 1, 2019**, he/she cannot be placed on the SGO.
- If a student enters a class after **October 1, 2019** but before **November 1, 2019**, he/she must be added to the SGO data.

## **FALL SGO ASSESSMENT SUBMISSIONS AND GUIDELINES**

- All Fall SGO assessments must be administered even if a substitute teacher is assigned to the class.
- The due date for all certified staff to submit their Fall SGOs to their administrators for review is **October 21, 2019**.
- All administrators are required to review the SGOs and give feedback to all certificated staff by **October 24, 2019**.
- The due date for all final SGO submissions by all certificated staff to their principals (or designee) for review and signature is **October 25, 2019**.
- The Principal is required to read, review, and sign-off on the SGOs created by each certificated staff member in his or her school by **October 31, 2019**.

## **THERE WILL BE NO MID-YEAR CONFERENCES**

### **Final Semester One Conference**

Week of **January 6, 2020:** The SGO assessments are administered.

Week of **January 21-24, 2020:** The principal and teacher conduct the annual SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs.

**January 31, 2020:** The SGO process for the 2019-2020 semester one cycle is complete.

## **SGO TIMELINES ADDENDUM**

### **Semester Two (2/11/20 - 5/15/20)**

#### **(TEACHERS TEACHING SEMESTER COURSES, AND ART AND MUSIC TEACHERS AT THURGOOD MARSHALL & MADISON AVENUE SCHOOLS)**

- The SGO Assessment must be given during the week of: **February 10, 2020**).
- SGO Window begins: **February 11, 2020**
- SGO Window ends: **May 15, 2020**
- The Final SGO Assessment must be given during the week of **May 20, 2020**.
- Total number of school days during the SGO window is **60**.
  - **(February 11- May 15, 2020)**
- If a student is enrolled at least 60% of the days during the SGO window, he/she will be counted in the teacher's SGO. This equates to **36** number of school days present during the SGO window of **February 11, 2020** through **May 15, 2020**).
- The teacher must be present 70% of the days (**42** days) during the SGO window in order to receive a score.
- **At the request of a teacher**, a student who has maintained less than a 60% attendance rate during the SGO window can be considered for removal from the SGO end of the year calculation if the teacher has provided supporting documentation indicating that he/she has made attempts to contact the parents, met with guidance, met with the attendance secretary, etc. regarding the student's attendance.  
**If documentation is not provided, the student is to remain on the teacher's SGO.**
- If a student enters a class after **March 25, 2020**, he/she cannot be placed on the SGO.
- If a student enters a class after **February 11, 2020** but before **March 25, 2020**, he/she must be added to the SGO data.



## **SPRING SGO ASSESSMENT SUBMISSIONS AND GUIDELINES**

- All SGO assessments must be administered even if a substitute teacher is assigned to the class.
- The due date for all certified staff to submit their SGOs to their administrators for review is **February 28, 2020**.
- All administrators are required to review the SGOs and give feedback to all certificated staff by **March 6, 2020**.
- The due date for all final SGO submissions by all certificated staff to their principals (or designee) for review and signature is **March 14, 2020**.
- The Principal is required to read, review, and sign-off on the SGOs created by each certificated staff member in his or her school by **March 16, 2020**.

## **THERE WILL BE NO MID-YEAR CONFERENCES**

### **Final Semester Two Conference**

Week of <b>May 20, 2020:</b>	SGO Spring assessments are administered.
Week of <b>May 28, 2020:</b>	The principal and teacher conduct the annual SGO conference to review results, discuss and determine SGO scores, and officially sign SGOs.
<b>June 1, 2020</b>	The SGO process for the 2019-2020 Semester Two cycle is complete.

## **PART VI: THE STATE ASSESSMENTS**

- New Jersey Student Learning Assessments (NJSLA) replaced PARCC and it is the state assessments to measure student achievement in English language Arts (ELA)/Literacy and Mathematics based on standards for grades 3-8 and high school. The State has reduced the amount of time allowed for each test; as well as eliminating some tests at the high school level.
- New Jersey Student Learning Assessment – Science (NJSLA-S) – This is a comprehensive Science assessment for grades 5, 8, and 11
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs 2.0) – English Language Proficiency Tests for grades K – 12
- National Assessment of Educational Progress (NAEP) – Reading, & Mathematics for randomly selected students in specified grades (4<sup>th</sup> graders - 9 years old at Florence Ave Elementary School and 11<sup>th</sup> graders – 17 years old at Irvington High School
- Dynamic Learning Maps (DLM) is the new Alternate Proficiency Assessments (APA) for grades 3- 11 in ELA, Math, and Science
- Alternate Proficiency Assessments in Science is a portfolio assessment for students who have severe cognitive challenges.

### **TESTING IRREGULARITIES**

- An educator shall administer all assessments fairly and ethically.
- Unethical conduct includes but is not limited to:
  - Committing any act that breaches Test Security; and
  - Compromising the integrity of the assessment
- An irregularity is any act that compromises the integrity of the test. Therefore, it is the responsibility of every staff to report irregularity as soon as he/she becomes aware of it to appropriate person(s).

### **EXAMPLES OF TESTING IRREGULARITIES**

- Failure to provide appropriate testing accommodations
- Failure to follow administration directions for the test
- Assisting students with answers during the test session
- Reading the test booklet except when used as an accommodation
- Verbal communication of test content
- Student cheating (e.g. using electronic device (e.g. cell phone) to copy, send, and/or share answers or test information)
- Other examples as specified in the Test Administration Manual

## **CONSEQUENCES FOR SECURITY BREACHES**

- Financial consequences for the district
- Professional consequences for staff
- Disciplinary consequences for students

### **Reference**

Blankstein, A. M. (2004). *Failure is not an option: Six principles that guide student achievement in high-performing schools*. Sage Publications Company, Thousand Oaks, California.

## **PART VII: APPENDIX – Refer to the Achieve NJ Student Growth Objectives Guidebook found in the OnCourse Lesson Planner.**