

# **Report on Local, State and Federally Mandated Assessments in Maryland**

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**August, 2015**

**Submitted by the Maryland State Department of Education  
in fulfillment of the requirements of Section 2 of Chapter 421 of the Laws of  
Maryland**

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## **Legislative History of HB 452 and SB 497**

In 2015, the Maryland General Assembly considered SB 497 and HB 452 – Commission to Review Maryland’s Use of Assessments and Testing in Public Schools. As introduced, both bills required the establishment of a Commission to make recommendations on how local school systems and the State can improve the process in which local, State, and federally mandated assessments are administered and used to inform instruction. In order to make the required recommendations, the Commission will review, survey, and analyze a variety of issues relating to assessments and receive and consider comments on the Commission’s findings from the State Board and the local boards of education within certain timeframes specified in the bill. The Commission is required to submit a report of its findings and recommendations on or before July 1, 2016.

In addition to the work of the Commission as described above, SB 497 and HB 452 were amended during the legislative session to specifically require the Maryland State Department of Education (MSDE) to:

- survey and assess how much time is spent in each grade and in each local school system on administering local, State, and federally mandated assessments; and
- compile the results of the survey into documents that are consistent across local school systems and grade levels.

This survey is to contain a matrix of each mandated assessment administered in a local district with factual information on the assessment such as the title and purpose of the assessment and a narrative on each assessment such as whether the assessment requires test preparation and is a high stakes assessment. MSDE would then submit these documents to the Governor and the General Assembly, the State Board of Education, each local board of education, and other stakeholders by August 31, 2015 (matrix of assessments) and October 15, 2015 (narrative on assessments), respectively. The State Board and each local board of education is required to review and consider the results of MSDE’s survey and make comments on the survey within certain timeframes specified in the bill.

HB 452 was signed into law by Governor Hogan on May 12, 2015 as Chapter 421 of the Laws of Maryland. HB 452 became effective on June 1, 2015.

This report is submitted to fulfill the requirements of both Section 2(a)(1) and 2(a)(2) of the law.

## **Introduction**

### **Assessments in Maryland**

January 8, 2002 (when the *Elementary and Secondary Education Act: No Child Left Behind* was signed into law) marked the first time that the federal government through legislation compelled states to assess all students in reading, math and science. The legislation was proposed by President George W. Bush on January 23, 2001. It was coauthored by Representatives John Boehner (R-OH) and George Miller (D-CA), and Senators Edward Kennedy (D-MA) and Judd Gregg (R-NH).

For decades prior to this federal legislation, however, states had been developing and mandating standardized testing programs. These assessment programs evolved over time and provided schools, parents and the public varying levels of information about student achievement. As states refined the use of data and as technology provided more sophisticated tools for data usage and analysis, assessment programs evolved. It is interesting to note that Maryland made significant modifications to its assessment program approximately every decade from the early 1970s through the present.

As early as 1972, the Maryland General Assembly passed the Educational Accountability Act, which called for the establishment of a statewide educational accountability program. The Act contained five major components: (1) the establishment of goals and objectives initially in the areas of reading, writing, and mathematics; (2) a school-by school summary of the current status of student achievement in relation to established objectives; (3) the establishment of procedures for determining the effectiveness of school programs; (4) the regular reevaluation of program goals objectives; and (5) program cost information. For more than 40 years, Maryland has been focused on student achievement and school effectiveness. This focus has been the foundation of Maryland's work in assessment.

Through the Maryland Accountability Program, which emerged out of work following the Educational Accountability Act, Maryland assessed the three basic skills areas of reading, writing, and mathematics. Two types of instruments were used: (1) the norm-referenced testing of the total school population in grades 3, 5, 7, and 9 (grade equivalent scores on eight subtests of the Iowa Tests of Basic Skills) and the Non-Verbal Battery of the Cognitive Abilities Test; and (2) an objective-referenced instrument developed and implemented by the State to assess functional reading competencies at grades 7 and 11. (Holowenzak and Forgione, 1976)

In 1976, the Maryland State Board of Education adopted Project Basic, which was designed to move from a purely input model of measuring educational success (e.g. pupil-teacher ratios, the number of courses a student takes, the number of books in the school library) to a competency model. The Maryland State Department of Education adopted grade-to-grade minimal competencies in reading and mathematics, which shifted the focus of schooling from the process of school (seat time) to what students learned from their courses. (Hornbeck, 1977)

By 1980, Maryland was one of 37 states to mandate minimum competency standards for promotion or graduation. (Crighton) Beginning with the class of 1989 and continuing through

the class of 2003, Maryland required students to pass the Maryland Functional Tests, which measured basic competencies in reading, mathematics, writing and citizenship in order to graduate from high school. “The reading, mathematics and citizenship tests were composed of multiple-choice items; the writing test consisted of two prompts. At the beginning of the program, students were tested for the first time in Grade 9, and continued to take the test until they passed. By the end of the program, students were taking and passing tests in grade 6.” (MSDE, 2008 pp. 4-5)

The publication of *A Nation at Risk* stimulated both the ratcheting up of expectations through more rigorous curricula and more testing for accountability. While student test scores rose through the 1980s, evidence began to accrue that the rising scores were not evidence of student learning. And as was later shown when data was disaggregated under *No Child Left Behind*, not all students were benefiting from this new approach.

The Maryland Accountability Program, Project Basic and the implementation of the Maryland Functional Tests were initial efforts to fully embed assessment into the instructional cycle. Since that time, a great deal of work has been done to better understand the effects of both formative and summative assessments as integral to the teaching and learning process.

Standards-based reforms, which began in the 1990s and continued into the start of the 21<sup>st</sup> century, extended reforms by rejecting curricula that focused only on rote activities and calling for curricula that focused on reasoning, conceptual understanding, and the ability to apply one’s knowledge. (Crighton) Maryland developed a new assessment program designed to measure students’ abilities to apply higher order thinking skills to real-world problems.

The Maryland School Performance Assessment Program (MSPAP) was administered to students in grades 3, 5 and 8. The assessment measured “student achievement of learning outcomes in relation to rigorous performance standards. It [was] used in conjunction with several other assessments, including norm-referenced tests (Comprehensive Test of Basic Skills) and criterion-referenced minimal competency tests (Maryland Functional Tests). (North Central Regional Educational Library, 2015) The assessments consisted of constructed responses and were designed to integrate the measurement of reading, language usage, writing, mathematics, science, and social studies.

While MSPAP addressed elementary and middle schools, Maryland was exploring how to ensure that students graduating high school had a base of knowledge greater than the minimal competencies tested by the Maryland Functional Tests. “In 1992 the Maryland State Board of Education (MSDE) received the recommendations of a State task force for end-of-course assessments for a set of core high school courses. By 1994, MSDE engaged ETS to conduct public forums around the State on the proposal for High School Assessments (HSAs), with an implementation plan prepared by the following year. In 1995, the State Board received a plan to phase out the Functional Test graduation requirement and require students to pass the HSA tests. [...] The tests were first administered in 2000 and standards were set to define passing.” (MSDE 2008) The HSAs were high-stakes, standards-based tests that are administered at the completion of English 10, algebra/data analysis, government and biology. The English, mathematics and

science tests satisfied a federal mandate while the government test satisfied a requirement of Maryland law.

In 2002, in order to comply with the testing requirements of *No Child Left Behind*, Maryland began the development of a new testing program known as the Maryland School Assessments (MSA). “The new program, like its predecessor, [was] based on the Voluntary State Curriculum, which [set] reasonable grade level academic standards for what teachers are expected to teach and for what students are expected to learn in public schools.” (MSDE 2008) The MSPAP tests had to be abandoned because they did not provide individual student scores. Individual scores were required in the legislation and provided the ability to disaggregate and report the data by student groups. Beginning in 2003, the MSA assessments were given to students in grades 3, 5, and 8, and to students in grades 4, 6 and 7 beginning in 2004. The administration of the science MSA in grades 5 and 8 started in 2007.

Before the passage of *No Child Left Behind* in 2001, achievement data was not disaggregated by racial and ethnic student population, commonly referred to as subgroups, nor was it disaggregated by student populations receiving services in special education, language acquisition or academic support for students living in poverty. This disaggregation shed stark light on how certain groups of students were not being provided access to equitable learning opportunities in the nation’s public schools. This generated a statewide conversation about disparities in learning opportunities and achievement. The comparison of school system results on local measures with results on state assessments provided an external measure by which a school system could accurately assess both its effort and progress in eliminating disparities and gaps.

In 2010, the State Board of Education adopted the Common Core State Standards, a set of more rigorous standards to raise the bar on student learning. Simultaneously, new assessments in reading and mathematics were planned primarily through two state consortia, Smarter Balanced and the Partnership for Assessment of Readiness for College and Careers (PARCC). Maryland is a member of the PARCC consortium.

The PARCC assessments in English language arts and mathematics were administered for the first time to students in grades 3-8 and high school (algebra, English 10) during the 2014-2015 school year. During the 2013-14 school year, the PARCC assessments were field tested in one or two classrooms in virtually all of Maryland’s over 1400 schools. In order to determine issues and concerns with the administration of the assessment, the Maryland State Department of Education (MSDE) worked with local education agencies (LEAs) throughout the field test, first administration, and beyond to identify the concerns of school system staff, school leaders, teachers, parents and students.

Other states within the consortium identified some of the same issues as Maryland, which led to action to make changes to the assessments beginning in 2015-2016. The consortium made a decision to administer the performance-based assessment and the end-of-year assessment during one testing window. In 2016, students will be administered the assessments in English language arts and mathematics after they have completed 80% of the school year or the high school

course. The length of the test was also reduced by 90 minutes in both subject areas. While this decision by consortium members alleviated some of the problems for school systems, MSDE will continue to work with school system staff, PARCC staff and Pearson, the testing vendor, to refine the test and its administration.

Understanding the history of Maryland's assessment program is important because its history speaks to the State's efforts to ensure a high quality, equitable school program for all students. Maryland policy makers have long understood that a balanced, well-designed assessment program can inform a parent and student about individual progress while also challenging schools and school systems to address disparities in expectations, opportunities to learn and achievement. Furthermore, assessment data can serve a formative purpose to inform instruction and learning as well as a summative purpose in helping determine grades, credits earned and placement in programs. It can also provide indicators for understanding a return on investment of the resources provided.

Table 1 on page 8 contains a visual depiction of the evolution of the Maryland Assessment Program.

**For more than 40 years, Maryland has been focused on student achievement and school effectiveness. This focus has been the foundation of Maryland's work in assessment.**

1970's	Focus shifted from the process of school to what students learned from their courses.	1980's	A Nation at Risk brings more rigorous curricula and more testing for accountability.	1990's	New assessment program measures ability to apply higher order thinking to real-world problems.	2000's	New assessments provide individual student scores which allows for disaggregation of student achievement data.	2010's	Maryland adopts the Common Core State Standards, a set of more rigorous standards to raise the bar on student learning.
Maryland General Assembly passed the Educational Accountability Act, to establish a Statewide educational accountability program.	The classes of 1989 through 2003 were required to pass the Maryland Functional Tests, which measured basic competencies in reading, mathematics, writing and citizenship in order to graduate from high school.	Developed Maryland Accountability Program assessing reading, writing, and mathematics using Iowa Tests of Basic Skills in Grades 3, 5, 7, and 9 and state developed tests to assess functional reading competencies at Grades 7 and 11.	The Maryland School Performance Assessment Program (MSPAP) administered to students in grades 3, 5 and 8 in conjunction with other assessments, including the Comprehensive Test of Basic Skills and Maryland Functional Tests.	High School Assessments were administered at the completion of English 10, algebra/data analysis, government and biology.	The English, mathematics and science tests satisfy a federal mandate while the government test satisfies a requirement of Maryland law.	Maryland began the process to phase out the Functional Test graduation requirement and require students to pass the high-stakes, standards-based High School Assessment (HSA) tests.	In 2013-14 PARCC assessments were field tested in Maryland, and in 2014-15 the English language arts and mathematics tests were administered for the first time to students in grades 3-8 and high school (algebra, English 10).	In 2015-16 the assessments will be reduced by 90 minutes and administered after 80% of the school year or the high school course.	To comply with No Child Left Behind, Maryland began the development of a new testing program known as the Maryland School Assessments (MSA) which were given to students in grades 3-8 in reading and mathematics, and in science grades 5 and 8.



**The Maryland Accountability Program, Project Basic and the implementation of the Maryland Functional Tests were initial efforts to fully embed assessment into the instructional cycle. Since that time, a great deal of work has been done to better understand the effects of both formative and summative assessments as an integral part of the teaching and learning process.**

## The Purpose of Student Assessment

Assessing students is an integral part of the teaching and learning process. Tests, quizzes and performance assessments can increase student retrieval skills and further conceptual understanding. Teachers use quizzes and tests to monitor and improve student learning. Analyzed more deeply, assessments can help identify achievement gaps as well as when some groups of students are not provided equal access to learning opportunities. Used well, assessments data can be instrumental in improving teacher, school, and school system effectiveness; determining what programs are effective; and holding schools and school districts accountable for student learning.

When completing the assessment matrices for state and federally mandated assessments, state and local school system staff reported that they most commonly used student assessments to:

- assess student learning at the end of instruction (summative assessment);
- shape instruction by establishing baseline levels of knowledge and periodically assess student progress toward learning content standards (formative assessment);
- determine program placement (e.g. magnet schools, gifted and talented programs);
- serve as graduation requirements;
- provide information for teacher and principal evaluations through student learning objectives; and
- hold the school system, schools and educators accountable for student learning.

As Maryland moves forward in refining its school accountability program to align with new assessments, data will continue to be used to evaluate how well schools are serving all students, ensuring that high expectations are set for all students, that all students are provided access to the most rigorous programming, and that all students are given the support they need to succeed in those programs. This ensures that both excellence and equity are present in all Maryland public schools and classrooms and increases the potential for opportunities for high quality return on investment.

## Report Requirements and Organization

House Bill 452/Chapter 421 - Commission to Review Maryland's Use of Assessments and Testing in Public Schools - sets out a prescribed set of steps and actions between May 2015 and September 2016. This document reports on the first two requirements; a survey and assessment of how much time is spent in each grade and in each local school system on administering local, state and federally mandated assessments in matrix form (due August 31, 2015); and a compilation of the results of the survey that are consistent across local school systems and grade levels in narrative form (due October 15, 2015).

It must be acknowledged that there are many assessments given in more than 1400 Maryland schools that are created by individual teachers, grade level teams and subject area teams. These assessments are specifically excluded from this report by legislation. Daily quizzes, weekly tests, and in some local school systems even final exams are entirely teacher-determined. Therefore, the survey described in this report only includes federal, state and local assessments that are mandated by federal or state entities or local school systems for all children in a grade level, a specific course or discipline, or an identified student population.

In addition to the assessments mandated by local school systems, sections on the following assessments have been included in this document:

- Federal and International Testing - MSDE wrote narratives for all federal and international testing that occurs in Maryland. Also included is a matrix for the National Assessment of Educational Progress (NAEP) because it is required and is the largest nationally representative measure of student achievement across the country. A matrix for ACCESS – the assessment to measure the level of English attainment of English Language Learners – is also included. These matrices can be found in Attachment 2. Matrices are not included for Trends in International Mathematics and Science Study (TIMMS), Program for International Student Assessment (PISA) or Progress in International Reading Study (PIRLS) because participation is voluntary and the sample size is small.
- State Mandated Assessments – Narratives and matrices are included for all State mandated assessments. These include the Kindergarten Readiness Assessment (KRA), Partnership for Assessment of Readiness for College and Careers (PARCC), Maryland School Assessment (MSA) Science, Alt-MSA Science, High School Assessments (HSA), and National Center for State Collaborative (NCSC) Alternative Assessment. In addition to being mandated by the State, some of these meet a federal mandate. Matrices for these assessments are contained in Attachment 2.
- Locally Mandated Assessments – The number and scope of mandated assessments in the 24 local school systems varies greatly. The narrative in this report is general. Specific information for each school system is provided in Attachment 3.
- Other assessments that are not mandated, but are commonly administered for specific reasons – Examples include SAT, ACT, Advanced Placement exams, and Career and Technology licensure and certification exams. When a local school system requires that all students in a grade level or course take an assessment such as the PSAT, SAT or AP

exam, an assessment matrix is included in that school system's report with the other locally mandated assessments. A description of these assessments is included in this document for informational purposes.

## Survey Methodology

Gathering assessment information from 24 local school systems in a systematic and consistent manner given the variability and complexity of the task required a multi-step process with extensive communication between MSDE staff and local school systems. And, given that the legislation requires specific information to be reported in a matrix and other information to be provided in a narrative, MSDE constructed both a matrix and narrative format that, when viewed as one set of information about each assessment, provides an apples-to-apples comparison of assessment use within each school system across Maryland.

MSDE began meeting before the legislation was signed into law to create a methodology that would give accurate and complete information, while recognizing the complexity surrounding the use of assessments. Information was produced to help the school system understand the purpose of the survey and the process. Common understandings of the questions in legislation were established and used by MSDE staff as they interacted with teams from each school system. For example, "test preparation needed" was defined as special efforts to prepare students for a test rather than managing equipment needs, creating assessments, or training adults to administer assessments. "High stakes" was defined individually by each school system, but was generally interpreted as whether the assessment had high consequences for students or families. Full descriptions of these definitions, understandings and limitations are included later in this report.

During the information gathering phase, MSDE provided a blank matrix to each school system. MSDE created four teams of two to visit the 24 districts, and a date was established for a meeting in each local school system with the appropriate school system staff. The school system visits took place between June 3, 2015, and July 22, 2015. All of the members of the four MSDE teams attended the first school system meeting to finalize the methodology and refine the definitions that would be used for each area of the matrix and narrative. This allowed MSDE to calibrate the methodology and test the materials before using them across the state.

The conversations in the school systems were comprehensive and dynamic. Clearly, local educators are grappling with how best to use assessment to inform instruction and increase learning opportunities for all students.

Since a number of school systems had interesting observations about their assessment programs as they transition to something new but yet to be defined, MSDE gave each school system the opportunity to submit a one-page document describing the system's transition process or changes in local assessments. If a document was submitted, it is included as the first page of the local school system's set of matrices.

## Definitions and Common Understandings

The following topics are in the order in which they appear in the assessment matrices that were used to collect information on all federal, State and locally mandated assessments. These definitions provide information about the meanings and interpretations used by the MSDE survey teams. There was some variation among school systems in their interpretations.

### *Formative Assessment:*

“Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it is happening*. What makes an assessment ‘formative’ is not the design of a test, technique, or self-evaluation, per se, but the way it is used – i.e. to inform in-process teaching and learning modifications.

Formative assessments are commonly contrasted with summative assessments, which are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period. [...] In other words, formative assessments are *for* learning, while summative assessments are *of* learning. Or as assessment expert Paul Black put it, ‘When the cook tastes the soup, that’s formative assessment. When the customer tastes the soup, that’s summative assessment.’ It should be noted, however, that the distinction between formative and summative is often fuzzy in practice, and educators may hold divergent interpretations of and opinions on the subject.” (The Glossary of Education Reform)

MSDE added the prompt of whether the assessment is formative or summative to the assessment matrix because it helps inform the reader regarding the purpose and use of the assessment. As seen on the matrices, some assessments serve in both capacities.

### *Summative Assessment:*

“Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria.

- The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment ‘summative’ is not the design of the test, assignment, or self-evaluation, per se, but the way it is used – i.e. to determine whether and to what degree students have learned the material they have been taught.
- Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic – i.e. they are more appropriately used to determine learning progress and achievement, evaluate the

- effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.
- Summative assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools and courses, not all assessments considered to be summative are graded.” (The Glossary of Education Reform)

MSDE added the prompt of whether the assessment was formative or summative to the assessment matrix because it helps inform the reader regarding the purpose and use of the assessment. As seen on the matrices, some assessments serve in both capacities.

*Test Prep needed:*

In most cases, this was interpreted to mean whether time is taken away from classroom instruction to specifically prepare students for the assessment (i.e. the teacher conducts activities other than regular instruction to prepare for the test). Local school systems reported that they are moving away from the preparation activities that routinely occurred in the past.

Many systems noted that in the first year of PARCC administration, students needed practice with the technology tools embedded in the assessments prior to taking the test. Moving forward, however, teachers will be using electronic devices and tools as part of regular classroom instruction. No specific preparation should be needed.

Some school districts noted on some of their matrices that test administrators need specific training, test examiners need to prepare materials, and central office staff members need to prepare materials and set up technology. If the local school system mandates specific student preparation activities, that is specifically noted on the matrices.

For the State mandated assessments, the matrices note that test administrators need training.

*Pencil/paper or electronic device:*

A number of school systems noted that they are transitioning from 100% pencil/paper assessments to 100% electronic administrations over the course of the next few. Currently in these districts, many of the assessments are available in both formats. Schools/teachers can decide which format to use.

*If by electronic device, student electronic device ratio:*

In general, school districts reported that the student to electronic device ratio varied from school-to-school. Therefore, they did not think that reporting a countywide ratio was useful, and, in some cases, they do not collect that information centrally. School systems are continuing to invest in technology not just for assessment administration but for instruction. They reported that when the school administered assessments on electronic devices, there

were sufficient devices to administer the assessments within the testing windows. In addition, many systems offer both online and pencil/paper versions of locally mandated assessments.

*Is the assessment high stakes for students:*

School systems generally consider an assessment high stakes only when it counts as a significant factor in the determination of a student's grade or placement in a certain school or program. For example, if an assessment is the only tool used to place a student in a magnet school, it is considered high stakes. But, if an assessment is only one factor among many in determining whether a student is placed in a gifted and talented program, it is not considered high stakes. However, school systems responded to this prompt in a variety of ways, which is generally noted on the assessment matrices. At the State level, an assessment is considered high stakes when it is a graduation requirement.

Some school systems indicated that an assessment is high stakes for teachers when it is a significant factor in that teacher's evaluation.

*Date assessment turned in to receive results:*

When possible, school districts provided a date; more often, however, they indicated that the results are turned in immediately – in the case of online assessments - or that they are turned in within a certain number of days from the assessment administration or at the end of the testing window. Many school districts indicated the month of the testing window or that the assessment is given at the end of the instructional unit since the exact dates of the windows vary from one school year to the next.

*Date the results are/were released:*

When possible, school districts provided a date; more often, however, they indicated that the results are available immediately – as is the case with some online assessments - or that they are available within a certain amount of time after the administration of the assessment.

*To whom the results are released:*

A few formative assessments are used solely by educators to establish a baseline from which to measure student learning. In this case, parents are not routinely given the results; school systems did indicate that they are always willing and eager to talk with parents about their child's progress and will share results when it is requested. For most locally mandated assessments, results are shared with educators, parents and students either through parent teacher conferences or as part of a student's grade. Student grades are often accessible through an online portal. For State assessments, many results are shared through school or home reports.

*How much time passes between administration of the assessment and receipt of results:*

Answers to this varied from immediately for locally mandated assessments administered electronically to several months for some of the international, national and state assessments.

*Does the assessment require proctors or other personnel to administer the assessment:*

School systems were asked to interpret this to mean whether personnel in addition to the regular classroom teacher are required for the assessment administration.

*Does the assessment require technological support to administer:*

MSDE asked school systems to interpret this question to mean whether or not additional staff members were required for technical support for the administration of the assessment beyond those available on school days when no assessment was being administered. Additionally, a number of school districts administer assessments on Scantron sheets which can be scored either in the school building by the teacher or other available staff or at the central office. Systems were asked to identify when additional staff members were assigned specifically to the scoring of assessments.

*Does the assessment allow for accommodations for students with disabilities:*

Statewide assessments in Maryland adhere to the principles of Universal Design for Learning (UDL) in their development and implementation. The use of the principles of UDL builds flexibility into the assessments at the development and administration stage, which enables adjustments for individual students. All students, including those with disabilities, benefit from universally designed assessments. For students receiving services through an Individualized Education Program (IEP), 504 plan or English Learner (EL) plan, allowable accommodations are provided during instruction and on State assessments based upon a student's individual need as identified by their IEP, 504, or EL team.

Accommodations, which include principles of UDL and differentiated instruction, are adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Accommodations are provided to support students to learn the same material and to meet the same expectations as their classmates. Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency level; accommodations should not reduce learning expectations by reducing the scope, complexity, or rigor of the assessment.

Accommodations provided to a student should be consistent with those provided during instruction; the administration of a State assessment should not be the first time an accommodation is introduced to a student. There are some accommodations that may be used during instruction but that are not allowed on a national or State assessment because they directly impact the validity of the assessment results. For example, the use of the text to speech or human reader accommodation is not permitted on the National Assessment for Education Progress (NAEP) reading assessment but is allowed for students participating in Maryland assessments, including the Partnership for Assessing the Readiness for College and Career (PARCC) assessment. There are specific guidelines to assist the IEP, 504 or EL teams with the selection of an accommodation before the accommodation can be allowable on State assessments.

Educators must collect and analyze data on the use, impact, and effectiveness of accommodations since this informs evidence-based decision-making for the selection and use of appropriate accommodations during instruction and on state assessments. The MSDE conducts periodic monitoring of accommodations to ensure that accommodations are being properly selected, documented, and administered as outlined by the student's IEP, 504 or EL team.

Each assessment matrix in the following section specifies the allowed accommodations for students with disabilities for each federal, state and locally mandated assessment.

*Is the assessment available in other languages for English Language Learners*

School systems were asked to identify if and when assessments were available in languages other than English. Multiple school systems identified during the conversation that the issue is complex. One of the most challenging aspects of the question is the reading and writing skills of the student in his or her first language. In some circumstances, a student may be a fluent speaker of the first language but not literate as a reader or writer in the language; therefore, negating the value of having the alternative assessment available.

## **National and International Assessments Administered in Maryland 2015 & 2016**

### *National Assessment of Educational Progress (NAEP) 2015*

NAEP is the largest nationally representative assessment of what students in the United States know and can do in subjects such as mathematics, reading, science, and writing. The results of NAEP are released as The Nation's Report Card. Results are reported at the national and state levels and for different demographic groups within the nation and states. Results are not reported for districts, schools, or individual students.

In 2015, 21 large urban districts, including Baltimore City, were over-sampled and will receive district level results for mathematics, reading, and science.

In 2015, Maryland fourth and eighth grade students were assessed in mathematics, reading, and science. Students were administered NAEP assessments in one subject area only. School administrators and teachers at grades four and eight completed questionnaires. Up to ninety five students within sampled elementary and middle schools were administered NAEP assessments. The NAEP assessments took ninety minutes to administer. The NAEP assessment window for 2015 was January 26, 2015 to March 6, 2015.

306 Maryland schools participated in NAEP 2015. Of the 306 schools, 274 were administered paper and pencil assessments in mathematics, reading, and science. The remaining 32 schools were administered technology-based assessment pilot tests, primarily in science. Of the 306 Maryland schools selected, 109 schools were from Baltimore City.

Participation for selected schools is mandatory. As part of the State Title I application, Maryland provides an assurance that schools will “participate, if selected, in the state National Assessment of Educational Progress (NAEP) tests.”

#### *National Assessment of Educational Progress (NAEP) 2016*

In 2016, NAEP will continue to transition to digitally-based assessments at grades 4, 8, and 12. Twenty-nine Maryland schools have been selected to participate in pilot assessments administered on tablets with keyboards. Within selected elementary schools, 50 grade four students will be administered pilot assessments in reading and mathematics. Within selected middle schools, 50 grade eight students will be administered pilot assessments in reading, mathematics, and writing. Within selected high schools, 25 grade 12 students will be administered a pilot assessment in writing. The assessments will take two hours to complete. The school principal and fourth and eighth grade teachers of the students being assessed will complete questionnaires.

Results from the pilots will not be released but will be used to prepare for the full transition to digitally-based NAEP assessments by the end of the decade. The assessment window for NAEP 2016 is January 25, 2016 to March 4, 2016. The National Center for Education Statistics (NCES) has determined that participation in these pilot assessments is mandatory. As part of the State Title I application, Maryland provides an assurance that schools will “participate, if selected, in the state National Assessment of Educational Progress (NAEP) tests.”

#### *Progress in International Reading Study (PIRLS) 2016*

PIRLS is an international assessment and research project designed to measure reading achievement at the fourth grade. PIRLS is administered every five years. In 2016, PIRLS will involve students from more than 40 countries, including the United States. Two classes of grade 4 students within sampled schools will be tested on two consecutive days during the PIRLS assessment window. The PIRLS assessment window is from February 15, 2016 to May, 27, 2016. Three elementary schools from Maryland will participate in PIRLS 2016. Participation is voluntary.

The first day of testing is a paper and pencil assessment; the second day of testing (ePIRLS) is a digitally-based assessment. Both assessments require two hours of student time. There are currently no plans to provide results to participating schools.

MSDE did not prepare a matrix for this assessment since the sample of schools is small and participation is voluntary.

#### *Program for International Student Assessment (PISA) 2015*

PISA is an international assessment of 15-year-old students, conducted every three years, that measures how well students apply their knowledge and skills in science, reading, and mathematics. In 2015, PISA will involve students from more than 70 countries, including the United States. Up to 42 sampled students will be tested in one day. PISA takes three hours to

administer; a sub-sample of up to 11 students will be asked to complete an additional one hour assessment of financial literacy.

The PISA assessment window is from October 5, 2015 to November 13, 2015. Two high schools from Maryland will participate in PISA this year. Participation is voluntary.

MSDE did not prepare a matrix for this assessment since the sample of schools is so small and participation is voluntary.

#### *Trends in International Mathematics and Science Study (TIMSS) 2015*

TIMSS is an international assessment designed to measure trends in mathematics and science achievement at the fourth- and eighth-grade levels. TIMSS is administered every four years. In 2015, TIMSS will involve students from more than 50 countries including the United States. Approximately 50 students within sampled schools will be tested in one day. TIMSS takes two and one-half hours to administer. The assessment window was from March 30, 2015 to May 29, 2015. Two elementary schools and one middle school participated in TIMSS this year. Participation is voluntary.

MSDE did not prepare a matrix for this assessment since the sample of schools is so small and participation is voluntary.

#### *Trends in International Mathematics and Science Study Advanced (TIMSS Advanced) 2015*

TIMSS Advanced is an international assessment designed to measure trends in advanced mathematics and science achievement at the grade 12 level. TIMSS Advanced was previously administered in the United States in 1995. In 2015, TIMSS will involve students from more than 11 countries including the United States. Approximately 50 students within sampled schools were be tested in one day. Selected students were required to have completed coursework in physics or calculus. TIMSS Advanced takes two and one-half hours to administer. The assessment window was from March 30, 2015 to May 29, 2015. Fifteen high schools participated in TIMSS Advanced this year. Participation is voluntary.

MSDE did not prepare a matrix for this assessment since the sample of schools is so small and participation is voluntary.

#### *ACCESS for English Language Learners (ELL)*

ACCESS is a summative assessment that helps parents, teachers and students understand the student's current level of English Language proficiency along the developmental continuum. It is used to exit students from English Language support programs; it meets federal requirements, such as Annual Measurable Achievement Objectives 1 and 2 for the monitoring of progress toward English language proficiency; it provides teachers with information they can subsequently use to enhance instruction and learning in ELL programs; and it provides school systems with information that can help evaluate the effectiveness of programs. The assessment is administered to students in kindergarten through grade 12 who are in English as a Second Language programs. The target administration times for the test in

5 domains range from 30 to 60 minutes. ACCESS does not require a change in school schedules.

Test preparation is not required. Both pencil/paper and online versions are currently available. The student to device ratio during administration is one-to-one.

ACCESS is high stakes for students since it is used for placement in educational programming.

Results are turned in one week after the close of the testing window; results must be to the vendor by two weeks after the close of the testing window. Results are released to school systems, schools, parents and students by the end of May. Proctors are required during the assessment administration. When given online, technology support is needed.

Accommodations for students with disabilities are allowed as long as the accommodations do not change the construct being measured. Since ACCESS measures the student's English language proficiency, it is not available in other languages.

## **State Mandated Assessments**

### *Kindergarten Readiness Assessment (KRA)*

The Kindergarten Readiness Assessment was administered for the first time in 2014-2015 and replaced the Maryland Model for School Readiness, which was used for over a decade. The purpose of the exam is to determine what a kindergarten student knows and is able to do based on the prekindergarten standards in language and literacy, mathematics, physical well-being and motor development, and social foundations. Data is used formatively by teachers to support and intervene with any students demonstrating achievement gaps; by schools and school systems to provide resources for intervention, professional development, and curriculum enhancements; by families to learn about their child's strengths and weaknesses in order to provide support at home; and by community leaders and policy makers to make appropriate programmatic and funding decisions.

Teachers participate in 2-3 days of training the first year they administer the assessment and take a one hour refresher course each subsequent year; the first year they must pass a simulator and content assessment to be a valid and reliable assessor. The administering teacher may use a paper test kit, a computer, or a tablet to administer the assessment. The KRA testing window runs from the first day of school through the end of October; compiled results are publicly released in May. The first year of administration included extra time between the administration and data release for standard setting. Proctors are required for the teacher assessor and can also be used for virtual performance items that a student accesses on the PC or tablet. Technical support is preferable during the administration and is required for data entry before the close of the assessment window.

The KRA is not high stakes for students.

Expectations have been established for students participating in the KRA with consideration for their unique developmental needs and levels of school readiness. A tiered decision-making process has been developed for differentiating administration of the assessment. This process begins with utilizing universally designed allowances (UDAs), which are supports that are appropriate to provide to all students. When further individualization is needed for students with disabilities, the process outlines additional allowable supports and administration procedures, including a variety of supports to provide equal access and opportunity for participation in KRA without substantially altering what a student is expected to do (Level and Field Supports). Additionally, the administration procedures allow for the testing to be stopped when a child is unable to provide a response to three nonconsecutive items within a domain.

The assessment is currently not available in other languages.

*Partnership for Assessment of Readiness for College and Careers (PARCC)*

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English language arts (ELA)/literacy and mathematics based on the rigorous learning standards based on the Maryland College and Career Ready Standards for grades three through eight and high school. The primary purpose of PARCC is to provide high quality assessments of students' progression toward postsecondary readiness and success. PARCC assessments are summative. They meet both State and federal mandates.

Test prep for students was not required; however, because of the newness of the test, it was highly recommended that students, parents and schools take advantage of the sample tests, instructional aids, training modules and practice materials available from several online sources including: [parcconline.org](http://parcconline.org), <http://screenreader.practice.parcc.testnav.com/>, <https://parcc.tms.pearson.com/Account/Login?ReturnUrl=%2f>, [http://mdk12.msde.maryland.gov/assessments/parcc/index\\_b.html](http://mdk12.msde.maryland.gov/assessments/parcc/index_b.html)

While currently available in both pencil/paper and electronic formats, the goal is to phase out the pencil/paper option. In order to successfully administer the assessment electronically, the school should have at least a five to one student to electronic device ratio. Scores in 2016 will be released starting in June; scores are released to participating states, local school systems, and then to parents and the public. For paper tests, results are released six weeks after the administration; for online tests, results are released four weeks after administration. Test administrators must be Maryland Certified educators. Technological support is needed for data entry and system set-ups as well as electronic monitoring and post test data clean-ups.

PARCC assessments are not high stakes for elementary and middle school ELA and mathematics. They will be high stakes at the high school level for English 10 and Algebra I when a passing score is required for graduation. Students who took the assessment in 2014-2015 and take it in 2015-2016 must only take the test, but no passing score is required.

PARCC assessments are divided into units. The mathematics assessments consist of four 60 minute units at the elementary school level, three 80 minute units at the middle school level and three 90 minute units at the high school level. The ELA assessments consist of three units at each grade level with test times ranging from 75 minutes at the elementary school level to 110 minutes at the high school level.

Accessibility is a key feature in the PARCC program. There are over 50 accessibility features and accommodations available to students in need including, but not limited to, the use of a calculator accommodation for non-calculator mathematics sections, scribe accommodation for constructed response items, text-to-speech/human read aloud for ELA assessments, American Sign Language video for deaf students, Screen Reader accommodation for students that are visually impaired, and word prediction for ELA assessments. In most cases, the use of these accessibility features require Individual Education Plan and 504 teams to determine the need and review the specific guidelines for the allowable use of the accessibility feature on the assessment.

The PARCC assessments are available in other languages. The general directions of the assessments are provided in the top 10 languages from PARCC states based on September 30 enrollment data. In addition, all mathematics assessments are available in Spanish.

#### *Maryland School Assessment (MSA) Science*

The Maryland School Assessment (MSA) Science is a measure of student achievement in science grade 5 (testing content from grades 4 and 5) and grade 8 (testing content from grades 6, 7 and 8). The MSA science is a summative assessment that fulfills recommendations of the Visionary Panel for Better Schools and meets the federal testing requirements of the Elementary and Secondary Education Act. The MSA Science consists of four 28 minute sessions to be administered over two days; it does require a change in school schedules.

The MSA Science is not high stakes for students.

Test administrators must participate in training and must ensure that students have allowable testing materials. The assessment is offered in both pencil/paper and electronic formats. Schools should have at least a five to one student to electronic device ratio to administer the assessment online. Paper tests are due back two weeks after testing is complete, but no later than mid-April. Results are released in July to local school systems and to the public several weeks later. Test administrators must be Maryland Certified educators. Online tests require technological support for data entry and system set-ups, as well as electronic monitoring and post test data clean-up. Accommodations for students with disabilities are based on allowable accommodations indicated in the Maryland Accommodations Manual. The MSA Science is not available in other languages.

#### *Alt-Maryland School Assessment (MSA) Science*

The Alt-MSA Science is designed to assess students with significant cognitive disabilities in the area of science. Students taking alternative assessments are unable to participate in the

general assessments with provision of accommodations. This summative assessment is administered in grades 5, 8 and 10 and meets State and federal mandates. The testing window is four months long. The test examiner completes a baseline and mastery artifact (data chart, work sample, audio tape or video tape) to demonstrate acquisition of the State standards. The assessment does not require a change in school schedule; it is part of the instructional time as a culmination of learning.

Test administrators must participate in training prior to the administration of the assessment. The test examiner must prepare materials prior to the assessment that may be needed for students to access the assessment. The assessment is primarily completed pencil/paper, but some students use SMARTBoards, tablets, or other assistive technology devices to complete their artifacts. Typically the student to device ratio is one-to-one during the administration. The assessment requires a one-to-one test administrator to student ratio.

The Alt-MSA Science is not high stakes for students.

The assessment is turned in by June 1 and results are typically released during the July State Board of Education meeting; results are released to parents, school systems, schools and the public.

Technological support is required if the student requires assistive technology devices or tablets to respond to test questions. Accommodations are provided as allowed in the Maryland Accommodations Manual. The Alt-MSA Science is not available in languages other than English.

#### *National Center for State Collaborative (NCSC) Alternative Assessment*

The National Center for State Collaborative (NCSC) Alternative Assessment is designed to assess students with the most significant cognitive disabilities in the areas of English language arts (ELA) and mathematics. Students taking alternative assessments are unable to participate in the general assessments with the provision of accommodations. This summative assessment meets State and federal mandates and is administered to students in grades 3 through 8 and 11. The testing window is open March to May. There are three sessions (writing/reading, reading only, and mathematics) that last about one and a half hours, for a total of four and a half hours of testing. A test examiner can pause and resume the test during the entire eight week testing window. The test does require a change in school schedule.

Test administrators must participate in training prior to the administration of the assessments. Test examiners must prepare materials prior to the assessment that may be needed for students to access the assessments. The test is primarily online (via electronic device), but pencil/paper is available for students who need this mode. The student to device ratio needed depends on the capacity of the school and how the testing window is arranged.

The assessment is not high stakes for students.

Assessment results must be turned in by June 1 and are typically released during the July State Board of Education meeting. Results are released to parents, school systems, schools and the public. Technology support is needed if the student takes the assessment online. Accommodations for students with disabilities are available according to the NCSC accommodation policies. The assessment is not available in languages other than English.

#### *High School Assessments*

The High School Assessments (HSAs) are designed to ensure that Maryland's high school graduates are prepared to be productive citizens as they pursue higher education and careers. In 1994-1995, teams of Maryland educators in English, mathematics, science and social studies, and Maryland State Department of Education content specialists developed the Core Learning Goals, the content standards upon which the HSAs are based. These summative assessments are currently administered in Biology and Government. The Biology HSA meets a State and federal mandate; the Government HSA meets a State mandate. Typically, high school students participate in HSAs after successful completion of an aligned course. There are five administrations each year. Students have 135 minutes to complete each HSA; the assessment does not require a change in school schedules.

All test administrators must participate in training and ensure that students have allowable testing materials. Both pencil/paper and online assessments are available. Schools should have at least a five-to-one student to device ratio to administer the assessment online.

The Biology and Government HSAs are high stakes for students since they are both graduation requirements.

Results are typically turned in at the end of the assessment administration. School systems receive student electronic results within four weeks of administration. Parents receive home reports approximately eight weeks after the administration. Proctors are required during the administration and require technological support if given online. Accommodations for students with disabilities are based on the allowable accommodations indicated in the Maryland Accommodations Manual. The HSAs are not available in languages other than English.

#### **Locally Mandated Assessments**

Locally mandated assessments vary greatly in number, scope and whether they are locally developed or vendor purchased. This variation reflects the strong tradition of local autonomy and decision-making that exists in Maryland. Local school boards are elected or appointed to make decisions that best reflect the values and desires of local communities.

As a result, this narrative is general in nature, discussing the most commonly reported types of locally mandated assessments. Local school systems have unique names for these assessments, report on them in great detail, and use them for specific purposes. The matrices in Attachment 3 provide details for each locally mandated assessment program.

### *Diagnostic Assessments*

Diagnostic assessments are administered in some form by most school systems. Detailed information is gathered and evaluated regarding a student's knowledge and skills in a specific area. This information is used formatively to provide the appropriate level of instruction and support to students, as well as to track and monitor student growth. These assessments are not high stakes for students.

### *Pre-Tests/Benchmarks/Interim Assessments*

All school systems give some form of these assessments for formative and summative use. The purpose is to periodically assess a student's growth toward mastering content standards. Results are used to modify instruction to ensure that all students are on-track. Some school systems also use the results of these assessments to build and monitor Student Learning Objectives, which are one component of teacher and principal evaluations. While some of the assessments are used as one component of students' grades, school systems indicate that these assessments are not high stakes for students.

### *Quarterly Assessments/Unit Assessments*

A majority of school systems mandate a form of assessments given at the end of an instructional unit or at the end of the marking period. The purpose of these assessments is to provide feedback to teachers, parents and students on the student's mastery of the content standards. Once again, these can be part of a student's grade, but are generally not considered to be high stakes for students.

### *End of Course Exams/Post Tests*

A majority of school systems mandate some form of end of course or final exam. The results are often part of a student's grade; some school systems consider these exams high stakes when it composes a large percentage of the final grade.

### *Vendor-Produced Assessments for Screening, Instructional Placement, Progress Monitoring*

Approximately one-third of local school systems use vendor-produced assessments for screening, shaping instruction, and monitoring student progress toward achieving college and career ready standards. These assessments are used in English language arts and/or mathematics. The assessments used include Scholastic Reading Inventory, Scholastic Math Inventory, Fontas & Pinnell Reading Progress Monitoring, and Measures of Academic Progress (MAP).

### *Assessments to Measure Cognitive Ability*

The final category of commonly mandated local assessment is one to measure a student's cognitive ability. Local school systems report that they use these assessments as one component in deciding whether to place a student in a gifted and talented or honors program. School systems report that these assessments are not high stakes for students. Assessments used include the Cognitive Abilities Test (CoGAT), Gates-MacGinitie, and Nagliers.

## **Non-Mandated but Commonly Administered Assessments**

### *PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)*

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is the linchpin of the college placement assessments administered to students in Maryland and across the nation. The PSAT/NMSQT is a paper/pencil assessment administered each October. Administration occurs during the school day, and many high schools make changes to the school schedule in order to accommodate the 3-hour block of time needed to complete the PSAT. Scores on the PSAT are sent to students' home schools in December after the October administration, and district/school leaders determine the best way to share the scores with students and parents. The scores provide students and parents with baseline data around their readiness for college. Students are assessed in the areas of reading, mathematics and writing. It is for this reason that most school districts in Maryland provide opportunities for students to participate in this assessment. Many school districts require all 10<sup>th</sup> graders to participate in the PSAT. Those districts fully fund student participation, and the PSAT/NMSQT is listed as one of the locally required assessments in the local education agency (LEA) reports. Other districts provide the opportunity voluntarily for students at a cost determined by the College Board. The PSAT is administered in both 10<sup>th</sup> and 11<sup>th</sup> grades in most districts and a majority of students who choose to participate in grade 11 do so in order to be recognized for the National Merit Scholarship. Each year, over 83% of Maryland's 10<sup>th</sup> graders participate in the PSAT/NMSQT.

Twelve local school systems give a census administration of the PSAT to all 10<sup>th</sup> grade and/or 11<sup>th</sup> grade students during the school day. When this is the case, the school system completed a matrix for the PSAT indicating that it is locally mandated.

### *SAT (Scholastic Aptitude Test)*

The SAT is used in the college admissions process in most colleges and universities in the United States and throughout the world. Over the years, when used with other factors, scores on the SAT serve as a predictor of student success in college. Like the PSAT/NMSQT, students are assessed in reading, mathematics and writing (optional). There are seven administrations of the SAT nationally (October, November, December, January, March, May and June). It is a paper/pencil test and students must allocate a 4-hour block of time for test administration. Students may apply to receive accommodations aligned to their specific learning disability. Students receive scores online 4-6 weeks after administration. A majority of students participate in the SAT program in either 11<sup>th</sup> or 12<sup>th</sup> grades. With the exception of Baltimore County, the SAT program is a voluntary program for students. In Baltimore County, all 11<sup>th</sup> graders participate in "SAT School Day", a program that administers the SAT during the school day to all 11<sup>th</sup> grade students. This program is funded by the local school board. In other districts, student participants are administered the assessment on Saturdays. Since 2004, Maryland has seen a 53% increase in the number of students participating in the SAT.

### *ACT (American College Test)*

The ACT, like the SAT, is a college entrance assessment. It is administered primarily to 11<sup>th</sup> and 12<sup>th</sup> graders. The ACT measures college readiness using standards that help students, parents and educators understand the meaning of college success. Unlike the SAT, the ACT is a curriculum-based assessment measuring student readiness in the content areas of English, mathematics, reading, science and writing (optional). It is a paper/pencil assessment administered during a 4-hour block of time. Students with disabilities may also apply for accommodations as part of their individual assessment. The ACT program does not offer a “school day” program and therefore students are administered the assessment on Saturdays. The ACT is administered nationally in September, October and December. Individual student score reports are available for online viewing by students and parents two weeks after each national and international test administration. In 2014, 22% of the graduating class in Maryland participated in the ACT program assessment, an increase of 18% since 2010.

### *AP (Advanced Placement)*

The AP program provides an opportunity for students to pursue college-level course work while still enrolled in high school. If successful on the accompanying course assessment, students may receive college credit for the course. AP assessments are administered in related courses in English, mathematics, science, history and social science and the arts. While it is often expected that students enrolled in an AP course take the assessment, it is not required by most local school districts. AP assessments are administered every year during the first two weeks of May. The assessment is a paper/pencil test. School districts allot a 3-4 hour assessment block for administration. In most cases, there is no change in the high school schedule except for those students who participate in the assessment. The AP program follows the same requirements for accommodations for students with disabilities as the SAT program. Scores on AP tests are available online to students and parents in July each year. For the past seven years, the Maryland AP program has led the nation in performance with 22% of public high school 11<sup>th</sup> and 12 graders scoring 3 or higher on the assessments (national average is 13.2%). Students who attain a score of 3 or higher are granted college credit in the respective subjects in many colleges and universities across the country.

Two local school systems require that students who take AP courses take the corresponding AP exam. These school systems completed a matrix for AP exams indicating that it is locally mandated.

### *IB (International Baccalaureate)*

The International Baccalaureate is both a “diploma and career-related programme”. The diploma programme broadens students’ educational experiences through curriculum that focuses on theory of knowledge, creativity, action and service and the completion of an extended 4000 word research-based essay. Students who participate in the career-related programme may also participate in apprenticeships in a career-related field. Like the diploma programme’s required essay, career-related programme participants must complete a reflective project that identifies, analyzes, critically discusses and evaluates an ethical issue in the career field. Students who choose to participate in the diploma programme must take courses in three of the six subject areas: Language and Literature, Language Acquisition,

Individual and Societies, Science, Mathematics and the Arts. In addition to the academic course work, the career-related core bridges the IB academic courses and provides students with both an academic and practical approach to learning. The curriculum is centered on the IB diploma programme studies, the career-related core and the career-related studies. As part of the IB diploma, students are administered both internal and external assessments. The internal assessments are administered by trained IB teachers during the course of the instructional year. The external assessments are administered the first two weeks of November and the first two weeks of May depending on the high school schedule. Each assessment is 1.5-2 hours in length. In the career-related programme, students are required to be assessed by the school in the four elements of the career-related programme core which include the reflective project, community and service, approaches to learning and language development. Like the diploma programme, career-related programme students are assessed by the school and graded by the IB world organization. "Inclusive assessment arrangements" for students with disabilities are authorized by the IB World organization. Individual score reports are sent to students assessed in November the first week in January. Students who are assessed in May receive scores during the first week in July.

## Assessments for Career and Technology Education Programs

Maryland's state-approved Career and Technology Education (CTE) Programs of Study (POS) are guided by state policies and procedures, state and federal regulations, and fall under the federal law, the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*, 20 U.S.C §2301, *et seq.* One of the core indicators of performance under the Perkins Act is student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.

When the Perkins Act was first implemented, the Maryland State Department of Education (MSDE), Division of Career and College Readiness (DCCR) formed a statewide CTE Technical Assessment Workgroup. The Workgroup included representatives from secondary and postsecondary education and industry partners key to the development and success of CTE Programs of Study. The Workgroup established the process and the guidelines for the identification and use of technical assessments that aligned with Maryland's 10 Career Clusters and state-approved CTE Programs of Study. The Workgroup also wanted to ensure access to technical assessments for CTE students based on their CTE Program of Study and support student success in attainment of industry certification, licensure, and/or college credit.

Due to Maryland's size and close proximity to other states, the Workgroup recommended that the technical skill assessments identified be portable, whenever possible, in order to be recognized beyond the State's borders. The technical skill assessment should be a national or state certification or license or an industry-recognized national assessment, and/or early college credit, as available and appropriate for high school students.

The technical skill assessments recognized by MSDE are typically those that are developed by a third party and lead to an industry-recognized credential. The certified nurse assistant (CNA)

examination is an example of an assessment that is locally developed by the instructor, but it is acceptable because it leads to an industry-recognized credential issued by the Maryland Board of Nursing which reviews and approves the local curriculum. With assessments, there must be alignment with both curriculum and instruction. Also, in order to maintain standards, the assessments must be common across similar CTE Programs of Study.

Identified technical assessments that met the criteria were compiled, and a program certification chart was developed. It is updated annually to ensure the most current technical assessments, certifications, licenses, and/or early college credit opportunities are listed. An abbreviated version of this chart appears at the end of this narrative. It is also available on the MSDE website, with appropriate accommodations, at the following address:

[http://www.marylandpublicschools.org/MSDE/divisions/careertech/career\\_technology/funding\\_reporting/perkins\\_IV\\_secondary.htm](http://www.marylandpublicschools.org/MSDE/divisions/careertech/career_technology/funding_reporting/perkins_IV_secondary.htm). Once on the web page, scroll down to Additional Resources and click on Program Certification Chart with Accommodations. Students can receive national or state certifications or licenses and/or early college credit when they pass these industry recognized technical assessments and state licensures.

MSDE also partnered with industry and assessment providers to increase access to certification exams throughout the State. Through statewide partnerships with CompTIA, Cisco, Certiport, Autodesk, and other industry-based assessment providers, CTE Programs of Study increased access and alignment to the industry requirements. An ongoing challenge is the lack of financial support for costs associated with industry certifications. In some cases, industry certification exams and licenses may cost hundreds of dollars. MSDE has statewide agreements with certain assessment providers to reduce these costs in some areas, but cost remains a challenge for many students. Some school systems have support from their local government with a line item in their local budget specifically designated for the cost of the assessments. In other cases, employers reimburse students who pass an industry certification in their business/career field. Still others have funds available through donations from local Program Advisory Committee members to cover such costs. Other options which exist are commitments from school systems/school principals to cover the costs of the assessments for students, hold fund raising events, utilize federal Perkins dollars, or have students pay for the cost out of pocket.

The assessments are based on industry-recognized credentials. Typically, industry-recognized credentials include standardized, end-of-program assessments developed by a third-party, state licensing agency, or national business and industry association. Examples include assessments developed or administered by:

- The State Board of Cosmetology Licensing
- The National Automotive Technicians Education Foundation (NATEF)
- American Culinary Federation (ACF) Culinary Arts and Baking
- PrintED – Printing and Graphic Industries of Maryland
- National Center for Construction Education and Research (NCCER)
- Microsoft Office Specialist (MOS) and Microsoft Technology Associate (MTA)
- Educational Testing Service for the ParaPro and the Praxis Series
- Maryland Fire and Rescue Institute, University of Maryland

As current occupations evolve, and new careers emerge, MSDE meets with the statewide Program Advisory Committees for each CTE Program of Study. If there are other third-party developed assessments that MSDE should consider adopting, they are brought to the attention of the appropriate cluster team in the Division of Career and College Readiness. Assessments are carefully reviewed before they are implemented in a CTE State Program of Study; thus, all technical skill assessments go through a state review process.

An abbreviated program certification chart appears following this narrative. The full chart is on the previously mentioned website and includes more information related to:

- industry certifications that may be required for the instructor in order to administer technical skill assessments to students;
- program certifications that are required in the CTE Program of Study so that students may sit for the industry assessment;
- industry assessment websites, testing locations, accommodations, and costs.

#### *PROGRAM CERTIFICATION CHART*

(Abbreviated – Full chart available at:

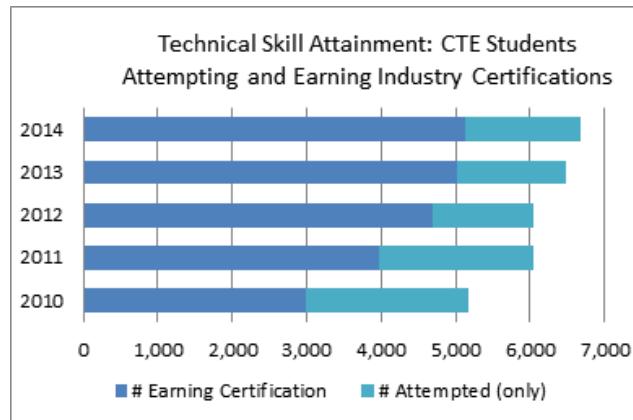
[http://www.marylandpublicschools.org/MSDE/divisions/careertech/career\\_technology/funding\\_reporting/perkins\\_IV\\_secondary.htm](http://www.marylandpublicschools.org/MSDE/divisions/careertech/career_technology/funding_reporting/perkins_IV_secondary.htm).

Career Cluster	Maryland CTE Programs of Study	Industry Certifications
<b>Arts, Media &amp; Communication</b>	Printing Technologies (PrintED)	Students can take five PrintED/Skills Connect Exams end of course certification exams: Graphic Communications, Offset Press, Digital File Preparation/Digital File Output, Advertising and Design and Screen Printing.
	Interactive Media Production (IMP)	Adobe Creative Suite, Including: Adobe Certified Associate (ACA) and Adobe Certified Expert (ACE)
		World Organization of Webmasters (WOW) Web Designer, Webmaster & Web Developer (Apprentice and Associate Levels)
<b>Business Management &amp; Finance</b>	Business Management	CLEP - Postsecondary credit varies by receiving institution
	Finance and Accounting	CLEP - Postsecondary credit varies by receiving institution Microsoft Office 2007, 2010 Excel
	Marketing	CLEP - Postsecondary credit varies by receiving institution
	Administrative Services	Microsoft Office Suite (MOS) 2007, 2010 Word/Excel
<b>Construction &amp; Development</b>	Construction Trades	National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills Plus Level I of trade area
	Construction Trades Building Maintenance	National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills Plus Level I of trade area

Career Cluster	Maryland CTE Programs of Study	Industry Certifications
<b>Consumer Services, Hospitality &amp; Tourism</b>	Food & Beverage Management (ProStart)	ServSafe and National Restaurant Association Education Foundation (NRAEF) Certificate of Completion
	Culinary Arts	Certified Junior Culinarian (CJC): Pass National Occupational Competency Testing Institute (NOCTI) written with at least a 70% and pass NOCTI practical with at least a 75%
	Lodging Management Program	Certified Front Desk Supervisor (CFDS)
	Careers in Cosmetology	MD State Board of Cosmetologist License
	Barbering	MD State Board of Barbers License
<b>Environmental, Agricultural &amp; Natural Resources</b>	Horticulture Services	Certified Professional Horticulturalist (CPH)
	CASE – Curriculum for Agricultural Sciences Education	Program still under development nationally – no certification or postsecondary credit identified at this time.
<b>Health &amp; Biosciences</b>	Academy of Health Professions (AoHP)	Certified Nursing Assistant
	Certified Nursing Assistant (CNA) portion must be approved by the MD Board of Nursing (MBON)	Geriatric Nursing Assistant (GNA) – CNA is a pre-requisite to GNA
	Pharmacy Technician (3 <sup>rd</sup> course in the AoHP sequence)	Exam for the Certification of Pharmacy Technicians (ExCPT) Institute for the Certification of Pharmacy Technicians (ICPT) Pharmacy Technician Certification Board (PTCB)
	Dental Assisting	Certified to expose radiographs and in General Chairside procedures Dental Assisting National Board Radiation Health and Safety (RHS) and the Maryland General Exam (MDG)
<b>Human Resource Services</b>	Fire Science (Maryland Fire and Rescue Institute - MFRI)	EMT-B, Fire Fighter I/II, Rescue Tech, Confined Space, Haz-Mat Operations  CPR
	Teacher Academy of Maryland	ParaPro
	Homeland Security & Emergency Preparedness	Spatial Technology and Remote Sensing (STARS)
<b>Information Technology</b>	Database Academy (Oracle)	OCA I OCA II

Career Cluster	Maryland CTE Programs of Study	Industry Certifications
	IT Networking Academy	CCENT CCNA
		CompTIA A+ CompTIA Network+ CompTIA Server +
	IT – Software-	Microsoft Technology Associate (MTA) – Developer Pathway Certification: <ul style="list-style-type: none"> <li>• Software Development Fundamentals (Exam 98-361)</li> <li>• Windows Development Fundamentals (Exam 98-362)</li> <li>• Web Development Fundamentals (Exam 98-363)</li> </ul>
<b>Manufacturing, Engineering &amp; Technology</b>	Pre-Engineering: Project Lead The Way (PLTW)	Transcribed Credit with the University of Maryland Baltimore County based on test scores and review of student portfolio or Rochester Institute of Technology (RIT) based on test scores
<b>Transportation Technologies</b>	Automotive Technology	Automotive Service Excellence (ASE) Student Certification-  Developed by ASE in partnership with Automotive Youth Education Services (AYES), National Automotive Technology Education Foundation (NATEF), and SkillsUSA
<b>Transportation Technologies (Continued)</b>	Autobody/Collision Repair Technician	Automotive Service Excellence (ASE) Student Certification-  Developed by ASE in partnership with Automotive Youth Education Services (AYES), National Automotive Technology Education Foundation (NATEF), and SkillsUSA
	Medium-Heavy Truck	Automotive Service Excellence (ASE) Student Certification-  Developed by ASE in partnership with Automotive Youth Education Services (AYES), National Automotive Technology Education Foundation (NATEF), and SkillsUSA
<b>Cooperative Education</b>	Career Research & Development	N/A

The chart below shows a five year trend for students taking/attempts and passing/earning an industry-recognized credential. More students are attempting and earning industry certification.



## **Summary and Final Observations**

The matrices for federal, State and locally mandated assessments are in Appendices 2 and 3. Included for each assessment are responses to the questions dictated by House Bill 452/Chapter 421.

It is important to note that each Maryland school system makes unique decisions regarding what assessments it mandates and what assessment decisions are made at the school or classroom levels. This variation reflects the strong tradition of local autonomy that exists in Maryland.

The legislation specifically excluded assessments administered school-wide, by teacher and content teams, and by individual teachers.

One final note is that a number of school systems stressed –either in their one-page cover letters or during the data collection visits - that their assessment programs are in a period of transition. They are transitioning to more technology-based assessments; they are transitioning in how they use the information produced through the assessments; and they are analyzing which assessments provide the most valuable information about teaching and learning. As a result, many school systems have recently made or are considering changes to their local assessment programs.

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# Attachment 1

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**House Bill 452/Chapter 421**

**Assessment Commission Timeline**

## Chapter 421

**(House Bill 452)**

AN ACT concerning

**Commission to Review Maryland's Use of Assessments and Testing in Public Schools**

FOR the purpose of establishing the Commission to Review Maryland's Use of Assessments and Testing in Public Schools; providing for the composition, chair, and staffing of the Commission; prohibiting a member of the Commission from receiving certain compensation, but authorizing the reimbursement of certain expenses; requiring the Commission to survey, assess, review, and make recommendations regarding certain matters; requiring the Commission to report its findings and recommendations to the State Board of Education and, certain county boards of education, and the General Assembly, on or before a certain date; requiring the State Board and certain county boards to review and consider the Commission's findings and make certain comments or recommendations on or before a certain date; requiring the State Department of Education to survey, review, and assess certain data relating to local, State, and federally mandated assessments; requiring the Department to report certain findings and recommendations results to the State Board of Education, each county board of education, certain educational organizations, and certain legislative committees on or before a certain date; requiring each county board and certain educational institutions to review and consider certain findings and recommendations results and make certain comments on or before a certain date; requiring the State Board to review and consider certain findings and recommendations results, make certain comments, and submit a certain compilation; requiring certain county boards to make certain comments and recommendations available to the public on request; requiring the State Board to submit a certain compilation to the General Assembly on or before a certain date; providing for the termination of this Act; and generally relating to the Commission to Review Maryland's Use of Assessments and Testing in Public Schools.

## Preamble

WHEREAS, Maryland has been recognized nationally for its leadership in education; and

WHEREAS, It is of crucial importance to assess children so that local school systems and states can gain formative information on student achievement levels and how students compare to other students locally, statewide, and nationwide; and

WHEREAS, Because of Maryland's nationally recognized success in education, we can play an integral part in both the State's and the nation's efforts in developing greater efficiency and efficacy around administering local, State, and federally mandated assessments; and

WHEREAS, While assessing children is necessary to continue to make educational gains, there is a need to examine the interplay between and the possible duplication of local, State, and federally mandated assessments; and

WHEREAS, All assessments administered to children should have instructional value and a stated purpose; now, therefore,

**SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,**  
That:

(a) (1) In this section, "assessment" means a local, State, or federally mandated test that is intended to measure a student's academic readiness, learning progress, and skill acquisition.

(2) "Assessment" does not include a teacher-developed quiz or test.

(b) There is a Commission to Review Maryland's Use of Assessments and Testing in Public Schools.

(c) The Commission consists of the following members:

(1) two members of the Senate of Maryland, appointed by the President of the Senate;

(2) two members of the House of Delegates, appointed by the Speaker of the House;

(3) the State Superintendent of Schools, or the Superintendent's designee;

(4) the Governor, or the Governor's designee;

(5) one member of the State Board of Education, appointed by the President of the State Board; and

(6) the following members, appointed by the Governor:

(i) one representative of the Maryland State Education Association;

(ii) one representative of the Baltimore Teachers Union;

(iii) one representative of a local education association;

(iv) one county school board member;

(v) two county superintendents, at least one of whom is from a local school system with over 120,000 students;

(vi) one principal of a public school;

(vii) one National Board Certified teacher who teaches in the State;

(viii) two parents of children who attend a public school in the State who:

1. are active in the local school system; and

2. have a background in education policy; and

(ix) two nationally recognized education experts in the field of student assessment, at least one of whom specializes in duplicative testing.

(d) The Governor shall designate the chair of the Commission.

(e) The State Department of Education shall provide staff for the Commission.

(f) A member of the Commission:

(1) may not receive compensation as a member of the Commission; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(g) The Commission shall:

(1) survey and assess how much time is spent in each grade and in each local school system on administering local, State, and federally mandated assessments;

(2) review the purpose of all local, State, and federally mandated assessments administered by local school systems, whether summative or formative, and determine whether some assessments are duplicative or otherwise unnecessary;

(3) review and analyze the local school systems' and the Department's interests in requiring assessments and attempt to develop a statewide approach to administering assessments;

(4) determine whether the current local and State schedules for administering assessments allots enough time between administering a formative assessment and receiving the results of the formative assessment to meaningfully inform instruction;

(5) survey and assess if the testing windows implemented by the local school systems and the State have any negative ancillary effects on instruction, materials and equipment use, and school calendars;

(6) consider the implications for the State if changes were to be made to the Elementary and Secondary Education Act that would allow for more flexibility in administering assessments;

(7) make recommendations on:

(i) how local school systems and the State can improve the process in which local, State, and federally mandated assessments are administered and used to inform instruction;

(ii) if the Commission finds that the allotted time for administering assessments is resulting in reduced instruction time, the most efficient and effective methods to ensure that adequate time is allotted to both administering assessments and instruction; ~~and~~

*(iii) which developmentally appropriate elements, if any, should be included in an assessment administered to kindergarten students; and*

~~(iii) (iv)~~ any other relevant issue identified by the Commission; and

(8) ensure that any recommendation retains the ability to compare student achievement across local school systems, the State, and the nation.

(h) (1) On or before ~~April September~~ July 1, 2016, the Commission shall report its findings and recommendations to the State Board of Education ~~and~~, each county board of education, ~~and the General Assembly in accordance with § 2-1246 of the State Government Article.~~

(2) On or before ~~June November~~ September 1, 2016, ~~the State Board and~~ each county board of education shall:

(i) review and consider the Commission's findings and recommendations; ~~and~~

(ii) make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations to the ~~General Assembly, Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means~~ State Board; ~~and~~

(iii) make the comments and recommendations available to the public on request.

(3) On or before October 1, 2016, the State Board shall:

(i) review and consider the Commission's findings and recommendations;

(ii) make comments and recommendations related to whether they accept or reject the Commission's findings and recommendations; and

(iii) submit a compilation to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means of their comments and recommendations and the comments and recommendations of each county board of education under paragraph (2) of this subsection.

**SECTION 2. AND BE IT FURTHER ENACTED.** That:

(a) The State Department of Education shall:

(1) survey and assess how much time is spent in each grade and in each local school system on administering local, State, and federally mandated assessments; and

(2) compile the results of the survey referred to in item (1) of this subsection into documents that are consistent across local school systems and grade levels;

(3) review and analyze the local school systems' and the Department's interests in requiring assessments and attempt to develop a statewide approach to administering assessments; and

(4) determine whether the current local and State schedules for administering assessments allot enough time between administering a formative assessment and receiving the results of the formative assessment to meaningfully inform instruction.

(b) (1) The compilation referred to in subsection (a)(2) of this section shall include the following information for each assessment administered in a local school system, in matrix form:

(i) the title of the assessment;

(ii) the purpose of the assessment;

(iii) if the assessment is a local, State, or federal assessment;

- (iv) the grade level to which the test is administered;
- (v) the subject area of the assessment;
- (vi) the testing window of the assessment;
- (vii) how long a student has to complete the assessment; and
- (viii) if the assessment requires a change in the school schedule.

(2) The compilation referred to in subsection (a)(2) of this section shall include the following information for each assessment administered in a local school system, in narrative form:

- (i) if the assessment requires any test preparation;
- (ii) if the assessment must be taken by pencil and paper or by electronic device;
- (iii) if the assessment must be taken by electronic device, the student to electronic device ratio;
- (iv) if the assessment is a high-stakes assessment;
- (v) the date the assessments are turned in to receive results;
- (vi) the date the results of the assessment are or were released;
- (vii) to whom the results of the assessment are or were released;
- (viii) how much time passes between administration of the assessment and the receipt of the results of the assessment;
- (ix) if the assessment requires proctors or other personnel to administer the assessment;
- (x) if the assessment requires technological support to administer the assessment;
- (xi) if the assessment allows for accommodations for students with disabilities; and
- (xii) if the assessment is available in other languages for English language learners.

(c) (1) ~~(ii)~~ On or before August 31, 2015, and October 15, 2015, the Department shall report its findings and recommendations submit the documents referred to in subsection (b)(1) and (2) of this section, respectively, to:

~~1.~~ (i) the State Board of Education;

~~2.~~ (ii) each county board of education;

~~3.~~ (iii) the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means; and

~~4.~~ (iv) the Maryland Association of Boards of Education, Maryland State Education Association, Maryland PTA, Public School Superintendents Association of Maryland, and any other education organization in the State that the Governor chooses.

~~(ii) The Department shall compile the information gathered from the survey referred to in subsection (b) of this section into a document that is consistent across local school systems and grade levels.~~

(2) (i) On or before ~~October 31, 2015 November 30, 2015~~, each county board of education and each organization listed in paragraph ~~(1)(i)4 (1)(iv)~~ of this subsection shall:

1. ~~review and consider the Department's findings and recommendations results of the Department's surveys;~~

2. ~~make comments and recommendations related to whether they accept or reject the Department's findings and recommendations the results of the Department's surveys to the State Board; and~~

3. ~~make the comments and recommendations available to the public on request.~~

(ii) ~~The organizations listed in paragraph ~~(1)(i)4 (1)(iv)~~ of this subsection shall provide comments and recommendations that are one to three pages in length.~~

(3) On or before December 31, 2015, the State Board shall:

(i) ~~review and consider the results of the Department's findings and recommendations surveys;~~

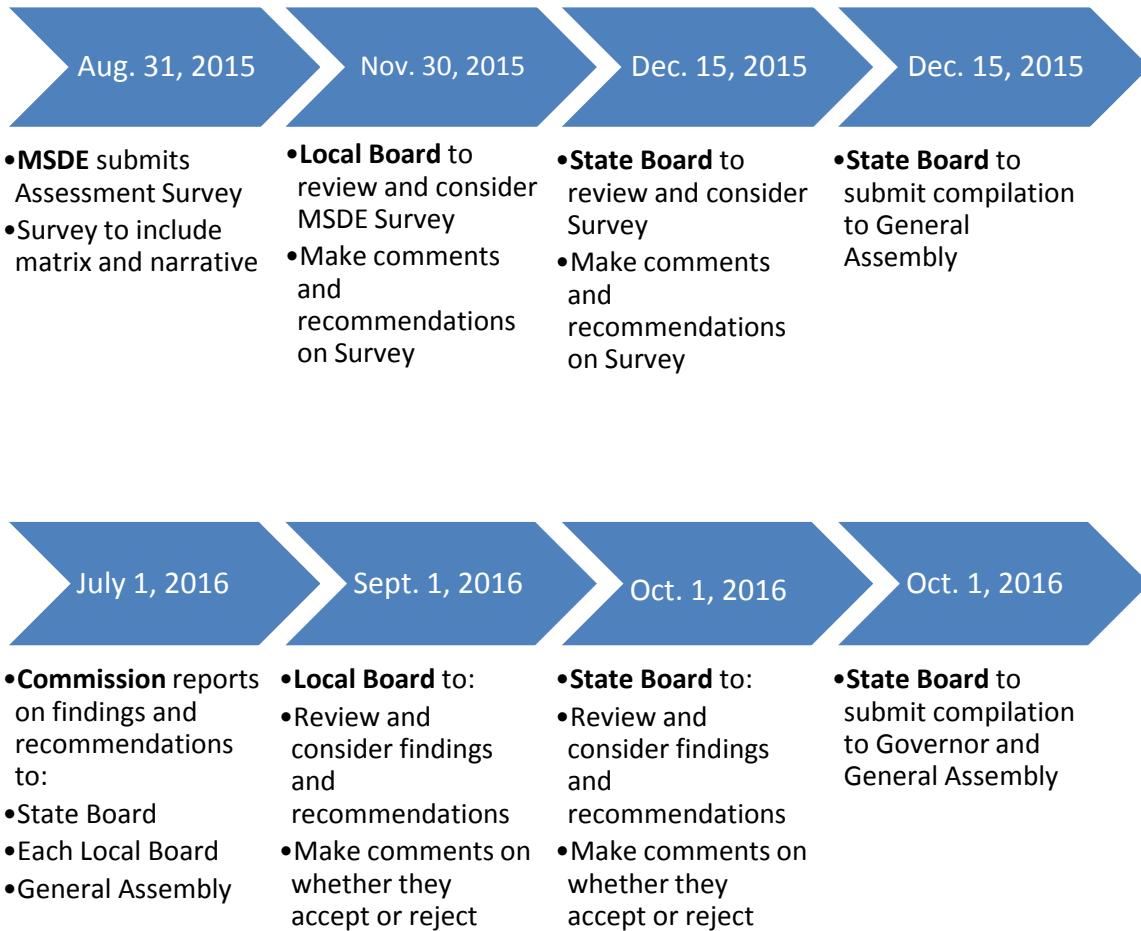
(ii) make comments and recommendations related to whether they accept or reject the Department's findings and recommendations the results of the Department's surveys; and

(iii) submit a compilation to the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means, in accordance with § 2-1246 of the State Government Article, of the comments and recommendations of the State Board, each county board of education, and each organization listed in paragraph (1)(iv) of this subsection.

**SECTION 2. AND BE IT FURTHER ENACTED,** That this Act shall take effect June 1, 2015. It shall remain effective for a period of 2 years and, at the end of May 31, 2018 2017, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

**Approved by the Governor, May 12, 2015.**

# Commission on Assessments Timeline



# Attachment 2

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## **Federal and State Mandated Assessment Matrices**

<b>School System: ALL</b>							
<b>Title of Assessment: National Assessment of Educational Progress (NAEP)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
NAEP is the largest nationally representative measure of student achievement across the country. National and state estimates are produced from state samples. Only Baltimore City (a TUDA district) receives district level results. In 2015, 330 Maryland schools (110) from Baltimore City) participated in NAEP.	Summative	Federal	4 & 8	Reading and mathematics at grades 4 & 8 are required. In 2015, Maryland participate in Science at grades 4 & 8.	January 26, 2015 – March 6, 2015	90 minutes	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> paper/pencil; NAEP will transition to tablets in the future							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> March 6, 2015							
<b>Date the results are/were released:</b> October/November 2015							
<b>To whom the results released:</b> Public release; states receive results approximately one month prior to public release.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 6-8 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> NAEP field staff administers tests. They prefer staff members to be present.							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> No read-aloud allowed. Extra time is allowed.							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: ALL</b>							
<b>Title of Assessment: ACCESS for English Language Learners (ELL)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To help ELLs understand their current level of English Language proficiency along the developmental continuum. <ul style="list-style-type: none"><li>• Used to exit ELLs from English Language support programs.</li><li>• Meets federal requirements, such as Annual Measurable Achievement Objectives 1 &amp; 2 for the monitoring of progress toward English language proficiency.</li><li>• Provides teachers with information they can subsequently use to enhance instruction and learning in ELL programs .</li><li>• Provides school systems with information that will help them evaluate the effectiveness of ESL/bilingual programs.</li></ul>	Summative	Federal	Active English Language Learners grades K - 12	English as a Second Language	Jan. 6 – Feb. 12, 2016 Make up- Feb. 16 – 29, 2016	The target administration times for each section of test: <ul style="list-style-type: none"><li>• Listening – up to 40 minutes</li><li>• Reading – up to 35 minutes</li><li>• Speaking – up to 30 minutes</li><li>• Writing Tier A – up to 45 minutes</li><li>• Writing Tier B/C – up to 60 minutes</li></ul>	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Default mode is electronic (online), but paper/pencil is also available. Currently moving toward all online							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> Yes							
<b>Date assessment turned in to receive results:</b> One week after close of testing window; all materials must be received by vendor by two weeks after the testing window.							
<b>Date the results are/were released:</b> End of May							
<b>To whom the results released:</b> school districts, schools, parents, students							
<b>How much time passes between administration of the assessment and receipt of results:</b> about 3 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> Yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> allowed as long as the accommodations do not change the construct being measured							
<b>Is the assessment available in other languages for English language learners:</b> No, it measures the student's English language proficiency levels							

School System: ALL							
Title of Assessment: Kindergarten Readiness Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area(s)	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine what each entering kindergarten student knows and is able to do based on the PreK standards in Language and Literacy, Mathematics, Physical Well-Being and Motor Development, and Social Foundations. Data is used by teachers to support and intervene with any students demonstrating achievement gaps; by schools and school systems to provide resources for intervention, professional development, and curriculum enhancements; by families to learn about their child's strengths and weaknesses in order to provide support at home; and by community leaders and policy makers to make appropriate programmatic, policy and funding decisions.	Summative for previous year	State	Entering Kindergarteners	All	First day of school until November 1	Teacher has 8 weeks to enter data	No

**Test prep needed:** No preparation required. Teachers participate in 2-3 days training the first year they administer and take a one hour refresher each subsequent year; the first year they must pass a simulator and content assessment to be valid and reliable assessors.

**Pencil/paper or electronic device:** A PC or a tablet is used to administer the assessment. Teachers may also use a paper test kit.

**If by electronic device, student electronic device ratio:** One tablet or PC per class.

**Is the assessment high stakes for students:** No

**Date assessment turned in to receive results:** November 1 (was extended to November 8 for 2014-15 administration only).

**Date the results are/were released:** Individual Student Reports will be available after November 15. Statewide release for state and jurisdictional data will be released by the end of February 2015. (Due to standard setting process, release of data for 2014-15 was May 2015).

**To whom the results released:** Parents, school systems and early childhood stakeholders.

**How much time passes between administration of the assessment and receipt of results:** Individual Student Reports will be available from 2015 administration after Nov. 15. State and jurisdictional reports require 3 months of data clean-up and a verification process.

**Does the assessment require proctors or other personnel to administer the assessment:** Only the Kindergarten teacher of record is required to administer the assessment. Other trained school personnel (including resource teachers and long term substitutes) may also assess students. Instructional Assistants who are trained may serve as proctors.

**Does the assessment require technological support to administer:** Preferable for administration; required for entry of student scores before close of assessment window. LEA data managers must upload and update student enrollment data and teacher data for creating accounts. Data clean-up will begin after Nov. 15.

**Does the assessment allow for accommodations for students with disabilities:** Guidelines for Allowable Supports are based on Universal Design for Learning. A provision of "No Score" is used if a student cannot access an assessment item.

**Is the assessment available in other languages for English language learners:** Not currently. Enhancements to allow more access to items for English Language Learners are in development for the 2017-18 administration.

**Note:** The KRA was first administered as Version 1.0 in the fall of 2014. The KRA has been revised as Version 1.5 (including a 20% reduction of items) and will be administered in the fall of 2015. Under a state consortium agreement, Maryland is developing enhancements for Version 2.0 to be administered in the fall of 2017.

School System: ALL								
Title of Assessment: PARCC – Elementary and Middle School								
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area(s)	Testing Windows	How long a student has to complete	Does assessment require change in school schedule	
The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English Language Arts (ELA)/ Literacy and Mathematics based on the learning standards contained in the Common Core State Standards (CCSS) for grades 3-8 and high school. The primary purpose of PARCC is to provide high quality assessments of students' progression toward postsecondary readiness and success.	Summative	State and Federal	3 - 8	English Language Arts Mathematics	Fall Block 2015 November 30 – January 15  Spring 2016 April 4 – June 30	ELA-Three 90 min. units. Math-grades 3-5 four 60 min. units. Grades 6-8 three 80 min. units.	Yes. Assessment unit time is greater than typical instructional blocks.	
<b>Test prep needed:</b> Test prep for students was not required; however, because of the newness of the test, it was highly recommended that students, parents and schools take advantage of the sample tests, instructional aids, training modules and practice materials available from several online sources including: <a href="http://parcconline.org">parcconline.org</a> , <a href="http://screenreader.practice.parcc.testnav.com/">http://screenreader.practice.parcc.testnav.com/</a> , <a href="https://parcc.tms.pearson.com/Account/Login?ReturnUrl=%2f">https://parcc.tms.pearson.com/Account/Login?ReturnUrl=%2f</a> , <a href="http://mdk12.msde.maryland.gov/assessments/parcc/index_b.html">http://mdk12.msde.maryland.gov/assessments/parcc/index_b.html</a>								
<b>Pencil/paper or electronic device:</b> Both								
<b>If by electronic device, student electronic device ratio:</b> Schools should have at least a 5:1 student to device ratio								
<b>Is the assessment high stakes for students:</b> No								
<b>Date assessment turned in to receive results:</b> Assessment taken after 80-90% completion of course of study. Actual window depends on school start and end dates.								
<b>Date the results are/were released:</b> Date varies depending on mode of delivery (paper vs. online) and when assessments are submitted for scoring.								
<b>To whom the results released:</b> To participating states, local school systems, then to parents and the public								
<b>How much time passes between administration of the assessment and receipt of results:</b> 6 weeks for paper tests, 4 weeks for online tests								
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes. Test administrators must be Maryland Certified educators.								
<b>Does the assessment require technological support to administer:</b> Yes. MSDE worked with local school systems to conduct tests on their technology infrastructure to ensure that they had the capacity to administer the volume of assessments required during the PARCC administration. Also, online tests require data entry and system set-ups as well as electronic monitoring and post test data clean-ups.								
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. It requires accommodations be available for students with IEPS and 504 plans								
<b>Is the assessment available in other languages for English language learners:</b> Yes.								

School System: ALL								
Title of Assessment: PARCC – High School Courses								
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule	
The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states developing assessments to measure student achievement in English Language Arts (ELA)/ Literacy and Mathematics based on the learning standards contained in the Common Core State Standards (CCSS) for grades 3-8 and high school. The primary purpose of PARCC is to provide high quality assessments of students' progression toward postsecondary readiness and success.	Summative	State and Federal	ELA – Grade 10 Algebra I Algebra 2	English Language Arts Mathematics	Fall Block 2015 – November 30 – January 15  Spring 2016 – April 4 – June 10	Three 90 minute units.	Yes. Each PARCC test requires at least two days of between 120 and 180 minutes testing time.	
<b>Test prep needed:</b> Test prep for students was not required; however, because of the newness of the test, it was highly recommended that students, parents and schools take advantage of the sample tests, instructional aids, training modules and practice materials available from several online sources including: <a href="http://parcconline.org">parcconline.org</a> , <a href="http://screenreader.practice.parcc.testnav.com/">http://screenreader.practice.parcc.testnav.com/</a> , <a href="https://parcc.tms.pearson.com/Account/Login?ReturnUrl=%2f">https://parcc.tms.pearson.com/Account/Login?ReturnUrl=%2f</a> , <a href="http://mdk12.msde.maryland.gov/assessments/parcc/index_b.html">http://mdk12.msde.maryland.gov/assessments/parcc/index_b.html</a>								
<b>Pencil/paper or electronic device:</b> Both								
<b>If by electronic device, student electronic device ratio:</b> Schools should have at least a 5:1 student to device ratio								
<b>Is the assessment high stakes for students:</b> No								
<b>Date assessment turned in to receive results:</b> Assessment taken after 80-90% completion of course of study. Actual window depends on school start and end dates.								
<b>Date the results are/were released:</b> Date varies depending on mode of delivery (paper vs. online) and when assessments are submitted for scoring.								
<b>To whom the results released:</b> To participating states, local school systems, then to parents and the public								
<b>How much time passes between administration of the assessment and receipt of results:</b> 6 weeks for paper tests, 4 weeks for online tests								
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes. Test administrators must be Maryland Certified educators.								
<b>Does the assessment require technological support to administer:</b> Yes. MSDE worked with local school systems to conduct tests on their technology infrastructure to ensure that they had the capacity to administer the volume of assessments required during the PARCC administration. Also, online tests require data entry and system set-ups as well as electronic monitoring and post test data clean-ups.								
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. It requires accommodations be available for students with IEPS and 504 plans								
<b>Is the assessment available in other languages for English language learners:</b> Yes.								

<b>School System: ALL</b>							
<b>Title of Assessment: MSA Science</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Maryland School Assessment (MSA) Science is a measure of student achievement in science grade 5 (testing content from grades 4 and 5) and grade 8 (testing content from grades 6, 7 and 8). MSA Science fulfills recommendations of the Visionary Panel for Better Schools and meets the federal testing requirements of the ESEA by the U. S. Department of Education	Summative	State (meets federal mandate)	5 & 8	Science	March 2, 2016 – April 1, 2016	Four 28-minute sessions to be administered over 2 days	Yes. One day's testing generally takes about two hours for a testing group to complete
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Both							
<b>If by electronic device, student electronic device ratio:</b> Schools should have at least a 5:1 ratio							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Paper tests due back 2 weeks after testing is completed; In 2016 – by April 10							
<b>Date the results are/were released:</b> July 2016							
<b>To whom the results released:</b> local school systems, then to public several weeks later							
<b>How much time passes between administration of the assessment and receipt of results:</b> 3-4 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes. Test administrators must be Maryland Certified Educators							
<b>Does the assessment require technological support to administer:</b> Yes. Online tests require data entry and system set-ups as well as electronic monitoring and post test data clean-up							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, according to individual IEPs							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: ALL							
Title of Assessment: Alt-MSA - Science							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students with significant cognitive disabilities in the area of science. The students taking alternate assessments are unable to participate in the general assessments with provision of accommodations	Summative	State	5, 8, 10	Science	For 2016 – October to February (4 months)	The testing window is 4-months long. The test examiner completes a baseline and mastery artifact (data chart, work sample, audio tape or video tape) to demonstrate acquisition of the state standards	No, this assessment should be part of the instructional time as a culmination of learning experience.
<b>Test prep needed:</b> None for students. Test examiner must participate in training prior to the administration of the assessments. Test examiner must prepare materials prior to the assessment that may be needed for students to access the assessments.							
<b>Pencil/paper or electronic device:</b> The assessment is primarily completed by paper and pencil, but some students use SMARTBoards, tablets or assistive technology devices to complete their artifacts.							
<b>If by electronic device, student electronic device ratio:</b> Typically the device mode is 1:1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> By June 1							
<b>Date the results are/were released:</b> Typically, the results are released during the July State Board of Education meeting							
<b>To whom the results released:</b> parents, state, district and school							
<b>How much time passes between administration of the assessment and receipt of results:</b> 3 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes, the assessment requires a 1:1 ratio to be administered							
<b>Does the assessment require technological support to administer:</b> Yes, if the student requires assistive technology devices or tablets to respond to test questions							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: ALL							
Title of Assessment: National Center for State Collaborative (NCSC) Alternative Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students with the most significant cognitive disabilities in the area of English Language Arts and Mathematics. The students taking alternative assessments are unable to participate in the general assessments with the provision of accommodations.	Summative	State	3-8 and 11	English Language Arts and Mathematics	March to May	There are 3 sessions (Writing/Reading, Reading only, and mathematics) that last about 1.5 hours, which totals 4.5 hours. A test examiner can pause and resume the test during the entire 8 week testing window.	Yes
<b>Test prep needed:</b> Test examiner must participate in training prior to the administration of the assessments. Test examiner must prepare materials prior to the assessment that may be needed for students to access the assessments.							
<b>Pencil/paper or electronic device:</b> The assessment is primarily available online (via an electronic device), but paper/pencil is available for students who need this mode.							
<b>If by electronic device, student electronic device ratio:</b> It depends on the capacity of the school and how the testing window is arranged.							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> By June 1							
<b>Date the results are/were released:</b> Typically, the results are released during the July State Board of Education meeting.							
<b>To whom the results released:</b> parents, state, district and school							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 month							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes the assessment requires a 1:1 ratio to be administered.							
<b>Does the assessment require technological support to administer:</b> Yes, if the student is able to test online.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: ALL</b>							
<b>Title of Assessment: High School Assessments</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area(s)	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The High School Assessments (HSAs) are designed to ensure that Maryland's high school graduates are prepared to be productive citizens as they pursue higher education and careers. In 1994-1995, teams of Maryland educators in English, mathematics, science and social studies, and MSDE content specialists developed the Core Learning Goals, the content standards upon which the HSAs are based.	Summative	Biology – Federal Government - State	Typically high school; students participate after successful completion of an aligned course	Biology Government	Five administrations each school year – October, January, April, May and summer	Biology – 135 minutes Government – 135 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Both options available							
<b>If by electronic device, student electronic device ratio:</b> Schools should have at least a 5:1 ratio							
<b>Is the assessment high stakes for students:</b> Yes – graduation requirements							
<b>Date assessment turned in to receive results:</b> Typically at the end of the administration							
<b>Date the results are/were released:</b> Results are typically released within four weeks after an administration							
<b>To whom the results released:</b> School systems receive students' electronic results within 4 weeks after an administration. Parents receive results via home reports approximately 8 weeks after an administration.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Districts receive students' results within 4 weeks after an administration. Parents receive results via home reports approximately 8 weeks after an administration.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> Yes – if administered online							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

# Attachment 3

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## **Locally Mandated Assessment Matrices**

# Allegany County Public Schools

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## **Summary of Assessments in Allegany County Public Schools**

**August 2015**

Assessments, both formative and summative, play an integral part of educating students in Allegany County Public Schools. These assessments are a measure of what students know and are able to do and help drive changes in instruction to meet the needs of all students. Teachers analyze results and adjust strategies and plans to ensure that all learners and learning styles are being met.

Allegany County participates in all State and Federal mandated tests which include MSA Science, HSA Government and Biology, NSCS, KRA, Alt MSA Science, NAEP and PARCC. All State and Federal guidelines for test administration are carefully followed to ensure a proper and secure test administration. All tests are administered by certified, full time personnel, who are fully trained as test administrators, with the exception of NAEP, which provides their own test administrators. All students receive accommodations as identified in their IEPs for each test administered. For PARCC, accessibility features are also available for all test takers.

Allegany County is moving from paper based local Benchmarks to online Benchmark testing during the 2015-2016 school year using a new software program called Engrade. During this upcoming school year many of the Benchmarks will be using this new online platform. These tests will provide many of the features available in PARCC including magnification, eliminator tool, and soon an audio component. These new online Benchmarks will be in place in the following content areas: all high school English, Biology, middle school Skills and Processes in Science, all middle school math, all Algebra and Geometry, and several additional high school math courses, all elementary math and all elementary ELA. These new Benchmarks are being written and developed this summer by content area teachers and specialists.

At the high school level, Benchmark scores may be counted **in** a student's grade, depending on if the teachers decide to include these scores. At the elementary level, Benchmark scores are used to drive instruction, and teachers use results to differentiate instruction to students. Allegany County does not require content teachers to administer a final. Teachers have the option, however, to do so if they choose.

Allegany County is also moving to the NextGen standards in Science (NGSS). K through 2 classrooms are piloting the NextGen standards during the new school year, however, no local benchmarks have been developed. The remaining elementary grades will be transitioning to NextGen standards soon. Because of this transition, elementary Science Benchmarks will not be administered. Once the transition is complete, new Benchmarks will be developed using the Engrade platform. Old paper/pencil Science Benchmarks, which are not based on the NextGen standards, are optional for teachers to use unless teachers are using Science as their SLO in which case the Science Benchmark must be administered.

At the secondary level, ACPS is currently in the process of providing instructional models for NGSS implementation. An MSP (Math-Science Partnership) grant allowed the ACPS science supervisor and ACPS faculty to work with Allegany College of Maryland and Frostburg State University faculty to move the process forward. Sample lessons are being created and stored in the STEMcentric website for

teacher use. Course overviews and county Benchmarks are being reviewed and revised to reflect more PARCC like questions while ensuring NGSS dimensions (core ideas, cross cutting themes and practices) are addressed.

All high schools provide AP courses which students can self-select to take. AP tests are administered to students; however, they are not mandatory, and students must pay to take the AP exams. Results, if passing, count in their GPA. All high school also provide students with several dual enrollment courses through Allegany College of Maryland or Frostburg State University. Any student can self-select to take these courses. Both AP and dual enrollment prerequisites must be met before students can take certain courses. For example, before a student can take AP Biology, they must take Biology. AP exams are through the College Board and dual enrollment exams are administered through the participating higher education college or university.

In October of each year, all tenth grade students in Allegany County take the PSAT. Students do not have to pay to take this test since the county has allocated this amount in their budget. Students with severe learning disabilities do not participate, however. All testing is conducted at the school level with guidance counselors as test administrators. All results to students, parents and schools are provided by College Board through an online program.

Read 180 and Math 180 are two research based intervention programs available to middle school students who qualify. All students in fifth grade are given the Scholastic Reading Inventory and the Scholastic Math Inventory near the end of their fifth grade year. Results are used to determine which students will participate in these programs in middle schools.

Gifted and Talented students participate in a GT program at the elementary level. Students are identified for potential participation through teacher or parent nominations. The media teacher coordinates the GT programs for elementary students.

Professional Development related to assessment administration, test interpretation and data analysis is an integral part of all assessments administered in Allegany County. All schools have a test coordinator who is responsible for State mandated tests like the HSA and the PARCC. The Local Accountability Coordinator is responsible to train school test coordinators for each assessment. School test coordinators train all test administrators at the school level. Test administration protocols must be followed by all participants to ensure test security and proper administration. Content supervisors provide training for local benchmark administrations. Principals, APs and other administrative staff receive professional development at Council Meetings. School Board members receive updates related to assessments periodically when data is released. The Public Information Officer provides the media with public release updates when any new data is available.

School System: Allegany County Public Schools							
Title of Assessment: Secondary Benchmarks – Elementary English/Language Arts (ELA)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The ACPS Benchmarks are formative and sometimes summative tests developed by teachers to measure student knowledge in the ELA strands. Benchmarks could be used as the measure for teacher and/or principal Student Learning Objectives.	both	Local	Pre-K through Grade 5	English/Language Arts	Once during each marking period	20 – 30 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> When students are taking the Benchmark online using the new Engrade program, then they would need some type of preparation to become familiar with Engrade. This preparation should take no longer than one class period. Pretests are available to prepare students for different types of questions they will encounter.							
<b>Pencil/paper or electronic device:</b> Pre-K and K tests may be administered 1 on 1 or in small groups.							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No, the Benchmark results are not used in grades. Teachers use results to adjust instruction to meet the needs of all students.							
<b>Date assessment turned in to receive results:</b> Immediately, with the exception of writing components and written responses which need to be hand scored by teachers							
<b>Date the results are/were released:</b> Immediately unless the teacher needs to enter results of written responses							
<b>To whom the results released:</b> Teachers, students, administrators and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Other than written responses, immediately							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teachers administer the Benchmarks							
<b>Does the assessment require technological support to administer:</b> In house support at the school and Central Office levels							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed. All ELA Benchmarks are available with a magnifier and an audio component is coming soon.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Elementary Benchmarks – Elementary Math							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The ACPS Benchmarks are formative and sometimes summative tests developed by teachers to measure student knowledge in specific math domains. Benchmarks could be used as the measure for teacher and/or principal Student Learning Objectives (SLO). A pretest is required if the teacher is using the Benchmark for their SLO.	both	Local	Pre-K through Grade 5	Mathematics	Once during each marking period	20 – 30 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> When students are taking the Benchmark online using the new Engrade program, then they would need some type of preparation to become familiar with Engrade. This preparation should take no longer than one period.							
<b>Pencil/paper or electronic device</b> All benchmarks will be administered electronically.							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No, the Benchmark results are not used in grades. Teachers use results to adjust instruction to meet the needs of all students.							
<b>Date assessment turned in to receive results:</b> Immediate, with the exception of short answer responses or justifications which must be teacher scored and results placed into the Engrade program. At the primary level there may be one response per student that would need to be hand entered. At the intermediate level, 2 or 3 questions may need a teacher to enter the score.							
<b>Date the results are/were released:</b> Immediate unless the teacher needs to enter results of specific types of questions							
<b>To whom the results released:</b> Teachers, students, administrators and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Other than short answers or justifications, immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teachers administer the Benchmarks							
<b>Does the assessment require technological support to administer:</b> In house support at the school and Central Office level is provided							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed. All math benchmarks are available with a magnifier and audio tests are coming soon.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Secondary Benchmarks – English Language Arts (ELA)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The ACPS ELA Benchmarks are formative and sometimes summative tests developed by teachers to measure student knowledge in specific ELA standards. Benchmarks could be used as the measure for teacher and/or principal Student Learning Objectives.	both	Local	6-12	English Language Arts; literary analysis, research, and narrative writing	End of the first, second and third marking periods.	Middle School – 76 minutes; High School – 80 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> If students are taking the Benchmark online using the new Engrade program, then they would need some type of preparation to become familiar with Engrade. This preparation should take no longer than one period.							
<b>Pencil/paper or electronic device:</b> All benchmarks will be administered electronically.							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Evidence Based Selected Responses and Technology Enhanced Constructed Responses are graded immediately. Teachers must grade the Prose Constructed Responses, so it could take several days for a teacher to grade all responses and enter them.							
<b>Date the results are/were released:</b> When all tests have been graded.							
<b>To whom the results released:</b> Teachers, students, parents and administrators.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Approximately a week.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom teachers administer the benchmarks.							
<b>Does the assessment require technological support to administer:</b> In house support is provided for online tests.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Secondary Benchmarks - Secondary Mathematics							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The ACPS Secondary Mathematics Benchmarks are formative and summative tests developed by teachers to measure student knowledge in specific math content areas. Benchmarks could be used as the measure for teacher and/or principal Student Learning Objectives.	both	Local	All grades in middle school, science content areas in high school	Middle: Math 6, 7, 8, and Algebra I High: Pre-Algebra, Algebra I, Geometry, Honors Geometry, Algebra II, Honors Algebra II, Trigonometry/Pre-Calculus, Honors Trigonometry/Pre-Calculus, Integrated Math Elements of Math, Honor Calculus	Predetermined by when content is taught, throughout the year. Benchmarks are given quarterly.	One class period allotted: Middle School is 76 minutes, High School is 42 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> If teachers use the second or third marking period benchmark as the measure for their SLO, then the teacher would give the pretest in that particular content area as preparation. If students are taking the Benchmark online using the new Engrade program, then they would need some type of preparation to become familiar with Engrade. This preparation should take no longer than one class period.							
<b>Pencil/paper or electronic device:</b> During the 2015-16 school year, all middle school students will take quarterly benchmark assessments aligned to the MD College and Career Ready Standards and emulating PARCC format. These assessments will be given in a computer-based environment using the Engrade assessment platform. At the high school level, the following courses will take computer-based quarterly benchmarks aligned to the MDCCR standards and emulating PARCC format: Pre-Algebra, Algebra I, Geometry, Honors Geometry, Algebra II, and Honors Geometry. In addition, the following courses will take computer-based assessments aligned to NCTM standards: Trigonometry/Pre-Calculus, Honors Trigonometry/Pre-Calculus, Integrated Mathematics, Elements of Math, and Probability and Statistics. The following courses will take paper/pencil assessments aligned to Common Core and emulating the college board format: AP Calculus A/B, Honor Calculus, and AP Statistics. The following dual-enrollment courses will receive curriculum and assessment through their sponsoring institute of higher education: College Algebra and College Probability and Statistics.							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No.							
<b>Date assessment turned in to receive results:</b> Immediately, unless Brief Constructed Responses (BCR) need to be scored are results hand entered into the system.							
<b>Date the results are/were released:</b> Immediately							
<b>To whom the results released:</b> Teachers, students, parents and administrators.							
<b>How much time passes between administration of the assessment and receipt of results:</b> If students take a paper/pencil Benchmark, the answers must be entered electronically into ACPS's Assessment Management System (AMS). If the Benchmark includes BCR's, the teacher must score the BCR and enter the rubric score into the AMS. If students take the online test, teachers must still enter the BCR rubric score before results are tabulated.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom teachers administer the Benchmarks							
<b>Does the assessment require technological support to administer:</b> In house support is provided for both paper/pencil and online tests.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Secondary Benchmarks – Social Studies							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The ACPS Social Studies Benchmarks are formative and sometimes summative tests developed by teachers to measure student knowledge in specific science content areas. Benchmarks could be used as the measure for teacher and/or principal Student Learning Objectives.	both	Local	All grades in middle school, Social Studies content areas in high school	Middle: Ancient Cultures, Geography, U.S. History Part I High: American Government, World History, U.S. History, Psychology, Contemporary World Issues	Predetermined by when content is taught, throughout the year. Benchmarks are given quarterly.	One class period allotted: Middle School is 76 minutes, High School is 42 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> If teachers use the second or third marking period benchmark as the measure for their SLO, then the teacher would give the pretest in that particular content area as preparation. This preparation should take no longer than one period.							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediately, unless BCRs need to be scored are results hand entered into the system.							
<b>Date the results are/were released:</b> Immediately							
<b>To whom the results released:</b> Teachers, students, parents and administrators.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Paper/pencil Benchmark answers must be entered electronically into ACPS's Assessment Management System (AMS). If the Benchmark includes BCR's, the teacher must score the BCR and enter the rubric score into the AMS. If students take the online test, teachers must still enter the BCR rubric score before results are tabulated.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom teachers administer the Benchmarks							
<b>Does the assessment require technological support to administer:</b> In house support is provided for both paper/pencil and online tests.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Secondary Benchmarks - Science							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The ACPS Science Benchmarks are formative and sometimes summative tests developed by teachers to measure student knowledge in specific science content areas. Benchmarks could be used as the measure for teacher and/or principal Student Learning Objectives.	both	Local	All grades in middle school, science content areas in high school	Middle: Earth Science, Life Science and Physical Science High: Biology, Chemistry, Environmental Science, Anatomy & Physiology, Genetics, Cosmetology Chemistry, Principles of Technology and Digital Electronics	Predetermined by when content is taught, throughout the year. Benchmarks are given quarterly.	One class period allotted: Middle School is 76 minutes, High School is 42 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> If teachers use the second or third marking period benchmark as the measure for their SLO, then the teacher would give the pretest in that particular content area as preparation. If students are taking the Benchmark online using the new Engrade program, then they would need some type of preparation to become familiar with Engrade. This preparation should take no longer than one period.							
<b>Pencil/paper or electronic device:</b> This coming year, at the middle school level, the Skills and Process Benchmark will be given on the computer using the new Engrade software. This test is administered at the beginning and end of 6 <sup>th</sup> grade and at the end of both 7 <sup>th</sup> and 8 <sup>th</sup> grades. At the high school level, the Biology Benchmark will be administered online while the other Science Benchmarks will be administered using paper/pencil. The intent is to move more paper/pencil tests to online tests during this upcoming year.							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediately, unless Brief Constructed Responses (BCR) need to be scored are results hand entered into the system.							
<b>Date the results are/were released:</b> Immediately							
<b>To whom the results released:</b> Teachers, students, parents and administrators.							
<b>How much time passes between administration of the assessment and receipt of results:</b> If students take a paper/pencil Benchmark, the answers must be entered electronically into ACPS's Assessment Management System (AMS). If the Benchmark includes BCR's, the teacher must score the BCR and enter the rubric score into the AMS. If students take the online test, teachers must still enter the BCR rubric score before results are tabulated.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom teachers administer the Benchmarks							
<b>Does the assessment require technological support to administer:</b> In house support is provided for both paper/pencil and online tests.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Scholastic Math Inventory - SMI							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Scholastic Math Inventory is the assessment used to identify students in need of a math intervention. The Math 180 Program is the research based intervention program that is provided to students who qualify because of scores on the SMI. The Math 180 Program is offered to middle school students.	both	Local	Grade 5	Math	All fifth grade students take this inventory at the end of fifth grade – during May.	15 to 30 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> yes – the test administrator explains this online inventory prior to the administration. This prep takes about 5 to 10 minutes							
<b>Pencil/paper or electronic device:</b> electronic							
<b>If by electronic device, student electronic device ratio:</b> 1:1, students are tested in small groups							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Results are immediate							
<b>Date the results are/were released:</b> Results are released in May							
<b>To whom the results released:</b> Teachers, students, parents and administrators							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results are immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> This assessment requires math specialists to administer the test.							
<b>Does the assessment require technological support to administer:</b> yes – students must be entered into the Scholastic website and have user names and passwords to take the inventory							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Allegany County Public Schools							
Title of Assessment: Scholastic Reading Inventory - SRI							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Scholastic Reading Inventory is the assessment used to identify students in need of a reading intervention. The Read 180 Program is the research based intervention program that is provided to students who qualify because of scores on the SRI. The Read 180 Program is offered to middle school students.	both	Local	Grade 5	English/Language Arts	All fifth grade students take this inventory at the end of fifth grade in May.	15 – 30 minutes	No, the assessments are given during class time.
<b>Test prep needed:</b> yes – the test administrator explains this online inventory prior to the administration. This prep takes about 5 to 10 minutes							
<b>Pencil/paper or electronic device:</b> electronic							
<b>If by electronic device, student electronic device ratio:</b> 1:1, students are tested in small groups							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Results are immediate							
<b>Date the results are/were released:</b> Results are released in May							
<b>To whom the results released:</b> Teachers, students, parents and administrators							
<b>How much time passes between administration of the assessment and receipt of results:</b> immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> This assessment requires ELA specialists to administer the test.							
<b>Does the assessment require technological support to administer:</b> yes – students must be entered into the Scholastic website and have user names and passwords to take the inventory							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – Testing accommodations on the IEP are followed							
<b>Is the assessment available in other languages for English language learners:</b> available in Spanish							

School System: Allegany County Public Schools							
Title of Assessment: PSAT							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Preliminary SAT (PSAT) is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation. The test provides students and educators with the chance to check in on progress toward college and career readiness and success, AP Potential and access to free personalized SAT study. With students' explicit permission, Khan Academy will use students' results to create a study plan especially for them.	Summative	Local	All students in Grade 10	Reading, Writing and Language, Math	October 14, 2015	Two hours and forty-five minutes	Yes, all students taking the PSAT must test at the same time, therefore, schedules must be adjusted to accommodate testing
<b>Test prep needed:</b> The English Supervisor sends College Board PSAT prep material to all 10 <sup>th</sup> grade English teachers. Prior to the October PSAT administration, 10 <sup>th</sup> grade English teachers review PSAT prep material with all 10 <sup>th</sup> grade English teachers during one class period.							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediately							
<b>Date the results are/were released:</b> 2 months							
<b>To whom the results released:</b> Schools, students, administrators and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, accommodations must be approved through the College Board's Services for Students with Disabilities (SSD) where a form lists the acceptable accommodations that can be implemented during administration							
<b>Is the assessment available in other languages for English language learners:</b> No							

# Anne Arundel County Public Schools

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<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: Fontas &amp; Pinnell Reading Progress Monitoring</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Progress Monitoring for students' reading skills; early literacy skills; opportunities for students to read one-on-one with teacher	Formative	Local	K-2	Reading	Administered 3 times per year to measure growth; there is a one month window for teacher to administer the assessment; Fall, Winter, and Spring	30 minutes per child per administration	No
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> results are available as soon as the teacher completes the assessment							
<b>Date the results are/were released:</b> marking period report cards							
<b>To whom the results released:</b> parents, students, and school							
<b>How much time passes between administration of the assessment and receipt of results:</b> teacher receives results immediately; parents receive results on subsequent report card.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: DIBELS</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Additional reading diagnostic information for students who did not score at grade level for Fontas & Pinnell	Formative	Local	K-2 for select students only	Reading	K- spring 1-2 fall and spring	15 minutes per student per administration	no
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> end of assessment window							
<b>Date the results are/were released:</b> at the end of the testing administration window							
<b>To whom the results released:</b> teachers and schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> two weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> those identified in the IEP plans							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: Naglieri (Non-verbal ability test)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Used as one variable in the possible selection to advanced programs (gifted/talented)	Neither	Local	2	n/a	September 15 – 18	30 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> at the end of September							
<b>Date the results are/were released:</b> February							
<b>To whom the results released:</b> parents and schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> 4 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> only those provided by the vendor							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: District Quarterly Assessments</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Quarterly assessments to inform instruction in core academic areas and provide feedback to parents and students on standards	Both	Local	4-7	Reading/Language Arts Social Studies Math Science World and Classical Languages (for some students)	One week per subject per quarter	50 minutes per student per assessment	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> at the end of the testing window							
<b>Date the results are/were released:</b> results are available to the teacher as soon as the teacher scans the data							
<b>To whom the results released:</b> students, parents, and schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> results are available to the teacher as soon as the teacher scans the data							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes; all accommodations identified on the IEP are provided							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: District Quarterly Assessments/Final Exams</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To inform instruction and provide feedback to parents and students on performance of standards	Both	Local	8-12	Quarterlies (4 assessments per year) English Social Studies Math Science World Languages Final Exams for all <i>other</i> courses	One week per subject per quarter; final exams are given in last week of the course	One class period	No for quarterly assessments; Yes for exams – Final Exam schedule at high schools
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> at the end of the testing window							
<b>Date the results are/were released:</b> results are available to the teacher as soon as the teacher scans the data							
<b>To whom the results released:</b> students, parents, and schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> results are available to the teacher as soon as the teacher scans the data							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes; all accommodations identified on the IEP are provided							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: GATES (Reading Test)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Reading diagnostic assessment for middle school students to identify students who need additional reading supports or to accelerate student learning	Formative	Local	6-8	Reading	Fall and spring	90 minutes (2 class periods) per administration (2x per year)	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> at the end of the testing window							
<b>Date the results are/were released:</b> results are available to the teacher as soon as the teacher scans the data							
<b>To whom the results released:</b> schools and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> one month							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes; all accommodations identified on the IEP are provided							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: Fitness Gram (Physical Fitness Assessment)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To measure and track progress in improving students' physical fitness abilities	Formative	Local	4-9	Physical Education	4 <sup>th</sup> – 8 <sup>th</sup> grades – fall 9 <sup>th</sup> grade – beginning and end of the course	One class period	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> n/a – student performance							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> at the end of the testing window							
<b>Date the results are/were released:</b> students and parents receive electronic reports as soon as scores are put into the system							
<b>To whom the results released:</b> students, parents, and schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> one week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes; all accommodations identified on the IEP are provided							
<b>Is the assessment available in other languages for English language learners:</b> n/a							

<b>School System: Anne Arundel County Public Schools</b>							
<b>Title of Assessment: PSAT</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To identify students with potential to be successful in advanced placement courses and potential National Merit Scholarship	n/a	Local	9-11	English and Math	October 14, 2015	130 minutes	yes
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> assessment has national implications for scholarship opportunities							
<b>Date assessment turned in to receive results:</b> October 14, 2015							
<b>Date the results are/were released:</b> December							
<b>To whom the results released:</b> students, parents, and schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> two months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> no							
<b>Is the assessment available in other languages for English language learners:</b> no							

# Baltimore City Public Schools

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August 25, 2015

Dr. Jack Smith, Deputy State Superintendent  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

Dear Dr. Smith:

Baltimore City Public Schools is committed to providing our students with high-quality instruction that incorporates meaningful assessment opportunities. In order to ensure that the assessment opportunities are meaningful we must identify the connection to the curriculum, train teachers on using the results to inform instruction, and educate parents and students on the value of the assessment.

We appreciated the time to meet with you and others from MSDE to discuss our locally mandated assessments in July. The assessment information provided at that meeting has been updated to describe the assessment program planned for school year 2015-16. We have refined our assessment strategy to reduce the amount of time spent on assessments and to increase the caliber of assessment so that it provides better information to drive student outcomes. Additionally, as a district we do not mandate test preparation activities, knowing that if we select the right kinds of assessments, instruction is the best type of test preparation.

We look forward to continued conversations with MSDE about the plan and its impact on student achievement. For the specific task under the legislation, please let me know if you require any additional information.

Sincerely,



Theresa D. Jones  
Chief Achievement and Accountability Officer

C: Dr. Gregory Thornton, Chief Executive Officer  
Linda Chen, Chief Academic Officer

School System: Baltimore City Public Schools							
Title of Assessment: i-Ready math/reading diagnostic							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Track and monitor student growth and allow teachers to target instruction; used in student composite scores for the school choice process for students in grades 5 and 8	Formative	Local	3-12	English language arts Math	9/8/2015 – 9/30/2015 12/1/2015 – 12/23/2015 (Optional for High School based on performance) 3/1/2016 – 3/24/2016	Each assessment takes 15 - 60 minutes; however the assessment is administered in 2 x 45 min sessions	No
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> device availability varies from school to school							
<b>Is the assessment high stakes for students:</b> yes for students in grades 5 and 8 whose scores will be used for school choice; no for all others							
<b>Date assessment turned in to receive results:</b> immediately upon administration							
<b>Date the results are/were released:</b> immediately upon administration							
<b>To whom the results released:</b> students, parents, schools and district office							
<b>How much time passes between administration of the assessment and receipt of results:</b> immediately upon administration							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, for math only							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Baltimore City Public Schools							
Title of Assessment: Reading Diagnostic, Amplify - Reading 3D (DIBELS/TRC) – 3 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Track and monitor student growth and allow teachers to target instruction; school leaders use results to set school wide goals	Formative	Local	K-2	English language arts	9/8/2015 - 9/30/2015 1/4/2016-1/22/2016 5/9/2016 -5/27/2016	15-20 minutes	Depends on the school and the staffing level
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> N/A – the device is used by the teacher during the administration							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> immediately upon administration							
<b>Date the results are/were released:</b> immediately upon administration							
<b>To whom the results released:</b> parents, schools and district							
<b>How much time passes between administration of the assessment and receipt of results:</b> none							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Baltimore City Public Schools							
Title of Assessment: Interim Assessment – Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Provide data on student progress on standards as they are being taught. Teachers make instructional decisions on results.	Formative	Local	Pre-K Kindergarten 1-2	English language arts and math math only math	9/8/2015 - 9/30/2015 1/4/2016 – 1/22/2016 5/9/2016 – 5/27/2016  10/30/2015 – 11/5/2015 1/18/2016 – 1/22/2016 3/18/2016 – 3/24/2016 5/6/2016 – 5/13/2016	10-15 minutes  75-150 minutes	Depends on the school and staffing level  No
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> available in both formats							
<b>If by electronic device, student electronic device ratio:</b> device availability varies from school to school							
<b>Is the assessment high stakes for students:</b> school decides whether the results will become part of a student's grade							
<b>Date assessment turned in to receive results:</b> as administered during the testing window							
<b>Date the results are/were released:</b> within 2 weeks of administration							
<b>To whom the results released:</b> schools and district							
<b>How much time passes between administration of the assessment and receipt of results:</b> up to 2 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Baltimore City Public Schools							
Title of Assessment: Middle and End of Course Exams - High School - Math, English, Science, Social Studies							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Provide data on student progress on standards and content as they are being taught. Teachers make instructional decisions on results.	Summative	Local	9-12	Core courses in math, science, social studies, and English	10/30/15 - 11/5/15 1/18/16 - 1/22/16 3/18/16 - 3/24/16 6/6/16 - 6/13/16	90 minutes	Fits within school-based adjusted exam schedules
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> available in both formats</p> <p><b>If by electronic device, student electronic device ratio:</b> device availability varies from school to school</p> <p><b>Is the assessment high stakes for students:</b> school decides whether results from middle of course exam will become part of a student's grade; end of course exam must be included in final grade calculation per board policy</p> <p><b>Date assessment turned in to receive results:</b> as administered during the testing window</p> <p><b>Date the results are/were released:</b> within 2 weeks of administration</p> <p><b>To whom the results released:</b> students, parents, schools and district office</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> up to 2 weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Baltimore City Public Schools							
Title of Assessment: WIDA W-APT (WIDA-ACCESS Placement Test)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
It is used to determine English proficiency levels for ELL students and assist schools in scheduling ELL classes.	Formative	Local	K-12	Five English Language Proficiency Standards  Social & Instructional Language  Language of: Language Arts, Mathematics, Science and Social Studies	On-going as new ELL students enter school	45 minutes	Depends on the school and staffing level
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> available in paper							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> answers from test are entered manually by teacher into scoring system							
<b>Date the results are/were released:</b> results are received immediately after answers are entered							
<b>To whom the results released:</b> parents, schools and district office							
<b>How much time passes between administration of the assessment and receipt of results:</b> within 1 day							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

# Baltimore County Public Schools

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School System: Baltimore County							
Title of Assessment: Measures of Academic Progress (MAP)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The MAP assessment is a system-wide assessment used as a foundational data point to determine student growth towards achieving College and Career Readiness and as a starting data point in the school progress planning process.	Summative	Local	1-8 (Fall)  K-8 (Winter)  K-2 (Spring)	Reading and Mathematics	Fall: 9/8 – 10/20  Winter: 1/19 – 3/1  Spring: 5/5 – 6/10	This is a computer adaptive, untimed assessment. Students generally take 45-60 minutes to complete each content area test.	Each school has the flexibility to schedule their own testing. Many schedule during a class period.
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Electronic							
<b>If by electronic device, student electronic device ratio:</b> varies from school-to-school							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> upon completion of assessment							
<b>Date the results are/were released:</b> Results are available to schools the next day after testing occurs							
<b>To whom the results released:</b> Schools see results immediately. Parent reports are sent home at the end of each testing window.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Immediate results for school. Home Reports are sent two to three weeks after the close of the testing window.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teacher starts test.							
<b>Does the assessment require technological support to administer:</b> This assessment requires technological support for troubleshooting regular issues that may occur when using technology.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Students are provided their IEP accommodations with the exception of verbatim reading on the reading test. Additionally, there are no large print or braille versions currently available.							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Baltimore County</b>							
<b>Title of Assessment: Preliminary Scholastic Aptitude Test (PSAT)</b>							
<b>Purpose</b>	<b>Summative or Formative</b>	<b>Local, State, Federal mandate</b>	<b>Grade Level(s)</b>	<b>Subject Area</b>	<b>Testing Windows</b>	<b>How long a student has to complete</b>	<b>Does assessment require change in school schedule</b>
The PSAT is a system-wide assessment that provides students with a measure of their college readiness. Results in Grade 11 are used for National Merit Scholarship consideration.	Summative	Local	9, 10, and 11	Evidence-Based Reading and Writing Mathematics	October 14	Approximately 3 hours	Yes
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Paper							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> October 14							
<b>Date the results are/were released:</b> December							
<b>To whom the results released:</b> Schools receive printed score reports. Electronic data is received by the system several weeks later.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Two months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes. College Board sets requirements for test examiners.							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. Schools request accommodations prior to testing through the College Board SSD process.							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Baltimore County</b>							
<b>Title of Assessment: Scholastic Aptitude Test – School Day (SAT DAY)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The SAT Day is a system-wide assessment that provides students with a measure of their college readiness. Results are reported to colleges as a required entry criterion. BCPS provides students in Grade 11 an opportunity to take this assessment in the spring, at no cost to the student.	Summative	Local	11	Evidence-Based Reading and Writing  Mathematics	April 13	Approximately 3 hours	Yes
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Paper							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> April 13							
<b>Date the results are/were released:</b> June							
<b>To whom the results released:</b> Schools receive printed score reports. Electronic data is received by the system several weeks later.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Two months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes. College Board sets requirements for test examiners.							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. Schools request accommodations prior to testing through the College Board SSD process.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Baltimore County							
Title of Assessment: Course Final Exams – High School							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Final exams are designed to measure student achievement of the indicators of the curriculum for each course.	Summative	Local	High school	English, math, science, social studies, world languages	End of Course	One class period	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion							
<b>Date the results are/were released:</b> Next report card distribution date.							
<b>To whom the results released:</b> Parent/guardian and student via the student's report card.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2-3 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No. Teacher administers.							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities :</b> Yes, as identified on the student's IEP.							
<b>Is the assessment available in other languages for English language learners:</b> No							

# Calvert County Public Schools

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School System: Calvert County Public Schools							
Title of Assessment: Local Diagnostic Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
<b>Pre-Reading Probe A:</b> To determine students' ability in the areas of orthographic and phonological awareness	Formative	Local	Pre-K and K	Reading/ELA	Sept. 8-11	Approx. 15 mins.	No
<b>Quarterly Literacy Assessments:</b> To determine students' achievement on MDCCR standards aligned to local curriculum scope and sequence	Formative	Local	Pre-K and K	Reading/ELA	Oct. 12-15 Jan. 5-8 Mar. 7-10 May 17-20 (Gr. 1 only) May 24-27	Administered over the course of 4 days, whole group, small group or one on one  Total administration time is approx. 30-45 mins.	No
<b>Diagnostic Decoding Surveys: Beginning and Advanced:</b> To determine students' ability to decode real and nonsense words	Formative  (Only administered until a student has mastered beginning and advanced surveys)	Local	1-5	Reading/ELA	Sept. 8-11 Nov. 2-5 Dec. 10-15 (Gr. 1 only) Feb. 16-19 May 3-6 May 17-20 and May 31- June 3 (Gr. 1 only)	Not timed  Approx. 5-7 mins.	No
<b>Spelling Inventory:</b> To determine students' ability to encode	Formative	local	1-5	Reading/ELA	Sept. 21-22 Feb. 8-9	Approx. 8-10 mins.	No

<b>ELA Diagnostic Exam:</b> To diagnose levels of performance and set baseline data for the school year	Formative	Local	6-12	ELA	August 21-26	1 class period	No
<b>Math Numeracy Screening Tool 1 and 3:</b> Determine if students are on target for meeting grade level numeracy expectations	Formative	Local	Pre-K, K, 1, and 2 (all students)	Mathematics	NST1 (September/November) NST3 (February/March)	3-5 minute interview	No
<b>Math Numeracy Screening Tool 2 and 4:</b> Reassessment of students to determine if they are on target for meeting grade level numeracy expectations	Formative	Local	Pre-K, K, 1, and 2 (some students)	Mathematics	NST2 (November/January) NST3 (February/March)	3-5 minute interview	No
<b>Math Fluency Diagnostic:</b> To monitor student progress on multiplication and division fact fluency	Formative	Local	4 and 5	Mathematics	Sept. 3 and 4	1 minute	No
<b>Math Fact Fluency Monitoring:</b> Monitor student progress on grade level expectations for fact fluency	Formative	Local	1-5	Mathematics	Open throughout the year	30 seconds	No

<b>World Language Reading Comprehension Assessment:</b> To assess student reading comprehension in the target language	Formative	Local	7-12	French 1 German 1 Spanish 1	August 25-28 December 14-15 March 17	45 minutes	no
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**Test prep needed:** No

**Pencil/paper or electronic device:** Paper /pencil

**If by electronic device, student electronic device ratio:** n/a

**Is the assessment high stakes for students :** No

**Date assessment turned in to receive results:** Upon completion

**Date the results are/were released:** Within 1 day of entry into data system

**To whom the results released:** Elementary: Teachers and administrators. Secondary: Teachers, administrators, and students

**How much time passes between administration of the assessment and receipt of results:** 1 day

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

School System: Calvert County Public Schools							
Title of Assessment: Local System-wide Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
<b>ELA Quarterly Literacy Assessments:</b> To determine students' achievement on MDCCR standards aligned to local curriculum scope and sequence	Summative	Local	1-2	Reading/ELA	Oct. 12-15 Jan. 5-8 Mar. 7-10 May 17-20 (Gr. 1 only) May 24-27	Administered over the course of 4 days, whole group, small group or one on one  Total administration time is approx. 30-45 mins.	No
<b>ELA Fluency:</b> To determine students' accuracy and rate as measured on fluency passages	Summative	Local	3-5	Reading/ELA	Oct. 12-15 Jan. 5-8 Mar. 7-10 May 24-27	1-2 minutes	No
<b>ELA Performance Tasks:</b> To determine students' achievement on MDCCR reading and writing standards	Summative	Local	3-5	Reading/ELA	Nov. 19-20 Jan. 27-28	Approx. 30-40 mins.	No
<b>ELA Tasks 1 and 2:</b> To measure student achievement related to the MCCR standards in ELA	Summative	Local	6-12	ELA	Task 1: Nov. 6-7 Task 2: Feb. 18-19 Gr. 9-12 Feb. 23-24 Gr. 6-8	1-2 class periods	No

<b>ELA End-of-Year Assessment:</b> To measure student achievement related to the MCCR standards in ELA	Summative	Local	6-8	ELA	June 2-16	1 class period	No
<b>Math Fluency Monitoring:</b> Monitor student progress with fluency	Summative	Local	Kindergarten	Mathematics	May—2 days	3-4 minutes	No
<b>Math Assessments 1, 2, and 3:</b> Monitor student progress towards meeting grade level standards	Summative	Local	Grades 3-5	Mathematics	2 days in October, January, and May	60 minutes	No
<b>Math Benchmark Battery:</b> To guide pacing and instruction and to eventually be used predictively for PARCC results and needed remediation	Summative	Local	6 – 8	Math 6 Honors Math 6 Math 7 Accelerated Math 7/8 Math 8 Algebra 1	4-day windows in October, December, February, April, and June	45 minutes per test  3 hours across full year	No
<b>Science Assessments:</b> To assess student understanding of content	Summative	Local	3-8	Science	Oct 27-28 Jan 12 – 13 Mar 15-16 June	1 to 2 class periods	No

<b>Social Studies Assessments:</b> To assess the level of student understanding related to content	Summative	Local	6-8	World History, grades 6 and 7 US History, grade 8	Midterm: 2 days in January  Final: 2 days in June	2 days	No
<b>World Language Performance Assessment:</b> To assess students ability to respond to a written prompt, communicate effectively, and use previously learned vocabulary, grammar and culture skills	Summative	Local	6-8	French 1 French 2 Spanish 1 Spanish 2	April 11	45 minutes	No
<b>World Language Mid-Year and Final Assessments:</b> To assess students ability to respond to a written prompt, communicate effectively, and use previously learned vocabulary, grammar and culture skills	Summative	Local	6-8	French 1 French 2 Spanish 1 Spanish 2	January 20 (mid-year)  June 14 (final)	45 minutes	No
<b>Accounting Benchmark:</b> Assessment of accounting skills and knowledge	Summative	Local	10-12	Business Education	1 day in October	45 minutes	No

**Test prep needed:** Preparation is infused in regular classroom instruction

**Pencil/paper or electronic device:** Mostly paper /pencil; some elementary ELA assessments are oral; middle school math assessments are online

**If by electronic device, student electronic device ratio:** 2.3

**Is the assessment high stakes for students :** No

**Date assessment turned in to receive results:** Upon completion

**Date the results are/were released:** Within 1 day of entry into data system

**To whom the results released:** Teachers, administrators, parents, and students

**How much time passes between administration of the assessment and receipt of results:** 1 day

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** Some assessments are administered online

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

School System: Calvert County Public Schools							
Title of Assessment: High School County Course Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
<b>Accounting Mid-Year and End-of-Year Assessment:</b> Assessment of accounting skills and knowledge	Summative	Local	10-12	Business Education	January 15 (mid-year)  May 6 (end-of-year)	45 minutes	No
<b>ELA End-of-Year Assessment:</b> To measure student achievement related to the MCCR standards in ELA	Summative	Local	9-12	ELA	May 15 Gr. 12 (and graduating Gr. 11 students)  June 17 Gr. 9-11	1 class period	No
<b>AP English Language &amp; Composition/ AP English Literature &amp; Composition Mid-Year and End-of-Year Assessments(Portfolio Assessment):</b> To measure student achievement related to the MCCR standards in ELA and course objectives related to College Board AP course standards	Summative	Local	11-12	AP Literature & Comp AP Language & Comp	Jan. 22-23 (mid-year)  April 9-10 (end-of-year)	1-2 class periods	No

<b>Art and Design End-of-Year assessment:</b> (written exam)	Summative	Local	9-12	Art	May 13, 2015 (seniors) and June 11, 2015 (underclassmen)	1 period	no
<b>Dance End-of-Year Assessment:</b> (written exam)	Summative	Local	9-12	Art	May 13, 2015 (seniors) and June 11, 2015 (underclassmen)	1 period	no
<b>Math Benchmark Battery:</b> To guide pacing and instruction and to eventually be used predictively for PARCC results and needed remediation	Summative	Local	9-12	Algebra I, Honors Algebra I, AP Calculus I, AP Statistics  Algebra II, Honors Algebra II, Geometry, Honors Geometry, Algebra III, Precalculus, Honors Precalculus, Analysis, AP Calculus II	4-day windows in October, December, February, April, and June  4-day windows in December, May, and June	45 minutes per test	No
<b>Physical Education End-of-Year Assessment:</b> To assess the level of student understanding related to content	Summative	Local	9-12	Team Sports Recreational Sports Stretching and Toning Aerobics Weight Training	January 11 (semester one course)  June 14 (semester two course)  Seniors take this exam May 18	45 minutes	no

<b>Health Education End-of-Year Assessment:</b> To assess the level of student understanding related to content	Summative	Local	9-12	Health	January 11 (semester one course)  June 14 (semester two course)  Seniors in Spring take this assessment May 18	45 minutes	no
<b>Science/Computer Science Mid-Year and End-of-Year Assessments:</b> To assess the level of student understanding related to content	Summative	Local	9-12	<b>Biology</b> (Academic, Honors) <b>Chemistry</b> (Academic, Honors) <b>Earth Science</b> (Academic, Honors) <b>Environmental</b> (Academic, Honor) <b>Physics</b> (Academic, Honors) <b>JAVA</b>	December 17 and April 8  June 17	Two 45 minute class periods	No
<b>Social Studies Mid-Year and End-of-Year Assessments:</b> To assess the level of student understanding related to content	Summative	Local	9-12	History to Modern Times (9 <sup>th</sup> ), U.S. History: 1877 to Modern Times (10 <sup>th</sup> ), American Government (11 <sup>th</sup> ), Introduction to Criminal Justice, Juvenile Justice, Criminal Law, Criminal Investigation, A.P. World History, A.P. United States History, A.P. American Government, A.P. European Government, A.P. Psychology	January 7-8  May 8 (American Government)  May 15 (12 <sup>th</sup> grade only)  June 8-12 (6-8; actual date determined by individual schools within the identified window)  June 16 (9-11)	2 days	No

<b>World Language Performance Assessment:</b> To assess students ability to respond to a written prompt, communicate effectively, and use previously learned vocabulary, grammar and culture skills	Summative	Local	9-12	French 1 French 2 German 1 German 2 Spanish 1 Spanish 2	April 11	45 minutes	No
<b>World Language Mid-Year and End-of-Year Assessments:</b> To assess students ability to respond to a written prompt, communicate effectively, and use previously learned vocabulary, grammar and culture skills	Summative	Local	9-12	French 1 French 2 German 1 German 2 Spanish 1 Spanish 2	January 20  June 14  (Seniors take these exams May 18)	45 minutes	No

**Test prep needed:** Preparation is infused in regular classroom instruction

**Pencil/paper or electronic device:** Mostly paper /pencil; some math assessments are online

**If by electronic device, student electronic device ratio:** 2.3

**Is the assessment high stakes for students:** Yes

**Date assessment turned in to receive results:** Upon completion

**Date the results are/were released:** Within 1 day of entry into data system; scores for portfolios and performance assessments are available in 1-2 weeks

**To whom the results released:** Teachers, administrators, parents, and students

**How much time passes between administration of the assessment and receipt of results** 1 day

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** Some assessments are administered online

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

<b>School System: Calvert</b>							
<b>Title of Assessment: PSAT</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Qualify for the National Merit Scholarship and prepare for the SAT	Summative	Local decision to administer PSAT to all 10 <sup>th</sup> graders	10	Math and English	October 14	Approximately 3 hours	Yes
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Pencil/paper							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> Yes							
<b>Date assessment turned in to receive results:</b> Tests are returned to the College Board the week of the assessment							
<b>Date the results are/were released:</b> Students receive scores in December							
<b>To whom the results released:</b> Students receive paper copies of score reports; electronic results are housed in the data management system							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Calvert County Public Schools</b>							
<b>Title of Assessment: Cognitive Abilities Test</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To identify a cognitive score for each student so that they can be considered for the Advanced Learning Program in grades 4 <sup>th</sup> and 5 <sup>th</sup> .	Summative	Local	2 <sup>nd</sup> -4 <sup>th</sup> grade	Reading and Math	2 week window	3 sessions total  Session I: 43 minutes  Session II: 40 minutes  Session III: 41 minutes	No – for 2 <sup>nd</sup> graders. Yes -for students in grades 3 and 4 who did not have a previous score. Yes for ELL students in grades 3 and 4. These students will be pulled from class to administer.
<b>Test prep needed:</b> Practice test given to students prior to testing							
<b>Pencil/paper or electronic device:</b> Pencil paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Upon completion							
<b>Date the results are/were released:</b> results are returned within 3 weeks of test completion							
<b>To whom the results released:</b> local / schools							
<b>How much time passes between administration of the assessment and receipt of results:</b> 3 weeks to receive results							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> No, but ELL students will take this assessment each year until a valid score is received.							

School System: Calvert County PS							
Title of Assessment: Gates-MacGinitie							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine students' ability in vocabulary and comprehension as a part of identification of advanced learners and honors middle school placement	formative	local	3-5	Reading/ELA	Feb. 4-5	90 minutes	No
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> within 5 days of Feb. 5<sup>th</sup></p> <p><b>Date the results are/were released:</b> 3 weeks after Feb. 5<sup>th</sup></p> <p><b>To whom the results released:</b> teachers, administrators, parents upon request</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 3 weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Calvert County Public Schools</b>							
<b>Title of Assessment: Math Level Indicator</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
5 <sup>th</sup> grade to 6 <sup>th</sup> grade transition to assist with middle school class selection	Summative	Local	5 <sup>th</sup> grade	Math	2 weeks	Approximately 60 minutes  Is untimed	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Pencil Paper</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> upon completion</p> <p><b>Date the results are/were released:</b> 24 hours after scanned at local level</p> <p><b>To whom the results released:</b> local - schools</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Calvert County Public Schools							
Title of Assessment: ESOL Writing Benchmark							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
1. To measure ESOL students' writing skills 2. As a predictor for performance on ACCESS for ELLs assessment	Formative	Local	1 <sup>st</sup> -12 <sup>th</sup>	ESOL Writing	August 31-September 4 November 31-December 4 One week in April/May if they need for final SLO measure	Approximately 60-65 minutes	Yes. Most ESOL sessions are 45 minutes, so on the days of administration, students are kept for the additional 15-20 minutes. Assessment must be taken in uninterrupted period.
<b>Test prep needed:</b> Practice using keyboard as needed for appropriate students							
<b>Pencil/paper or electronic device:</b> 1 <sup>st</sup> -3 <sup>rd</sup> grade and newcomers are paper and pencil, 4 <sup>th</sup> -12 <sup>th</sup> grade should be on a desktop computer or laptop computer							
<b>If by electronic device, student electronic device ratio:</b> 2.3							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion							
<b>Date the results are/were released:</b> Locally scored, so results are released to teachers after scoring is done by teachers							
<b>To whom the results released:</b> To the ESOL teachers							
<b>How much time passes between administration of the assessment and receipt of results:</b> Maximum of 2 weeks, generally one week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> Yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, as appropriate to a student's IEP or 504, within compliance of WIDA requirements for ACCESS for ELLs administration (as long as accommodations don't invalidate the test results)							
<b>Is the assessment available in other languages for English language learners:</b> No							



# Caroline County Public Schools

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School System: Caroline County Public Schools 6-12 Reading Interventions							
Title of Assessment: Scholastic Phonics Inventory (SPI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Placement and Progress Monitoring for Systems 44	Both	Local	6-10	Reading Intervention	Beginning, End of Year	Depends on success of student.	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> Electronic Device</p> <p><b>If by electronic device, student electronic device ratio:</b> Computer</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Yes</p> <p><b>Date the results are/were released:</b> We assessments are complete.</p> <p><b>To whom the results released:</b> Teacher specialists, Principals, ELA Supervisor</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> None</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> If needed</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Caroline County Public Schools 6-12 Reading Interventions							
Title of Assessment: Scholastic Reading Inventory (SRI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Placement and Progress Monitoring For Read 180 and Systems 44	Both	Local	6-10	Reading Intervention	Beginning, Middle, End of Year	Depends on success of student.	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> Electronic Device</p> <p><b>If by electronic device, student electronic device ratio:</b> Computer</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Yes</p> <p><b>Date the results are/were released:</b> We assessments are complete.</p> <p><b>To whom the results released:</b> Teacher specialists, Principals, ELA Supervisor</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> None</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> If needed</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Caroline County Public Schools							
Title of Assessment: Reading Diagnostic, DIBLES/TRC – 3 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To monitor student progress on MDCCRS and SLOs	Diagnostic and Summative	Local	6-12	English/Language Arts	2 weeks	2 class periods	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Yes</p> <p><b>Date the results are/were released:</b> 48 hours after submission</p> <p><b>To whom the results released:</b> Teachers, Principals, Supervisors, Teacher Specialists</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 48 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Special Education Teachers if student/s receive accommodations</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Caroline County Public Schools							
Title of Assessment: Midyear Diagnostic Assessment for MSA Science- Elementary level-Grade 5							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Grade 5 Midyear Diagnostic Assessment for Science is a measure of student progress toward achievement of the MSA Science standards. It is used to gauge individual progress and to determine areas of focus for review	Formative	Local	5th	Science	last week of January- 1 <sup>st</sup> week of February	2 -30 minute sessions	NO
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> pencil/paper</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> by the end of the testing window</p> <p><b>Date the results are/were released:</b> within 2 weeks</p> <p><b>To whom the results released:</b> teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 2 weeks maximum</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Caroline County Public Schools							
Title of Assessment: Government HSA Benchmarks – Administered 3 times per semester							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The benchmarks are designed to provide the teacher and student feedback on content and skills related to the Government Core Learning Goals.	Formative		10	Government	1 day per assessment	90 minutes	No
<p><b>Test prep needed:</b> No. Classroom instruction of content</p> <p><b>Pencil/paper or electronic device:</b> Paper only, at this time.</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Benchmarks are returned within 1 week to the Central Office for machine scoring of SRs</p> <p><b>Date the results are/were released:</b> 2 days after receiving the benchmarks scores are available for teachers</p> <p><b>To whom the results released:</b> Teachers, and then students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System:</b>							
<b>Title of Assessment: Reading Diagnostic: DAZE-part of DIBELS</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DAZE – assesses student's ability to comprehend a given text	Formative	Local	Grades 3-5	Reading	3 times per year	Three minutes	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Teacher scored upon completion</p> <p><b>Date the results are/were released:</b> Scores are recorded by teacher and shared with Reading Resource Teacher</p> <p><b>To whom the results released:</b> Student, Reading Resource Teacher, Principal, parent</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Teacher scores the assessment within the week it is administered.</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> No</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Caroline County Public Schools							
Title of Assessment: DIBELS – 3 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DIBELS – assesses student's reading fluency, phonemes, and segmentation of words.	Formative	Local	K-5	Reading	3 times per year	Administered in one sitting for approximately 5 minutes	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> Both</p> <p><b>If by electronic device, student electronic device ratio:</b> One elementary school uses iPads to administer the assessment</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Results are available upon completion of assessment</p> <p><b>Date the results are/were released:</b> Upon completion three times per year</p> <p><b>To whom the results released:</b> Classroom teacher, Reading Resource Teacher, Principal</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results are available upon completion of the assessment.</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> No</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System:</b>							
<b>Title of Assessment: Reading Diagnostic: Fundations</b>							
<b>Purpose</b>	<b>Summative or Formative</b>	<b>Local, State, Federal mandate</b>	<b>Grade Level(s)</b>	<b>Subject Area</b>	<b>Testing Windows</b>	<b>How long a student has to complete</b>	<b>Does assessment require change in school schedule</b>
Fundations phonological/phonemic awareness, phonics and spelling program for the general education classroom.	Formative	Local	K-2	Reading	On completion of each unit	Test is administered in a 30 minute class period	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Reading Resource Teacher administers the unit test and scores it within a day.</p> <p><b>Date the results are/were released:</b> Results are given to the teacher, so that instruction can be adjusted to meet needs of each student.</p> <p><b>To whom the results released:</b> Teacher and student</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1-2 days</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> No</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Caroline County Public Schools							
Title of Assessment: Math Module Assessments – Grade 6, Grade 7, Grade 8, PreAlgebra, Algebra 1, Algebra 2							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Monitor learning and instruction.	Summative	Local	6-12	Math	9/3/14-6/17/15	Assessments are designed to be completed in 1 class period (80 min).	No
<b>Test prep needed:</b> Instruction							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Assessments are delivered to teachers one week prior to the scheduled end of module. Teachers are asked to return the completed answer sheets for scoring no more than 2 weeks after the end of module.							
<b>Date the results are/were released:</b> After answer sheets are scanned at the central office, the results are available the following day on Performance Matters.							
<b>To whom the results released:</b> Teacher of record, principal, content supervisors have access to results electronically.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1-2 school days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teachers administer the tests to their students during regular class time.							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: CAROLINE</b>							
<b>Title of Assessment: Cumulative Post Assessment given twice a year</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Cumulative Post Assessment	Summative	Local	K-5	Math	December and May	K-1: 2 weeks, 2-5: 2 days	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Pencil/paper</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At close of each testing window</p> <p><b>Date the results are/were released:</b> Within a week of the testing window closing</p> <p><b>To whom the results released:</b> Supervisor, School Administrators, Teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Less than a week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> Yes</p>							

# Carroll County Public Schools

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School System: Carroll County Public Schools							
Title of Assessment: Common Unit Assessments and Final Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student learning of a course's essential content.	Summative	Local	K-12	PE/ Health K-12 Fine Arts K-12 Social Studies 3-12 ELA 6-12 CTE 6-12 Mathematics 6-12 Physics Biology	At the conclusion of a specified unit of study or an entire course	One class period	No
<b>Test prep needed:</b> Review of unit content or course content							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> Yes, as the results are part of the students' grade calculations							
<b>Date assessment turned in to receive results:</b> Scored by teacher							
<b>Date the results are/were released:</b> Within one week of the assessment							
<b>To whom the results released:</b> students, parents, content supervisor							
<b>How much time passes between administration of the assessment and receipt of results:</b> One week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Carroll County Public Schools							
Title of Assessment: Math Benchmark Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess students' understanding of curriculum standards over several months	Both	Local	PK-5	Mathematics	Pre-K and K: month of January and month of May Grades 1-5: Last week in January and the last week in May	Average time is 2 class periods	No

**Test prep needed:** no

**Pencil/paper or electronic device:** pencil/paper

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** yes – part of a student's grade

**Date assessment turned in to receive results:** teachers enter results into our assessment center system

**Date the results are/were released:** within 3 days from the end of the testing window

**To whom the results released:** students, teachers, parents, administrators

**How much time passes between administration of the assessment and receipt of results:** 1 week

**Does the assessment require proctors or other personnel to administer the assessment:** depends on a student's IEP

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** yes, as stated in IEPs

**Is the assessment available in other languages for English language learners:** no

School System: Carroll County Public Schools							
Title of Assessment: Math Unit Tests Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess students' understanding of curriculum standards within a specific unit of study	Both	Local	1-5	Mathematics	Upon completion of a unit of instruction	Average time is 1 class period	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> pencil/paper</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> yes</p> <p><b>Date assessment turned in to receive results:</b> upon completion of the test</p> <p><b>Date the results are/were released:</b> teacher grades the assessments and returns the tests</p> <p><b>To whom the results released:</b> students, teachers, parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> depends on the teacher</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> depends on a student's IEP</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as stated in IEPs</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System:</b> Carroll County Public Schools							
<b>Title of Assessment:</b> CogAT (Cognitive Abilities Test)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Measures students' learned reasoning abilities in the three areas linked to academic success in school: Verbal, Quantitative, and Nonverbal.**	Summative	LOCAL	Second Grade		Month of May	90 minutes	No

\*\* Scores are used to assist in determining placement in our G & T program.

**Test prep needed:** No

**Pencil/paper or electronic device:** Paper/Pencil

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** Yes (mostly for parents)

**Date assessment turned in to receive results:** Upon completion

**Date the results are/were released:** Within a few weeks

**To whom the results released:** Parents, teachers, school administrators

**How much time passes between administration of the assessment and receipt of results:** Few weeks

**Does the assessment require proctors or other personnel to administer the assessment:** Classroom teachers

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes – according to student IEP

**Is the assessment available in other languages for English language learners:** No

<b>School System:</b> Carroll County Public Schools							
<b>Title of Assessment:</b> PSAT (Preliminary SAT)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine eligibility and qualification for the National Merit Scholarship Program	Summative	Local (optional test – students can opt out)	10	Math, Critical Reading, and Writing Skills	Mid-October	2 hours and 10 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Same day as test administered</p> <p><b>Date the results are/were released:</b> 3 months after administration</p> <p><b>To whom the results released:</b> School system, school, parents, student</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 3 months</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom Teachers</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Carroll County Public Schools							
Title of Assessment: Primary Literacy Assessment (PLA)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess early literacy behaviors and students (ability to hear, manipulate, and differentiate sounds – phonemic and phonological awareness, high frequency words, and reading levels/behaviors)	Formative/Diagnostic – Parts of assessment are no longer given once a student has mastered	Local	PreK – grade 2	English Language Arts	October (for K only), January, and May to guide instruction/grouping decisions	Approximately 10-30 minutes depending on which parts of the assessment each student has mastered	No
<b>Test prep needed:</b> None for students. Building-level English Language Arts specialists are responsible for getting the assessment materials assembled and distributed to teachers prior to the scheduled assessment windows.							
<b>Pencil/paper or electronic device:</b> one-on-one							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> mid-year and end of year							
<b>Date the results are/were released:</b> Approximately 2-4 weeks after the assessment windows close							
<b>To whom the results released:</b> Director of Elementary Schools, building administrators, teachers, ELA specialists, and parents (home reports)							
<b>How much time passes between administration of the assessment and receipt of results:</b> Approximately 2-4 weeks after the assessment windows close							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – assessment is given one-on-one							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Carroll County Public Schools</b>							
<b>Title of Assessment: Carroll County Phonics Assessment (CCPA)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess grade level, college and career readiness-aligned phonics skills	Formative/Diagnostic. Parts of assessment are no longer given once a student has mastered.	Local	K – 2	English Language Arts	January, and May to guide instruction/grouping decisions	Approximately 10-20 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> one-on-one</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Upon completion</p> <p><b>Date the results are/were released:</b> 2-4 weeks after the assessment window closes</p> <p><b>To whom the results released:</b> Director of Elementary Schools, building administrators, teachers, ELA specialists, and parents (home reports)</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Approximately 2-4 weeks after the assessment windows close</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes – assessment is given one-on-one</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Carroll County Public Schools</b>							
<b>Title of Assessment: Comprehensive Benchmark Assessment (CBA)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assesses student comprehension (College and Career Readiness Standards aligned) of grade-level literary and informational text as well as writing connected to sources (all three types of writing outlined in the CCR Standards)	Formative	Local	2 - 5	English Language Arts	November March/April to guide instruction/grouping decisions	Approximately 3 hours	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> NA – to this point, however, as a county, we are looking into making the assessment electronic in order to help prepare students for PARCC and college and careers.							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No – grouping for instruction, not for grades							
<b>Date assessment turned in to receive results:</b> after assessment window closes							
<b>Date the results are/were released:</b> Approximately 2-4 weeks after the assessment window closes.							
<b>To whom the results released:</b> Director of Elementary Schools, building administrators, teachers, ELA Specialists, and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Approximately 2-4 weeks after the assessment window closes							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No, but may change if assessment is offered electronically.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. Students get the accommodations outlined in their IEPs							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Carroll County Public Schools							
Title of Assessment: Scholastic Reading Inventory (SRI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To recommend reading level ranges, and inform comprehension/vocabulary retention	Formative	Local	2 (after students reach Guided Reading Level N) 5 (continues through middle school and high school)	English Language Arts	January and May to guide instruction/grouping decisions	Approximately 30 minutes	No
<b>Test prep needed:</b> None for students. ELA Specialists are responsible for inputting students into the system in preparation to take the assessment. Occasionally, ELA Specialists may be required to go into the system to set reading level before a student retakes the assessment.							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> one computer per student – usually administered in a computer lab or mobile lab setting.							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> upon completion							
<b>Date the results are/were released:</b> Approximately 2-4 weeks after the assessment window closes.							
<b>To whom the results released:</b> Director of Elementary Schools, building administrators, teachers, ELA Specialists, and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Approximately 2-4 weeks after the assessment window closes							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> Some							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes.							
<b>Is the assessment available in other languages for English language learners:</b> No							

# Cecil County Public Schools

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School System: Cecil County							
Title of Assessment: DIBELS Next - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Diagnostic and progress monitoring	Formative	Local	DIBELS Next 1 Grades K-2	English/Language Arts	Three times per year, fall/winter/spring, as a universal screener for grade level progress to inform possible intervention needs	DIBELS is teacher administered and student time to complete is noted;	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> pencil and paper for teacher administration of DIBELS Next;</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediate scoring by teacher for DIBELS Next;</p> <p><b>Date the results are/were released:</b> immediate to teachers</p> <p><b>To whom the results released:</b> students, parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> immediate</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> none other than the classroom teacher</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes, teachers follow IEP goals</p> <p><b>Is the assessment available in other languages for English language learners:</b> no, though ESOL teacher may assist</p>							

School System: Cecil County							
Title of Assessment: Unit Performance Task - Elementary English Language Arts							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Unit Performance Task is designed to provide information to teachers regarding student mastery of marking period content.	Summative	Local	1,2,3,4,5	English/Language Arts	After appropriate instructional time and before the end of the marking period  4 times per year	The performance tasks are untimed; however, most of them can be completed in one traditional class time.	No
<p><b>Test prep needed:</b> Daily instruction</p> <p><b>Pencil/paper or electronic device:</b> pencil and paper or electronic word documents for Chromebooks using Google Classroom</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1 – when being used with Chromebooks where accessible</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediate return for teacher grading</p> <p><b>Date the results are/were released:</b> Teachers should grade and return tasks to students in a timely fashion.</p> <p><b>To whom the results released:</b> students, parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> as quickly as teacher grades and returns</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes, teachers follow IEP goals</p> <p><b>Is the assessment available in other languages for English language learners:</b> no, ELL teacher may assist</p>							

School System: CECIL							
Title of Assessment: <b>Emerging Literacy Survey</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess early reading skills	Formative	Local	K	Reading	Last year: November January May	This test is administered orally one-on-one	No
<b>Test prep needed:</b> None for students; Teacher's need access to the testing booklet and copies of individual testing sheets.							
<b>Pencil/paper or electronic device:</b> Orally administered by teacher							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Same day							
<b>Date the results are/were released:</b> Same day							
<b>To whom the results released:</b> Logged into student records							
<b>How much time passes between administration of the assessment and receipt of results:</b> no more than one week.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No, administered by classroom teacher							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> As directed by students' IEPs							
<b>Is the assessment available in other languages for English language learners:</b> NO, though ESOL teacher may assist							

School System: Cecil County							
Title of Assessment: Unit MATH Performance Task - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The Unit Performance Task is designed to provide information to teachers regarding student mastery of marking period content. Students are required to combine understanding of concepts across mathematical domains to successfully complete the task.	Summative	Local	1,2,3,4,5	Mathematics	Approximately 75% of the way through the unit material. Timing is dependent on when teacher feels the class is prepared for the assessment.	Gr 1 – 20 min Gr 2 - 20 min Gr 3 – 25 min Gr 4 - 30 min Gr 5 – 30 min	No
<b>Test prep needed:</b> Daily instruction							
<b>Pencil/paper or electronic device:</b> pencil and paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> immediate return for teacher grading							
<b>Date the results are/were released:</b> Teachers should grade and return tests to students in a timely fashion.							
<b>To whom the results released:</b> students, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> as quickly as teacher grades and returns							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: CECIL							
Title of Assessment: Secondary Language Arts Unit Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Summative quarterly assessments for grading and program evaluation	Summative	Local	6-8 9-12	Language Arts 6-8 Honors English 9-12 English 9-12	Last two weeks of each quarter	Two periods (45-70 minutes)	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Pencil/ Paper primarily, though some classrooms moving toward Chromebook submission							
<b>If by electronic device, student electronic device ratio:</b> 1:1 where utilized							
<b>Is the assessment high stakes for students:</b> Yes, as it counts toward quarterly grade							
<b>Date assessment turned in to receive results:</b> Within reasonable period of time to grade papers / 5 days							
<b>Date the results are/were released:</b> As soon as graded and entered into electronic grade book / 5 days							
<b>To whom the results released:</b> Student; parents can access through parent portal							
<b>How much time passes between administration of the assessment and receipt of results:</b> 3-5 days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> As allowed on IEP							
<b>Is the assessment available in other languages for English language learners:</b> No, though assistance of ESOL teacher is available							

School System: Cecil							
Title of Assessment: Unit Assessments --- Secondary Mathematics (grades 6 – 12)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess what students know, understand, and are able to do as it relates to the course curricular objectives	summative	local	6-12	Mathematics: Grade 6 Math Accelerated Grade 6 Grade 7 Math Accelerated Grade 7 Grade 8 Algebra 1 grade 8 Geometry grade 8 Pre-Algebra Algebra 1 Geometry Honors Geometry Algebra 2 Honors Algebra 2 Algebra 2A Algebra 2B Trig/Functions Honors Trig/Functions Pre-calculus Honors pre-calculus Statistics AP Statistics Topics of Math Calculus AP Calculus AB AP Calculus BC	We give 2 tests per unit, 4 units per course. The window varies depending if the course is semester or year-long. In general, the first occurs at the half-way part of the unit; the second test occurs at the end of the unit. In year-long courses, that is 2 tests per marking period; if semester blocks, it is 4 tests per marking period. We also give between 2 and 3 county quizzes per unit in the same time frame as listed above	1 or 2 class periods, depending on semester or year-long classes.	no

**Test prep needed:** 1 review period before unit exam

**Pencil/paper or electronic device:** Paper/pencil

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** Yes—major contributor to course grade. Note: also high stakes for teachers as many SLOs are tied to the unit tests

**Date assessment turned in to receive results:** Rolling, at time of test.

**Date the results are/were released:** In a timely manner after the test, most likely within one week

**To whom the results released:** Students, parents

**How much time passes between administration of the assessment and receipt of results:** less than 10 days

**Does the assessment require proctors or other personnel to administer the assessment:** No—class roomteacher administers the test

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** yes, as provided in IEP

**Is the assessment available in other languages for English language learners:** no, but ELL teacher can translate as needed.

School System: Cecil County							
Title of Assessment: SCIENCE Unit Assessments – Secondary							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Provide information of content mastery of the content within the individual unit.	Summative	Local	6-12	Middle School Science Grade 6; Middle School Science Grade 7; Middle School Science Grade 8: Environmental Science; Biology; Chemistry; Physics; Earth Science; Principles of Physics; Anatomy and Physiology; Zoology; and the Honors course associated with each of the above courses.	After instruction for that unit is completed; this may be at the end of the marking period for yearlong courses (4 marking periods) or twice during a marking period for semester long courses (2 marking periods).	Generally 1-2 class periods	No
<b>Test prep needed:</b> Daily Instruction							
<b>Pencil/paper or electronic device:</b> Paper and pencil							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> no – serves as a weighted grade in quarterly calculations							
<b>Date assessment turned in to receive results:</b> Generally 1-3 days							
<b>Date the results are/were released:</b> Grades must be recorded in PowerSchool on a regular basis.							
<b>To whom the results released:</b> Students and Parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> generally 1-3 days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes based on students IEP or 504							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Cecil County							
Title of Assessment: Social Studies Argumentative Writing							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The purpose is to assess student's ability to read sources and generate an argumentative essay in response to a prompt.	summative	local	Gr 6-12	Social Studies 6-7-8 Govt, Honors Govt US History, Honors History World History, Honors World History Contemporary World Studies	Two assessments are given. One during the first unit to determine the student's ability. A second task is given during the third unit as a means to measure growth	Untimed but can take 2-3 class periods	no
<b>Test prep needed:</b> Students should be conducting shorter writing tasks to improve writing and analysis skills.							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> yes. It counts as a part of the grade for the marking period. It is also an SLO for teachers.							
<b>Date assessment turned in to receive results:</b> Assessments are turned in immediately for results							
<b>Date the results are/were released:</b> timely grading and reporting to students should occur							
<b>To whom the results released:</b> students and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> no more than 10 school days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> not usually. The classroom teacher proctors, but a special educator or paraprofessional may be needed based on an IEP requirement							
<b>Does the assessment require technological support to administer:</b> no.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Cecil County							
Title of Assessment: Social Studies Source Analysis- one assessment during the third unit of study							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The purpose is to assessment is to assess student's ability to analyze a primary or secondary source	summative	local	Gr 6-12	Social Studies 6-7-8 Govt, Honors Govt US History, Honors History World History, Honors World History Contemporary World Studies	The assessment is given during the third unit when it falls in line with the appropriate content of study	Untimed but usually completed within 20-30 minutes	no
<b>Test prep needed:</b> test prep should occur throughout the course as students analyze sources in the classroom							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> yes. It counts as a part of the grade for the marking period. It is also an SLO for teachers.							
<b>Date assessment turned in to receive results:</b> Assessments are turned in immediately for results							
<b>Date the results are/were released:</b> timely grading and reporting to students should occur							
<b>To whom the results released:</b> students and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> no more than 10 school days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> not usually. The classroom teacher proctors, but a special educator or paraprofessional may be needed based on an IEP requirement							
<b>Does the assessment require technological support to administer:</b> no.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Cecil County							
Title of Assessment: Social Studies Unit Assessments- 4 units for all social studies classes= 4 unit assessments per course per grade level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The purpose is to assess content knowledge of studies in the area of social studies for the given unit of study.	summative	local	Gr 1-12	Elementary Social Studies; Social Studies 6-7-8 Govt, Honors Govt US History, Honors History World History, Honors World History Contemporary World Studies	The end of the unit of study	Untimed but usually completed within a class period	no
<b>Test prep needed:</b> test prep should occur through the instruction of material throughout the unit							
<b>Pencil/paper or electronic device:</b> can be both. They are provided to schools in paper form, but we currently have a class in Blackboard where the assessment is taken electronically							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1 during assessment administration							
<b>Is the assessment high stakes for students:</b> yes. It counts as a part of the grade for the marking period							
<b>Date assessment turned in to receive results:</b> Assessments are turned in immediately for results							
<b>Date the results are/were released:</b> timely grading and reporting to students should occur							
<b>To whom the results released:</b> students and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> no more than 10 school days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> not usually. The classroom teacher proctors, but a special educator or paraprofessional may be needed based on an IEP requirement							
<b>Does the assessment require technological support to administer:</b> no. With the one exception for the above mentioned course in Blackboard							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: CECIL							
Title of Assessment: NWEA (Northwest Evaluation Association) MAP Testing							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To provide a Universal Screener for intervention and provide a Norm-Referenced comparison for our students.	Formative	Local	2-10	Reading and Mathematics	Fall – August 24 – September 30  Winter - January 4 – January 29  Spring - April 27 – May 27	45 minutes per content  4.5 hours per school year	Not in the elementary or middle school. Some adjustment needed at the high school due to block classes.
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Electronic							
<b>If by electronic device, student electronic device ratio:</b> 3.2:1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> n/a - Results available next day							
<b>Date the results are/were released:</b> Results available next day							
<b>To whom the results released:</b> classroom teachers and administrators							
<b>How much time passes between administration of the assessment and receipt of results:</b> one day							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes – classroom teachers							
<b>Does the assessment require technological support to administer:</b> Yes – student rosters maintained by district staff, hardware preparation by district technicians							
<b>Does the assessment allow for accommodations for students with disabilities:</b> We plan to test students without accommodations to determine student strengths and weaknesses.							
<b>Is the assessment available in other languages for English language learners:</b> No							



# Charles County Public Schools

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School System: Charles County Public Schools							
Title of Assessment: Pre-tests – elementary, middle, high							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Pre test for Student Learning Objective measure	Formative	Local	1 - 12	1-8 – Reading 1-8 – math 3,5,7,8 – physical education 2,5 – science 6-8 - social studies, science 6 – technology <u>High School</u> Multiple courses including: English I-IV; Foundations of Algebra; Algebra I&II; Geometry; Algebra/Trig & Statistics; Advance Algebra/Trig; Pre-Calculus; Social Studies; Science; physical education; health; technology; financial literacy	Sept 2 – 11 (makeups due Oct 1)	From 35 - 120 minutes depending on grade level and content area	No
<b>Test prep needed:</b> practice tests for online assessments							
<b>Pencil/paper or electronic device:</b> some assessments are paper/pencil; some assessments are online							
<b>If by electronic device, student electronic device ratio:</b> each school can test all the students in its largest grade level simultaneously							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> September 30							
<b>Date the results are/were released:</b> October 3							
<b>To whom the results released:</b> school, teacher							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> Yes – Technology staff and Research & Assessment staff							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Charles County Public Schools							
Title of Assessment: CogAT							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
One component in Gifted Identification	Formative	Local mandate	CogAT screener grade 2 – all students and Grades 3-7 – new students; CogAT Completer grades 2-7 – qualifying students	Verbal, non-verbal, quantitative	November 17-25 (Screener) December 1-9 (Completer)	Screener – 60 minutes Completer – 120 minutes	Yes
<p><b>Test prep needed:</b> Online practice test</p> <p><b>Pencil/paper or electronic device:</b> electronic device</p> <p><b>If by electronic device, student electronic device ratio:</b> each school can test all students in its largest grade level simultaneously</p> <p><b>Is the assessment high stakes for students:</b> No – one component in Gifted Identification</p> <p><b>Date assessment turned in to receive results:</b> taken and scored online</p> <p><b>Date the results are/were released:</b> reported online once a student has completed the test</p> <p><b>To whom the results released:</b> central office, schools, parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> none</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> none</p> <p><b>Does the assessment require technological support to administer:</b> Yes – Technology staff, Research &amp; Assessment staff, Riverside Help Desk</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Charles County Public Schools							
Title of Assessment: Mock MSA							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine areas of instructional focus in preparation for MSA Science	Formative	Local	5 & 8	Science	January 5 – 16	Grade 5 – 80 minutes Grade 8 – 35 minutes	No
<p><b>Test prep needed:</b> Classroom instruction</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> January 16</p> <p><b>Date the results are/were released:</b> January 27</p> <p><b>To whom the results released:</b> school and teacher</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes – Technology staff; Research &amp; Assessment staff</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Charles County Public Schools							
Title of Assessment: Post-test for SLO measure							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Posttest for Student Learning Objective Measure	Formative and Summative	Local	K - 12	Reading, math, science, social studies, physical education, fine & performing arts, world languages, technology	February 9 – 27	30 – 185 minutes, depending on grade level, content area and school schedule – generally, one class period	no
<p><b>Test prep needed:</b> classroom instruction</p> <p><b>Pencil/paper or electronic device:</b> both – depending on grade level and content area</p> <p><b>If by electronic device, student electronic device ratio:</b> each school can test all students in its largest grade level simultaneously</p> <p><b>Is the assessment high stakes for students:</b> no – does count for a test grade in middle and high school</p> <p><b>Date assessment turned in to receive results:</b> February 27</p> <p><b>Date the results are/were released:</b> March 9</p> <p><b>To whom the results released:</b> schools, teachers, and parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes – Technology staff and Research &amp; Assessment staff</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Charles County Public Schools							
Title of Assessment: Accuplacer							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
College Readiness & Placement Exam	Summative	Local	10-12	Math – Algebra with Trig and Statistics	March 2 – 14	75 minutes	Yes
<p><b>Test prep needed:</b> Classroom instruction</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> immediate – taken and scored online</p> <p><b>Date the results are/were released:</b> immediate – taken and scored online</p> <p><b>To whom the results released:</b> reported online</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> immediate</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes – Technology staff and Research &amp; Assessment staff</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Charles County Public Schools							
Title of Assessment: Mock HSA							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine areas of instructional focus in preparation for HSA	Formative	Local	9 – 12	Science, Social Studies	March 9 – 20	Science – 70 minutes Social Studies – 123 minutes	Yes
<p><b>Test prep needed:</b> Classroom instruction</p> <p><b>Pencil/paper or electronic device:</b> electronic device</p> <p><b>If by electronic device, student electronic device ratio:</b> each school can test all students in its largest grade level simultaneously</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> March 20</p> <p><b>Date the results are/were released:</b> March 27</p> <p><b>To whom the results released:</b> schools and teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes – Technology staff and Research &amp; Assessment staff</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Charles County Public Schools							
Title of Assessment: High School Math Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student learning at the end of instructional units	Formative and Summative	Local	7-12	Math	Throughout school year as instructional units are completed	40 minutes	No
<p><b>Test prep needed:</b> Classroom instruction</p> <p><b>Pencil/paper or electronic device:</b> both</p> <p><b>If by electronic device, student electronic device ratio:</b> each school can test all students in its largest grade level simultaneously</p> <p><b>Is the assessment high stakes for students:</b> no – counts as regular test grade</p> <p><b>Date assessment turned in to receive results:</b> electronic administration - as students complete test; paper/pencil – at the end of each window</p> <p><b>Date the results are/were released:</b> approximately 1 week after testing window</p> <p><b>To whom the results released:</b> schools, teachers, and parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> approximately 1 week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes – technology staff, Research &amp; Assessment staff</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

# Dorchester County Public Schools

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June 22, 2015

Dear Dr. Johnson,

Dorchester County Public Schools has made great progress in developing and administering required district-wide common assessments. Common assessments have been implemented in all content areas. Content area unit and benchmark assessments are administered at the elementary, middle, and high school levels, for reading, English language arts, mathematics, science, and social studies. DIBELS, and English language arts (ELA) mini assessments are implemented at the elementary level. ELA common skills assessments, an ELA research simulation task, and ELA timed writing assessments are administered in the middle schools. District assessments are also administered in related arts, including fine arts, and physical education and health. Mid-term and final exams are required for all high school courses. Mid-term and final exams each count for 5% of a student's grade.

Dorchester County Public Schools uses the Performance Matters, a web-based technology platform to administer district assessments through paper-pencil scanning, on-line scoring, or on-line administration. Student assessment data is scanned to Performance Matters, and is available for teachers, principals, instructional coaches, content area supervisors, and parents, the day after the assessments are scanned, or on-line scoring is completed. This interactive platform allows for various means to analyze student assessment data. Assessment results are displayed in color-coded achievement bands, and may be filtered to drill down individual student data, that is used to inform whole group instruction, and to differentiate instruction for individual students.

Dorchester County has adopted a district-wide grading policy, where 70% of a student's grade is based on summative assessment scores, and 30% of the grade is based on formative assessment data. The district has also adopted a retake procedure for middle and high school students who score below 70% on summative assessments, where students are strongly encouraged to retake the assessment following some remediation/re-teaching between the two administrations of the assessments. If the student cores a 70% or higher on the re-take, a score of 70% becomes the grade of record, and is entered into the grade book.

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> DIBELS – 3 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To obtain diagnostic information on individual student; to assess student oral reading fluency To use data to plan for additional instructional support within the classroom (tier 2) or for intervention (tier 3).	Formative	Local	K - 5	ELA	Sept. 15 - 19; Jan. 20 - 27; May 21 - 28	Each measure is 1 minute	Teacher incorporates during small group time; reading coaches assist
<b>Test prep needed:</b> Each year Reading Coaches review DIBELS protocols; coaches manage materials for classroom teachers; none for students							
<b>Pencil/paper or electronic device:</b> NA							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each administration, reading coaches enter data into DIBELS Website, three times a year							
<b>Date the results are/were released:</b> Results available after put into DIBELS Website							
<b>To whom the results released:</b> Reading Coaches, Principals; Classroom teacher; Parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 to 2 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> No							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> ELA Benchmarks – 4 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DCPS ELA benchmarks are a measure of student achievement on grade level standards.	Formative Summative	Local	2 – 5 1 <sup>st</sup> grade – twice a year	ELA	End of each 9 week term Term 1 Oct. 31 Term 2 Jan 23 Term 3 March 30 Term 4 June 15	One – two class periods	No
<b>Test prep needed:</b> None for students (District office provides assessment to schools)							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each administration, scantrons are run through Performance matters							
<b>Date the results are/were released:</b> Results available day after scantrons are run							
<b>To whom the results released:</b> Reading Coaches, Principals; Classroom teacher; parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results available day after scantrons are run							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> ELA Mini-assessments Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DCPS ELA mini-assessments are a measure of student achievement on grade level standards.	Formative	Local	2 – 5	ELA	Week 3 and week 6 of each term Term 1 Sept. Oct. Term 2 Nov. Dec. Term 3 Feb. Mar Term 4 April May	One class period	No
<p><b>Test prep needed:</b> None for students</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> After each administration, scantrons are run through Performance matters</p> <p><b>Date the results are/were released:</b> Results available day after scantrons are run</p> <p><b>To whom the results released:</b> Reading Coaches, Principals; Classroom teacher; Parent</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available day after scantrons are run</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> Math Benchmarks – 3 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DCPS Math benchmarks are a measure of student achievement on grade level standards.	Summative	Local	K - 5	Math	Aug. 27, 28; Jan. 15 - 25.; June 1 – 10 <small>*Each grade takes assessment within window</small>	One – two class periods	No
<b>Test prep needed:</b> None for students (District office provides assessment to schools)							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each administration, scantrons are run through Performance matters							
<b>Date the results are/were released:</b> Results available day after scantrons are run							
<b>To whom the results released:</b> Math Coaches, Principals; Classroom teacher; parent							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results available day after scantrons are run							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> Math Unit Tests - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DCPS Math Unit Tests are a measure of student achievement on grade level standards taught during a specific unit of study.	Formative & Summative	Local	1 – 5	Math	After each Unit of Study (3 a term)	One class period	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each administration, scantrons are run through Performance matters							
<b>Date the results are/were released:</b> Results available day after scantrons are run							
<b>To whom the results released:</b> Math Coaches, Principals; Classroom teacher; Parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results available day after scantrons are run							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> Science Benchmark – 4 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To obtain diagnostic information on individual student; to assess student oral reading fluency To use data to plan for additional instructional support within the classroom (tier 2) or for intervention (tier 3).	Formative	Local	3 - 5	Science	End of each science unit of study; 1 per term	1 class period	No
<b>Test prep needed:</b> None for students; Benchmark assessments are prepared at district office and sent to each school.							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each administration, teachers return scantrons to Supervisor's office for upload into Performance Matters							
<b>Date the results are/were released:</b> Results available after overnight upload							
<b>To whom the results released:</b> Principals; Classroom teacher; (available on Performance Matters); parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> Overnight upload once scantrons are received							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> English Language Arts Common Skills Assessment – middle school level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To track growth toward mastery of reading and writing standards associated with Module (multiple units of study) mid-module	Formative	Local	6 - 8	Language Arts	2 days (October 1 – 3; March 2-4; May 11-13)	30 minutes	No
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> na							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> day two of assessment window							
<b>Date the results are/were released:</b> one week							
<b>To whom the results released:</b> teachers, students, parents/guardians							
<b>How much time passes between administration of the assessment and receipt of results:</b> one week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> English Language Arts Research Simulation Task – middle school level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To track growth toward reading and writing standards related to reading informational text and writing arguments	Summative	Local	6 - 8	Language Arts	5 days in April	50 minutes	No
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> day five of assessment window							
<b>Date the results are/were released:</b> two weeks							
<b>To whom the results released:</b> teachers, students, parents/guardians							
<b>How much time passes between administration of the assessment and receipt of results:</b> two weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> English Language Arts Timed Writing Assessment – middle school level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To track 6 Traits of writing growth (argument, informative, narrative)	Summative	Local	6 - 8	Language Arts	5 days (October 20; January 14; April)	50 minutes	No
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> na							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> day five of assessment							
<b>Date the results are/were released:</b> two weeks							
<b>To whom the results released:</b> teachers, students, parents/guardians							
<b>How much time passes between administration of the assessment and receipt of results:</b> two weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Dorchester County							
<b>Title of Assessment:</b> Fine Arts Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To track progress toward growth goals of critical content, including disciplinary literacy, in visual arts, music and theatre	Summative	Local	3,5 6, 8, 9-12	Fine Arts	5 days (April and May)	50 minutes	No
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> day five of assessment							
<b>Date the results are/were released:</b> two weeks							
<b>To whom the results released:</b> teachers, students, parents/guardians							
<b>How much time passes between administration of the assessment and receipt of results:</b> two weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Dorchester County Public Schools							
Title of Assessment: Secondary Mathematics Benchmark Assessments – 3 administrations per year							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DCPS Mathematics benchmarks are a measure of student achievement on grade level or course standards.	Formative/Summative The first two are formative assessments, the third administration may be used as a summative	Local	6-12	Mathematics	September, January, June	1-2 class periods	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each unit test administration, scantron answer sheets are scanned for upload to Performance Matters.							
<b>Date the results are/were released:</b> Scantrons are scanned into Performance Matters at middle schools and high schools, and results are available for view and analysis the next day.							
<b>To whom the results released:</b> Math Coaches, Principals; Classroom Teachers; Content Area Supervisors, Parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> The teacher can see results that day in Pending Item Analysis in Performance Matters.							
Results are available for analysis through Performance Matters the next day.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No, A special education teacher may assist in providing accommodations to meet special education students' IEP goals							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. Unit assessments are put into Kurzweil by a special education staff. IEP accommodations are followed for all assessments.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Dorchester County Public Schools							
Title of Assessment: Secondary Mathematics Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DCPS Mathematics Unit Tests are a measure of student achievement on grade level standards taught during a specific unit of study	Formative/Summative	Local	6-12	Mathematics	After each Unit of Study, approximately 3 assessments per grading period	1-2 class periods	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> After each unit test administration, scantron answer sheets are scanned for upload to Performance Matters.							
<b>Date the results are/were released:</b> Scantrons are scanned into Performance Matters at middle schools and high schools, and results are available for view and analysis the next day.							
<b>To whom the results released:</b> Math Coaches, Principals; Classroom Teachers; Content Area Supervisors, Parents, students							
<b>How much time passes between administration of the assessment and receipt of results:</b> The teacher can see results that day in Pending Item Analysis in Performance Matters.							
Results are available for analysis through Performance Matters, the next day.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No, A special education teacher may assist in providing accommodations to meet special education students' IEP goals							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes. Unit assessments are put into Kurzweil by a special education staff. IEP accommodations are followed for all assessments.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Dorchester County Public Schools							
Title of Assessment: District Science Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The DCPS district science unit assessments measure student achievement in elementary science, middle school science, Biology, and Environmental Science in preparation to pass the Science MSA, the Biology High School Assessment, and to ensure students meet the Maryland Environmental Literacy requirements.	Formative	Local	3,4 &5  6, 7 & 8  High school Biology  High school Environmental Science	Science (Elementary & Middle), Biology, & Environmental Science	<u>Science (Elementary)</u> : At the end of each unit of study; 1 per term <ul style="list-style-type: none"> <li>• <u>Grade 3</u>: 4 Unit Assessments</li> <li>• <u>Grade 4</u>: 4 Unit Assessments</li> <li>• <u>Grade 5</u>: 4 Unit Assessments</li> </ul> <u>Science (Middle)</u> : Pre-Test Prior to Unit of Study; Post Test at the end of each unit of study; 1 Week Testing Window <ul style="list-style-type: none"> <li>• <u>Grade 6</u>: 5 Unit Assessments</li> <li>• <u>Grade 7</u>: 6 Unit Assessments</li> <li>• <u>Grade 8</u>: 4 Unit Assessments</li> </ul> <u>Biology I</u> : At the end of each unit of study; 1 Week Testing Window <ul style="list-style-type: none"> <li>• 5 Unit Assessments</li> </ul> <u>Environmental Science</u> : At the end of each unit of study; 1 Week Testing Window <ul style="list-style-type: none"> <li>• 4 Unit Assessments</li> </ul>	1 Class Period	No

**Test prep needed:** None for students; Test booklets and student answer sheets are prepared at central office and delivered to each school for each teacher to administer

**Pencil/paper or electronic device:** paper

**If by electronic device, student electronic device ratio:** N/A

**Is the assessment high stakes for students:** No

**Date assessment turned in to receive results:** Student answer sheets are due to the high school coach immediately after testing; the high school coach in turn scans the sheets into Performance Matters; Elementary and Middle school science teachers return student answer sheets to the Supervisor's office for answer sheets to be scanned into Performance Matters

**Date the results are/were released:** Results are 100% available the next day

**To whom the results released:** Teachers; School Administration; District Administration; parents, students

**How much time passes between administration of the assessment and receipt of results:** Overnight upload once answer sheets are received and scanned

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

# Frederick County Public Schools

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School System: Frederick County Public Schools							
Title of Assessment: Scantron Performance Series							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Universal Screen & Progress Monitoring for Identified Population	Formative	Local	2, 5, 8, and Identified Populations (intervention students)	Reading and Math	Jan./Feb.	untimed	No
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Electronic Device							
<b>If by electronic device, student electronic device ratio:</b> 1 device per student							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediate Results							
<b>Date the results are/were released:</b> Immediate							
<b>To whom the results released:</b> school staff							
<b>How much time passes between administration of the assessment and receipt of results:</b> Immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> Spanish only in math							

School System: Frederick County Public Schools							
Title of Assessment: Social Studies Benchmarks							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Exams for understanding content, skills and formative to inform instruction. Increase skill in close reading and argument writing.	Either / both as multiple assessments are available and two required.	Local	Grades 6 - 11	Social Studies	Tied to Unit of Study	Middle - 47 minutes High School – 180 minutes	No
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Possible setup of electronic device and log on if students haven't been instructed.							
<b>If by electronic device, student electronic device ratio:</b> 1 device per student							
<b>Is the assessment high stakes for students:</b> No, 20% of Final Grade for High School							
<b>Date assessment turned in to receive results:</b> Immediate results							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> Student, system, parents, any and all interested parties.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Depends on the instruction							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
<b>Title of Assessments:</b> Invention and Innovation/Independent Living/Foundations of Technology (Benchmarks for Technology Education and Family and Consumer Science)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Exams for understanding content, skills and formative to inform instruction.	Both	Local	TE – Grade 7 and 9-12 FCS – Grades 9-12	Technology Education and Family and Consumer Science	None	45 min.  FOT 60 min	No
<b>Test prep needed:</b> Organizing appropriate testing materials  <b>Pencil/paper or electronic device:</b> Electronic Device  <b>If by electronic device, student electronic device ratio:</b> 1 device per student  <b>Is the assessment high stakes for students:</b> No  <b>Date assessment turned in to receive results:</b> Immediate Results  <b>Date the results are/were released:</b>  <b>To whom the results released:</b> school staff  <b>How much time passes between administration of the assessment and receipt of results:</b> will vary by teacher  <b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class  <b>Does the assessment require technological support to administer:</b> No  <b>Does the assessment allow for accommodations for students with disabilities:</b> Yes  <b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
Title of Assessment: Physical Education: Exit Outcome Measures							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To demonstrate proficiency in Physical Education Standards	Summative	Local	K - 5	Physical Education	None	20 min.	No
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Some are paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediate Results							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> school staff							
<b>How much time passes between administration of the assessment and receipt of results:</b> Will vary by teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per class							
<b>Does the assessment require technological support to administer:</b> Assessment data is recorded in TAC							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
Title of Assessment: Secondary Physical Education: Exit Outcome Measures							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student comprehension of psychomotor, cognitive, and affective learning objectives.	Summative	Local	6-8 and high school graduation required course	Physical Education	None	20-30 min.	No
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Both							
<b>If by electronic device, student electronic device ratio:</b> Only if using electronic devices for student responses or if teacher uses Google Classroom							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediate Results							
<b>Date the results are/were released:</b> When completed by teacher							
<b>To whom the results released:</b> Student/parent							
<b>How much time passes between administration of the assessment and receipt of results:</b> Will vary by teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Frederick County Public Schools							
<b>Title of Assessment:</b> Secondary Health Education: Project Based Learning Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student comprehension of essential curriculum	Summative	Local	6-8 and high school graduation required course	Health Education	None	Varies 1 to 3 days	No
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Both							
<b>If by electronic device, student electronic device ratio:</b> Only if using electronic devices for student responses or if teacher uses Google Classroom							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> When complete							
<b>Date the results are/were released:</b> When completed by teacher							
<b>To whom the results released:</b> Student/parent							
<b>How much time passes between administration of the assessment and receipt of results:</b> Will vary by teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
<b>Title of Assessment:</b> Secondary ELA Performance Based Assessments (Narrative Writing Task, Literary Analysis Task, Research Simulation Task)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To demonstrate ability to analyze complex texts, synthesize information from multiple sources and write to and from sources	Summative	Local	Grades 6-11	Secondary English/Language Arts	As determined by the school system	Grades 6-11: Narrative:60 mins Literary Analysis: 90 min. Research Simulation: 120 mins	No
<b>Test prep needed:</b> Organizing appropriate testing materials  <b>Pencil/paper or electronic device:</b> Either  <b>If by electronic device, student electronic device ratio:</b> N/A  <b>Is the assessment high stakes for students:</b> No  <b>Date assessment turned in to receive results:</b> Immediate Results  <b>Date the results are/were released:</b>  <b>To whom the results released:</b> Student, system, parents, any and all interested parties.  <b>How much time passes between administration of the assessment and receipt of results:</b> Will vary by teacher  <b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher or class  <b>Does the assessment require technological support to administer:</b> Assessment data is recorded in TAC  <b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are allowable, per student's IEP  <b>Is the assessment available in other languages for English language learners:</b> Not currently							

School System: Frederick County Public Schools							
Title of Assessment: Science and Social Studies Content Tasks (In Development)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
3 - 5 grade students will take one Science and one Social Studies task by the end of year to determine comprehension & writing in the content area and assesses content specific knowledge.	Summative	Local	Grades 3-5	Science / Social Studies	TBD .	100 minutes (1hr. 40min.) per assessment; 2 assessments per year	It is not intended to change the school schedule. The impact to the tech component will be better known after the pilot.
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> TBD							
<b>If by electronic device, student electronic device ratio:</b> TBD							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> TBD							
<b>Date the results are/were released:</b> TBD							
<b>To whom the results released:</b> school staff/students							
<b>How much time passes between administration of the assessment and receipt of results:</b> TBD: This will vary from school to school based on assessment platform and how results will be imported.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, per student's IEP							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
Title of Assessment: CRES							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess comprehensive knowledge gained in levels I & II of each language	Both	Local	6 through 12	World Languages - ASL, Chinese, French, German, Latin, & Spanish	HS - end of semester; MS - end of school year	45 minutes to 1 hour	yes
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Paper							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> 2/3 days							
<b>Date the results are/were released:</b> end of school year							
<b>To whom the results released:</b> students, system, specialist, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2/3 days							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
<b>Title of Assessment:</b> Mathematics Benchmark Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student understanding of course content during the period covered by a particular Benchmark Exam	Both	Local	Grades 6-8 and High School	Mathematics	At the appropriate points in the course	Middle - 45 min.  High school – 90 min.	at teacher discretion; none required or mandated at the district level
<b>Test prep needed:</b> Organizing appropriate testing materials  <b>Pencil/paper or electronic device:</b> Both  <b>If by electronic device, student electronic device ratio:</b> 1 device per student  <b>Is the assessment high stakes for students:</b> No  <b>Date assessment turned in to receive results:</b> Immediate Results  <b>Date the results are/were released:</b> Within 2 days of exam  <b>To whom the results released:</b> students, school administration, central office; students may share results with parents  <b>How much time passes between administration of the assessment and receipt of results:</b> to students within one or two days; to school administration and central office in about one week  <b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class  <b>Does the assessment require technological support to administer:</b> No  <b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose  <b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
Title of Assessment: Visual Art Portfolio/ Music/Drama CRES							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student skill development and artistic interpretation over the course. Assess student music, drama skills as individual, part of a group, skill sets, and performance	Both	Local	Grades 6-12	Visual Arts/Music/Theatre	School Based	60 - 90 min.	No
<b>Test prep needed:</b>							
<b>Pencil/paper or electronic device:</b> Both							
<b>If by electronic device, student electronic device ratio:</b> Only if using electronic devices for student responses or of teacher uses Google Classroom							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediate Results							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> Student/parent							
<b>How much time passes between administration of the assessment and receipt of results:</b> immediate to 2 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Frederick County Public Schools							
<b>Title of Assessment:</b> On-Demand Writing							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess writing craft and mechanics to inform writing instruction to meet individual needs	Formative	Local	K-5	Language Arts	2 week window during each quarter	40 Mins Max	No
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Paper							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> N/A							
<b>Date the results are/were released:</b> As soon as scored by teacher							
<b>To whom the results released:</b> Student, system, parents, any and all interested stakeholders							
<b>How much time passes between administration of the assessment and receipt of results:</b> As soon as scored by teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System:</b> Frederick County Public Schools							
<b>Title of Assessment:</b> Instructional Level Running Record							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess decoding, fluency and comprehension skills in continuous text to inform instruction to meet individual needs.	Formative	Local	K-5	Language Arts	Window is open during last 4 weeks of each quarter.	15-20 min.	No
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Neither							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> As soon as scored by teacher							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> Student, system, parents, any and all interested stakeholders							
<b>How much time passes between administration of the assessment and receipt of results:</b>							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
Title of Assessment: Oral Language Acquisition Inventory- Repeated Sentences							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess oral language development to inform instruction to meet individual needs.	Formative	Local	Pre-K	Language Arts	Window is open throughout quarter 1. Re-administered during quarter 3.	3-15 mins.	No
<b>Test prep needed:</b> Organizing appropriate testing materials							
<b>Pencil/paper or electronic device:</b> Neither							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> As soon as scored by teacher							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> Student, system, parents, any and all interested stakeholders							
<b>How much time passes between administration of the assessment and receipt of results:</b>							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
<b>Title of Assessment:</b> Benchmark Exams and Interviews for Kindergarten/Primary/Elementary Grades							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Exams for understanding content, skills and formative to inform instruction.	Formative	Local	PreK - 5	Mathematics	remains open throughout each quarter	15-60 min. per quarter	No
<b>Test prep needed:</b> gather testing materials							
<b>Pencil/paper or electronic device:</b> paper							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> As soon as scored by teacher							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> systemic data, school, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> as soon as scored by teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per lab or class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are allowable; dependent on purpose							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Frederick County Public Schools							
Title of Assessment: Science Constructed Response Benchmark Tasks							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Tasks that focus on experimental design, technical passage and data analysis.	Both	Local	Grades 6 - 12	Science	Tied to Unit of Study	Middle - 47 minutes High School – 45 minutes	No
<b>Test prep needed:</b> Familiarity with rubric							
<b>Pencil/paper or electronic device:</b> Pencil/paper; moving towards electronic option							
<b>If by electronic device, student electronic device ratio:</b> 1 device per student							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> As soon as scored by teacher							
<b>Date the results are/were released:</b>							
<b>To whom the results released:</b> Student, system, parents, any and all interested parties.							
<b>How much time passes between administration of the assessment and receipt of results:</b> varies by teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> one teacher per class							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

# Garrett County Public Schools

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July 2015

In an effort to provide an instructional program focused on meeting the diverse needs of our students, Garrett County Public Schools (GCPS) employs the use of assessments as an integral part of the instructional program. Providing a balanced approach to gathering evidence of student learning while preserving adequate time for focused instruction requires monitoring. In as much as periodic formative and summative assessments are routinely administered, it is important to acknowledge that the technical skills that teachers practice daily to gather evidence of learning and adjust instruction to meet student need is also critical to achieving learning outcomes. GCPS continues to make progress in the development and administration of benchmark assessments employing data systems that are designed to provide immediate feedback for teacher-use in the design of future instruction. These assessments provide teachers with a valuable and timely resource in the development of lesson plans and the modification of instruction allowing for immediate intervention when students are struggling with a specific skill or content. Locally developed assessments are periodically reviewed by teachers and adjustments are made accordingly. GCPS uses data systems that are integrated platforms - PowerSchool and Schoolnet. PowerSchool is a Student Information System (SIS) that reports student information to parents, teachers, and Maryland State Department of Education. Schoolnet allows teachers to combine assessment, reporting, and instructional management tools—all in a single, user-friendly platform.

Significant progress has been made in securing the technology tools necessary to meet instructional and assessment needs of students. GCPS has experienced significant growth in the device to student ratios, Wi-Fi coverage, and bandwidth. Specifically, the school system moved from a ratio of 1:5 of all devices and a ratio of 1:21 of mobile devices in school year 2012-2013 to a current ratio of 1:1.6 of all devices and 1:2 of mobile devices. Additionally, the school system moved from 0 % of our schools with adequate bandwidth to 83% of schools with adequate bandwidth to support digital teaching, learning, and assessment. Finally, the schools moved from 20% to 100% Wi-Fi coverage over the last three years. The goal is to make progress toward a 1:1 computer to student ratio in the middle and high schools over the next 3 years. GCPS has the ability to increase its bandwidth by 100 mbps every year, provided budgets allow. The stable and reliable connectivity in the classrooms serves to create an environment in which instruction and assessment can occur in an efficient, low-stress manner.

School System: Garrett County Public Schools							
Title of Assessment: AP							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Standardized exams designed to measure how well one mastered the content and skills of the course — a successful score could even earn credit and advanced placement in college.	Summative	Local	9-12	Art, Biology, Calculus, Chemistry, Computer Science, English Language Comp, English Lit/Comp, Environmental Science, Government & Politics, Physics, Psychology, Spanish, Statistics, US History, World History	May 2-13, 2016	2-3 hours	Yes, one day's testing generally takes about 3 hours for a test group to complete
<b>Test prep needed:</b> Yes. "Flooding" (extra practice) takes place during the school day in "RAM" or "HUSKEY" periods, which are part of the normal school schedule.							
<b>Pencil/paper or electronic device:</b> Yes							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> Yes							
<b>Date assessment turned in to receive results:</b> Week after testing							
<b>Date the results are/were released:</b> July, 2016							
<b>To whom the results released:</b> To Local School System (Central Office, Administrators, Principals, Guidance, teachers), students, parents, and public							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes, test administrators must be Maryland Certified educators							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, as allowable by IEP and AP							
<b>Is the assessment available in other languages for English language learners:</b> There is no population at this time that needs that requires it							

<b>School System: Garrett County Public Schools</b>							
<b>Title of Assessment: PSAT</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
PSAT provides students and educators with the chance to check in on progress toward college and career readiness and success. It serves as an excellent way for students to preview and practice for the SAT.	Summative	Local	Grade 10	Reading, Math, Writing	October 14, 2015	3 hours	Yes, one day's testing generally takes about 3 hours for a test group to complete
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> By end of October, 2016</p> <p><b>Date the results are/were released:</b> December, 2016</p> <p><b>To whom the results released:</b> To Local School System (Central Office, Administrators, Principals, Guidance, teachers), students, parents, and public</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 2 months</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes, test administrators must be Maryland Certified educators</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, as allowable by IEP and PSAT</p> <p><b>Is the assessment available in other languages for English language learners:</b> There is no population at this time that needs that requires it</p>							

School System: Garrett County Public Schools							
Title of Assessment: End of Course Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
End of Course Exams is a measure of student achievement at the end of core courses and foreign language	Summative	Local	9-12	Language, Math, Science, Social Studies, Foreign Language	January 4-12, 2016, and May 27-31, 2016  Semester BLOCK Schedules in the high schools	90-180 minutes	Yes, one day's testing generally takes about 1.5 - 3 hours for a test group to complete

**Test prep needed:** No

**Pencil/paper or electronic device:** Pencil/Paper

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** Yes, a percentage of the score goes to the final course grade - 1/5 of final course grade

**Date assessment turned in to receive results:** Within a week

**Date the results are/were released:** One week after the semester ends

**To whom the results released:** To Local School System (Central Office, Administrators, Principals, Guidance, teachers) and PowerSchool (for students and parents)

**How much time passes between administration of the assessment and receipt of results:** One week

**Does the assessment require proctors or other personnel to administer the assessment:** No, classroom teacher is a Maryland Certified educator

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes, as allowable by IEP

**Is the assessment available in other languages for English language learners:** There is no population at this time that needs to requires it

School System: Garrett County Public Schools							
Title of Assessment: Pacing Exams (Benchmarks)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Benchmarks throughout the course to monitor student progress.	Formative and Summative	Local	9-12	Language, Math, Science, Social Studies, Foreign Language	Once a month for 4 months since there are semester BLOCK schedules in the high schools	30-60 minutes	No

**Test prep needed:** Only for teachers, not students

**Pencil/paper or electronic device:** 85% of the pacing exams are completed online – moving toward all online testing. 15% paper/pencil

**If by electronic device, student electronic device ratio:** 2:1

**Is the assessment high stakes for students:** Yes. Using this as a grade for the course is at the discretion of the teacher and principal.

**Date assessment turned in to receive results:** Within a week

**Date the results are/were released:** one week

**To whom the results released:** To Local School System (Central Office, Administrators, Principals, Guidance, teachers) and PowerSchool (for students and parents)

**How much time passes between administration of the assessment and receipt of results:** one week

**Does the assessment require proctors or other personnel to administer the assessment:** No, classroom teacher is a Maryland Certified educator

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes, as allowable by IEP

**Is the assessment available in other languages for English language learners:** There is no population at this time that needs that requires it

School System: Garrett County Public Schools							
Title of Assessment: Elementary Benchmarks (Gr. 1-2)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Benchmarks throughout the subjects to monitor student progress.	Formative and Summative	Local	Grades 1-2	Reading and Math	Mid-year and End of Year	30-60 minutes <u>each</u>	No

**Test prep needed:** Only for teachers, not students

**Pencil/paper or electronic device:** 85% of the pacing exams are completed online – moving toward all online testing. 15% paper/pencil

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** Yes. Using this as a grade for the subject is at the discretion of the teacher and principal.

**Date assessment turned in to receive results:** Within a week

**Date the results are/were released:** one week

**To whom the results released:** To Local School System (Central Office, Administrators, Principals, Guidance, teachers) and PowerSchool (for students and parents)

**How much time passes between administration of the assessment and receipt of results:** one week

**Does the assessment require proctors or other personnel to administer the assessment:** No, classroom teacher is a Maryland Certified educator

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes, as allowable by IEP

**Is the assessment available in other languages for English language learners:** There is no population at this time that needs that requires it

School System: Garrett County Public Schools							
Title of Assessment: Elementary/Middle Benchmarks (Gr. 3-8)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Benchmarks throughout the subjects to monitor student progress.	Formative and Summative	Local	Grades 3-8	Reading and Math	Beginning, mid-year, and end of year	30-90 minutes <u>each</u>	No

**Test prep needed:** Only for teachers, not students

**Pencil/paper or electronic device:** 85% of the pacing exams are completed online – moving toward all online testing. 15% paper/pencil

**If by electronic device, student electronic device ratio:** 2:1

**Is the assessment high stakes for students:** Yes. Using this as a grade for the subject is at the discretion of the teacher and principal.

**Date assessment turned in to receive results:** Within a week

**Date the results are/were released:** one week

**To whom the results released:** To Local School System (Central Office, Administrators, Principals, Guidance, teachers) and PowerSchool (for students and parents)

**How much time passes between administration of the assessment and receipt of results:** one week

**Does the assessment require proctors or other personnel to administer the assessment:** No, classroom teacher is a Maryland Certified educator

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes, as allowable by IEP

**Is the assessment available in other languages for English language learners:** There is no population at this time that needs that requires it

# Harford County Public Schools

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School System: Harford County Public Schools							
Title of Assessment: Pre-Kindergarten Checklist Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To measure student growth and attainment related to the Maryland College and Career Ready Standards in the areas of Language Arts and mathematics.	Formative	Local	Pre-K	Pre-K Reading and Mathematics	Sept. 8 – Oct. 15 January (optional) May	30-40 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At close of window</p> <p><b>Date the results are/were released:</b> Immediate release</p> <p><b>To whom the results released:</b> Pre-K teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate release</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Kindergarten Literacy Assessment (KLA)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To inform teachers about the readiness in the English/Language Arts Standards	Formative And Summative	Local	K	Language Arts	Sept. 8 – Oct. 15 Jan. 6 – Feb. 9 Apr. 25 – June 3	30-40 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At close of window</p> <p><b>Date the results are/were released:</b> Immediate release</p> <p><b>To whom the results released:</b> Teachers, parents, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate release</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Student Numeracy Assessment Progressions (SNAP)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
SNAP is a diagnostic, individual assessment to determine early numeracy skills.	Diagnostic	Local	K	Mathematics	Sept. 8 – Oct. 15 Jan. 6 – Feb. 9 Apr. 25 – June 3	40 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At close of window</p> <p><b>Date the results are/were released:</b> Immediate results</p> <p><b>To whom the results released:</b> Parents, teachers, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate results</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Fountas and Pinnell (F&P)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The F&P is a series of texts that can be used to identify a student's reading level and progress along a gradient of text levels over time.	Diagnostic and Formative	Local	K and 1	Language Arts	Sept. 8 – Oct. 15 Jan. 7 – Jan. 30 Apr. 27 – June 5	20 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At close of window</p> <p><b>Date the results are/were released:</b> Immediate release</p> <p><b>To whom the results released:</b> Teachers, parents, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate release</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Scanned sheets of results sent to the Office of Accountability</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Cognitive Abilities Test (CogAT)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols.	Other – ability test battery	Local	2	General	October 12-30	120 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> 11/1/2016</p> <p><b>Date the results are/were released:</b> 12/15/2016</p> <p><b>To whom the results released:</b> teachers, administrators, and parents (by request)</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 6 weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes, data uploads by the Office of Accountability</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> No, due to the purpose of the assessment</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Scholastic Reading Inventory (SRI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The purpose of the assessment is to provide a means of gauging students' reading levels and to measure their reading growth over time.	Diagnostic	Local	2-8	Reading	Sept. 8 – Oct. 15 Jan. 6 – Feb. 9 Apr. 25 – June 3	30 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> varies by school</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At close of window</p> <p><b>Date the results are/were released:</b> Immediate release</p> <p><b>To whom the results released:</b> Teachers, parents, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate release</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes, data uploads by the Office of Accountability</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, except for the accommodation of 'read to'</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Performance Series							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The purpose of the assessment is to provide a way to diagnose reading levels and to measure reading growth over time for high school reading intervention students. It is also used to provide information on non-intervention students who struggle in reading in high school.	Diagnostic	Local	9-11 for students enrolled in English I CC, English II CC, Strategic Reading I or II, or Corrective Reading	Reading	Sept. 8 – Oct. 3 Jan. 6 (optional) Apr. 27 – June 3	30-45 minutes	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Electronic							
<b>If by electronic device, student electronic device ratio:</b> Varies by school							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> At close of window							
<b>Date the results are/were released:</b> Immediate results							
<b>To whom the results released:</b> Teachers, school and system administrators							
<b>How much time passes between administration of the assessment and receipt of results:</b> Immediate results							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> Yes, data uploads by the Office of Accountability							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, except for the accommodation of 'read to'							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Harford County Public Schools							
Title of Assessment: Family and Consumer Science Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of the curriculum in specific Family and Consumer Science courses	Formative and Summative	Local	9-12	Family and Consumer Sciences - Early Childhood, ProStart, Resource Management, Teacher Academy of Maryland, and Housing and Interim Design courses	At the end of the unit	60 – 80 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> After unit or quarter has ended</p> <p><b>Date the results are/were released:</b> After scored by teacher</p> <p><b>To whom the results released:</b> students, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> After scored by teacher</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Health and Physical Education Unit and Quarterly Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of specific content standards in health and physical education	Formative and summative	Local	2-12	Health and Physical Education – Grades 2 and 5: Pre- and Post- Assessment in PE; Grades 6 - 8 Health unit assessments; Grades 9 - 12 Physical Education quarterly benchmarks in Grade 9-12 general Physical Education classes, Foundations of Physical Fitness, Wellness Walking, Exerobics, Weight Training, and Weight Toning	After each unit or quarter	60-80 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> After unit or quarter has ended</p> <p><b>Date the results are/were released:</b> After scored by teacher</p> <p><b>To whom the results released:</b> students, school and system administrator</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> After scored by the teacher</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Harford County Public Schools</b>							
<b>Title of Assessment: Library Media Assessments</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of the curriculum in the library media services content	Formative and Summative	Local	6, 8, 9, and 11	Library and Media	At the end of the unit  Grades 6 and 8, pre- and post-test only; grades 9 and 11, one unit assessment	30 – 50 minutes	No

**Test prep needed:** None

**Pencil/paper or electronic device:** Paper/pencil

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** No

**Date assessment turned in to receive results:** At the end of the assessment

**Date the results are/were released:** After scored by the teacher

**To whom the results released:** students, school and system administrators

**How much time passes between administration of the assessment and receipt of results:** After scored by the teacher

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

School System: Harford County Public Schools							
Title of Assessment: Mathematics Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of mathematics curriculum aligned with the Maryland College and Career Ready Standards	Formative and Summative	Local	1 – 12	Mathematics All students in grades 1 through 6 - Everyday Mathematics Unit Assessments; Students enrolled in Mathematics 7, Introduction to Algebra, Ramp Up to Algebra, Algebra I and II, and Geometry	After unit is complete	50 – 80 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At the end of the unit</p> <p><b>Date the results are/were released:</b> After scored by the teacher</p> <p><b>To whom the results released:</b> Students, teachers, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> after scored by teacher</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Science Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of the science curriculum	Formative and Summative	Local	1 – 10	Science – Grades 1 - 8 all students; Grades 9 and 10, students enrolled in Biology	At the end of the unit	45 – 80 minutes	No

**Test prep needed:** None

**Pencil/paper or electronic device:** Mostly paper/pencil; some courses online

**If by electronic device, student electronic device ratio:** varies by school

**Is the assessment high stakes for students:** No

**Date assessment turned in to receive results:** At the end of the unit

**Date the results are/were released:** After scored by teacher

**To whom the results released:** Students, teachers, school and system administrators

**How much time passes between administration of the assessment and receipt of results:** After scored by teacher

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

School System: Harford County Public Schools							
Title of Assessment: Social Studies Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of content in Social Studies curriculum	Formative and Summative	Local	1 – 11	Social Studies Grades 1 - 8 all students; Grades 9 - 11, students enrolled in Living in a Contemporary World, Contemporary Issues, Economics, Law in America, Psychology, Sociology, World Geography, American Government, World History, United States History, and African American History	After the end of the unit	50- 80 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Mostly paper/pencil; some courses online</p> <p><b>If by electronic device, student electronic device ratio:</b> Varies by schools</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At the end of the unit</p> <p><b>Date the results are/were released:</b> After scored by the teacher</p> <p><b>To whom the results released:</b> students, teachers, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> After scored by teachers</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: Engineering by Design (EbD) Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of specific content standards for high school	Formative and Summative	Local	9 – 12	Technology Education	Aug. 25-Sept 25 Jan. 19 – Jan. 22 May 16 – June 3	60 – 80 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> varies by school</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> at close of window</p> <p><b>Date the results are/were released:</b> immediate results</p> <p><b>To whom the results released:</b> students, teachers, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate results</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes, data uploads by the Office of Accountability</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools							
Title of Assessment: World Language Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine mastery of the curriculum in Spanish I and II	Formative and Summative	Local	8 – 12	World Languages – students enrolled in Spanish I & II	End of each quarter	50 – 80 minutes	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Hybrid, school choice as to the testing format</p> <p><b>If by electronic device, student electronic device ratio:</b> varies by schools</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At the end of the assessment</p> <p><b>Date the results are/were released:</b> After scored by teachers</p> <p><b>To whom the results released:</b> Students, school and system administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> After scored by teacher</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Harford County Public Schools								
Title of Assessment: Mid-term and Final Examinations								
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule	
To determine mastery of the curriculum in specific courses	Summative	Local	8 - 12	Health, Physical Education, Mathematics, Social Studies, Business and Technology Education, Family and Consumer Sciences, and World Languages Health: Grade 8 Health, Grade 9 Health, Advanced Health; Physical Education: Foundations of Physical Fitness, Wellness Walking, Exerobics, Weight Training, Weight Toning, and PE 10-12; Mathematics: Ramp Up to Algebra, Introduction to Algebra, Algebra I and II, Geometry, Trigonometry, and Pre-Calculus; Social Studies: American Government, World History, United States History; Business and Technology Education: Foundations of Technology, Applications of Computer Technology I, Computer Programming I, II, and III, Office of Systems Management, Technological Design, Advanced Design Applications, Advanced Technical Applications, Project Lead the Way; Family and Consumer Sciences: ProStart/Industry Certification, Teacher Academy of Maryland; World Languages: French I and II, German I, II, and III, Spanish I, II, and III	End of year	80 minutes	No	
<b>Test prep needed:</b> None								
<b>Pencil/paper or electronic device:</b> Paper/pencil								
<b>If by electronic device, student electronic device ratio:</b> NA								
<b>Is the assessment high stakes for students:</b> No								
<b>Date assessment turned in to receive results:</b> At the end of the assessment								
<b>Date the results are/were released:</b> After scored by teacher								
<b>To whom the results released:</b> students, parents, school and system administrators								
<b>How much time passes between administration of the assessment and receipt of results:</b> 2 weeks, grade printed on report card								
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No								
<b>Does the assessment require technological support to administer:</b> No								
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes								
<b>Is the assessment available in other languages for English language learners:</b> No								



# Howard County Public Schools

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## Local Assessments Overview

Over the last 3 years, the Howard County Public School System (HCPSS) has decreased the amount of local assessment time while enhancing the information derived from the assessment program. The HCPSS has phased in the NWEA Measures of Academic Progress (MAP) assessment to replace the local quarterly assessments. Quarterly assessments were given in mathematics, English, social studies and science to provide a summative measurement of student learning. These assessments took 8-12 hours each year to administer and were directly linked to the content taught during that quarter of the year. The MAP assessments, administered in grades 1-8, take 4-6 hours to administer per year and provide detailed information on student growth that transcends a quarter or grade level. This data is being used to inform instructional decisions at the classroom level while providing parents with a standardized measure of their student's growth.

Additional assessments have been added that address specific needs. The CogAT assessment is being administered to all 3<sup>rd</sup> and 5<sup>th</sup> graders to identify students that should be recommended for Gifted and Talented (GT) course placement. The previous GT assessment was only given to students identified by teachers as having GT potential. A census administration of CogAT is aimed at reducing bias and providing valuable information on all students. In an effort to increase student activity and physical fitness goal setting, the FitnessGram assessment has been added. FitnessGram data allows students, teachers and parents to see a student's fitness progress. Students are active participants as they set goals and monitor their progress. FitnessGram and CogAT take minimal amounts of time while providing valuable data for parents, students and staff.

The HCPSS continues to administer PSAT/NMSQT to all 10<sup>th</sup> and 11<sup>th</sup> graders. Data from the assessment is utilized to identify students with AP potential, predict performance on the SAT and determine progression towards college and career readiness. Curricular offices and schools use the data to improve preparation programs and course content.

Local assessments provide us with data that supplements the state assessment program. Teachers need these additional data points, that occur during the school year, to make informed instructional decisions. A minimal amount of research based local assessments are being utilized to gather a wealth of actionable data.

School System: Howard County Public Schools (HCPSS)							
Title of Assessment: Measures of Academic Progress – 3 administrations per year – Grades 1-8							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Reading/Mathematics performance measure. Used to inform classroom instruction and measure student growth throughout the school year and across school years.	Formative	Local	1-8	Math and Reading <i>Note: Students in Algebra I/II and Geometry do not participate in the Math MAP</i>	Fall: Sept-Oct Winter: Dec-Jan Spring: May-June	~55 minutes	No
<p><b>Test prep needed:</b> Online tutorials on selecting answers</p> <p><b>Pencil/paper or electronic device:</b> Electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 5 students to 1 testing computer</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Last day of assessment window</p> <p><b>Date the results are/were released:</b> 2 weeks for printed reports. Teachers and administrators have access to compiled results 24 hours after the window closes. Individual student results are reported immediately after completing the assessment.</p> <p><b>To whom the results released:</b> Students, parents, schools and central office</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediately to school based staff, 2 weeks for printed reports</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Test administrators only, proctors are optional</p> <p><b>Does the assessment require technological support to administer:</b> Not outside of regular help desk support</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, see list here: <a href="http://legacysupport.nwea.org/node/4615">http://legacysupport.nwea.org/node/4615</a></p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Howard County Public Schools (HCPSS)							
Title of Assessment: PSAT/NMSQT – 1 administration per year – Grades 10 & 11							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
College readiness measure and preparation for the SAT	Summative	Local	10/11 Grade 9 at specific schools	Math and ELA	Wednesday in October	3 Hours	Yes
<p><b>Test prep needed:</b> none required</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> N/A</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> The Thursday after the assessment is administered</p> <p><b>Date the results are/were released:</b> 2 months after administration</p> <p><b>To whom the results released:</b> Student, parents, schools and central office</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 month for school staff, 2 months for printed parent reports</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Howard County Public Schools (HCPSS)							
Title of Assessment: CogAT Form 7 – 1 administration per year – Grades 3 & 5							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Gifted and Talented Program Selection	Formative	Local	3 & 5	Verbal, quantitative and nonverbal reasoning	First 2 weeks of December	130 minutes	Yes
<p><b>Test prep needed:</b> none required</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> N/A</p> <p><b>Is the assessment high stakes for students:</b> No (other data is also used to determine placement)</p> <p><b>Date assessment turned in to receive results:</b> Monday after window closes (mid-December)</p> <p><b>Date the results are/were released:</b> 2 months after administration</p> <p><b>To whom the results released:</b> Students, parents, schools and central office</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 2 months</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes (no calculators)</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Howard County Public Schools (HCPSS)							
Title of Assessment: Fountas & Pinnell– 4+ times per year – Grades K-2							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess a students reading benchmark level. Provides data on decoding, comprehension and fluency.	Formative	Local	K-2	Reading	All school year	15-45 minutes per administration	No
<p><b>Test prep needed:</b> none required</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> N/A</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> N/A Self Graded</p> <p><b>Date the results are/were released:</b> Entered into data system quarterly</p> <p><b>To whom the results released:</b> Schools and central office</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Variable</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Howard County Public Schools (HCPSS)							
Title of Assessment: Fitness Gram 9.0 – 2 times per year – Grades K-9+							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine a student's Aerobic Capacity/Muscular Strength and Endurance /Flexibility and body composition to inform student goal setting.	Formative	Local	K-9+ Depending on enrollment in PE classes	Physical Education	Fall Spring	120 minutes	No
<b>Test prep needed:</b> none required							
<b>Pencil/paper or electronic device:</b> Online							
<b>If by electronic device, student electronic device ratio:</b> N/A Recorded by teacher device							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> End of September							
<b>Date the results are/were released:</b> Immediately, parents 1 month after assessment							
<b>To whom the results released:</b> Students, parent, schools and central office							
<b>How much time passes between administration of the assessment and receipt of results:</b> Variable							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No, just classroom teacher							
<b>Does the assessment require technological support to administer:</b> Yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> Yes							

School System: Howard County Public Schools (HCPSS)							
Title of Assessment: Simulated Congressional Hearing – 1 time per year – Grades 5							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess social studies learning.	Summative	Local	5	Social studies	May/June	3-4 hours	Yes
<p><b>Test prep needed:</b> Preparation of presentations and associated research</p> <p><b>Pencil/paper or electronic device:</b> Paper pencil (performance based)</p> <p><b>If by electronic device, student electronic device ratio:</b> N/A</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> N/A</p> <p><b>Date the results are/were released:</b> 1 week after administration</p> <p><b>To whom the results released:</b> Students, parent, schools and central office</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Variable</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes, multiple staff members facilitate and a panel of judges is utilized.</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

# Kent County Public Schools

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School System: Kent County Public Schools							
Title of Assessment: Reading Diagnostic, DIBELS– 3 administrations per year - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
DIBELS	Both	Local	K-5	ELA	Beginning, Middle, End	Approx. 15 min. per child	Modify "Guided Reading" time to allow for 1:1 responses
<p><b>Test prep needed:</b> Booklets prepared by Central Office</p> <p><b>Pencil/paper or electronic device:</b> Paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediate</p> <p><b>Date the results are/were released:</b> immediate</p> <p><b>To whom the results released:</b> teacher/administrator</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> none</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Kent County Public Schools</b>							
<b>Title of Assessment: TTCT 1 administration per year - Elementary level</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
GT Screening	Summative	Local/State	2	Creative Thinking	May	1 day	No (just grade-level)
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> May 20							
<b>Date the results are/were released:</b> June 12							
<b>To whom the results released:</b> principal/teacher							
<b>How much time passes between administration of the assessment and receipt of results:</b> 3 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> ?							

<b>School System:</b>							
<b>Title of Assessment: COGAT 1 administration per year - Elementary level</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
GT Screening	Summative	Local/State	3	ELA/Math	Sept. 23-26	2 days	No (just grade-level)

**Test prep needed:** no

**Pencil/paper or electronic device:** pencil/paper

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** no

**Date assessment turned in to receive results:** Sept. 30

**Date the results are/were released:** Oct. 30

**To whom the results released:** principal/teacher

**How much time passes between administration of the assessment and receipt of results:** 3 weeks

**Does the assessment require proctors or other personnel to administer the assessment:** yes

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** yes

**Is the assessment available in other languages for English language learners:** ?

School System: Kent County Public Schools							
Title of Assessment: ELA Quarterly Benchmarks		4 – administrations per year - level middle & high					
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student mastery of content	Summative	Local	6-12	ELA	End of each quarter	One period	No

**Test prep needed:** none

**Pencil/paper or electronic device:** pencil/paper

**If by electronic device, student electronic device ratio:** NA

**Is the assessment high stakes for students:** no

**Date assessment turned in to receive results:** within two weeks

**Date the results are/were released:** within two weeks

**To whom the results released:** students/teachers/administrators/parents – through PowerSchool

**How much time passes between administration of the assessment and receipt of results:** within two weeks

**Does the assessment require proctors or other personnel to administer the assessment:** no

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** yes

**Is the assessment available in other languages for English language learners:** no

School System: Kent County Public Schools							
Title of Assessment: Math Term Assessments - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Mastery of Identified Math Standards	Summative	Local	K-5	Mathematics	End of each quarter	One period	No
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> paper/pencil K-2 and 3-5 electronic							
<b>If by electronic device, student electronic device ratio:</b> grades 3 – 5 are 1.5:1							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> immediate							
<b>Date the results are/were released:</b> within 2 weeks (time to score open responses)							
<b>To whom the results released:</b> teacher/student/administrator/parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 2 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Kent County Public Schools							
Title of Assessment: Reading Screener, Scholastic Reading Inventory – 3 administrations per year - Elementary & middle level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Computer adaptive assessment for screening and progress monitoring	Both	Local	Grades 1-8	Reading comprehension & phonics	September, January, May	Not timed – approx. 30 minutes	No, completed during class
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> currently 1:1 grades 5-8, 1.5:1 grades 2-4</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> scored instantly</p> <p><b>Date the results are/were released:</b> results instantly available to teachers/administrators</p> <p><b>To whom the results released:</b> teachers/administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> none</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Kent County Public Schools							
Title of Assessment: Math Screener, Scholastic Math Inventory – 3 administrations per year - Elementary & middle level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Computer adaptive assessment for screening and progress monitoring	Both	Local	Grades 2-8	Mathematics fact fluency & content mastery	September, January, May	Not timed – approx. 30 minutes	No, completed during class
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> currently 1:1 grades 5-8, 1.5:1 grades 2-4</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> scored instantly</p> <p><b>Date the results are/were released:</b> results instantly available to teachers/administrators</p> <p><b>To whom the results released:</b> teachers/administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> none</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Kent County Public Schools							
Title of Assessment: Algebra Aptitude      1 – administrations per year - level grade 6							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student readiness for algebra	Summative	Local	6	Mathematics	March-April	One period	No
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> within 1 week</p> <p><b>Date the results are/were released:</b> within two weeks</p> <p><b>To whom the results released:</b> teachers/administrators</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> within two weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Kent County Public Schools							
Title of Assessment: Math Unit Tests 4 administrations per year - level – middle & high							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gauge subject mastery	Summative	local	6-12	Mathematics	End of quarter	Class period	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic							
<b>If by electronic device, student electronic device ratio:</b> 1-1 grades 9 & 10, 2:1 grades 11 & 12							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> within two weeks							
<b>Date the results are/were released:</b> within two weeks							
<b>To whom the results released:</b> students/teachers/administrators/parents – through PowerSchool							
<b>How much time passes between administration of the assessment and receipt of results:</b> within two weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Kent County Public Schools							
Title of Assessment: ASVAB – administrations per year - 2 level grade - 11							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To measure developed abilities			High School - grade 11	Multiple	November & March	3.5 hours	No - pullout
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> within 1 week</p> <p><b>Date the results are/were released:</b> three-four months</p> <p><b>To whom the results released:</b> students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> three-four months</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Kent County Public Schools							
Title of Assessment: Midterms & Finals – administrations per year - 2 high school							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student mastery of content	Summative	Local	High School credit courses	All	Midterms – January Finals - June	One session	Yes
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> varies</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1 or 2:1</p> <p><b>Is the assessment high stakes for students:</b> yes</p> <p><b>Date assessment turned in to receive results:</b> within 1 week</p> <p><b>Date the results are/were released:</b> within one week</p> <p><b>To whom the results released:</b> teachers/administrators/students/parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> within one week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Kent County Public Schools							
Title of Assessment: PSAT – administrations per year - 1 level grade - 10							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To measure developed abilities		Local	High School - grade 10	Multiple	November & March	3.5 hours	No - pullout
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> yes</p> <p><b>Date assessment turned in to receive results:</b> within 1 week</p> <p><b>Date the results are/were released:</b> three months</p> <p><b>To whom the results released:</b> students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> three months</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Kent County Public Schools							
Title of Assessment: AP Exams – administrations per year - 1 high school							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student mastery of content	Summative	Local	High School credit courses	All	Midterms – January Finals - June	One session	Yes
<p><b>Test prep needed:</b> none</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> yes</p> <p><b>Date assessment turned in to receive results:</b> within week</p> <p><b>Date the results are/were released:</b> 3-4 months</p> <p><b>To whom the results released:</b> teachers/administrators/students/parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 3-4 months</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

# Montgomery County Public Schools

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School System: Montgomery County Public Schools (MCPS)							
Title of Assessment: MCPS Assessment Program for Primary Reading (MCPSAP-PR)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Monitors students' reading progress and informs instruction.	Formative	Local	K–2	Reading	September 15–October 16 January 4–February 5 May 2–June 6	Unlimited time within testing window based on student need	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> electronic device</p> <p><b>If by electronic device, student electronic device ratio:</b> 1 per teacher</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Immediately after student completes assessment</p> <p><b>Date the results are/were released:</b> Immediately available to administrators and teachers</p> <p><b>To whom the results released:</b> Parents and students receive reading levels on report cards.</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Report cards distributed twice per year in kindergarten and quarterly in grades 1–2. Additional reporting may occur based on local school decisions.</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teacher administers with support from other staff as needed</p> <p><b>Does the assessment require technological support to administer:</b> Yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Montgomery County Public Schools							
Title of Assessment: Measures of Academic Progress for Primary (MAP-P)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Measures growth in mathematics content standards; considered as one of multiple data points for implementing instructional modifications. MCPS uses assessment for benchmarking at the district level.	Computer adaptive interim assessment; formative	Local	K–2	Mathematics	September 8–October 30 January 5–February 27 March 30–June 10	One class period (approximately 45 mins.); however, proctors have the ability to pause and resume testing based on student needs.	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Results are available within 24–48 hours after student completes the assessment.							
<b>Date the results are/were released:</b> N/A							
<b>To whom the results released:</b> administrators, teachers, parents, students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results are available 24–48 hours after the assessment is completed. Schools decide when and how results are shared with parents.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teacher administers with support from other staff as needed							
<b>Does the assessment require technological support to administer:</b> Yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Montgomery County Public Schools</b>							
<b>Title of Assessment: Student Instructional Program Planning and Implementation (SIPPI)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Identifies gifted and talented students as defined by COMAR; data used to make recommendations for accelerated and enriched instruction	Formative	Local	Grade 2 Other*	Cognition, reading and mathematics	December 2–15	105 minutes	No
*students new to MCPS in grades 3–5 and students in grades 3–5 identified for rescreening							
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> data submitted at end of testing window in December and shipped for scoring no later than January							
<b>Date the results are/were released:</b> results available to administrators and teachers late April and released to parents by late May							
<b>To whom the results released:</b> administrators, teachers, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 5 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Montgomery County Public Schools							
Title of Assessment: Measures of Academic Progress for Mathematics (MAP-M)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Measures growth in mathematics content standards; considered as one of multiple data points for implementing instructional modifications. MCPS uses assessment for benchmarking at the district level.	Computer adaptive interim assessment; formative	Local	3–8	Mathematics	September 8–October 30 January 5–February 27 March 30–June 10	One class period (approximately 45 mins.); however, proctors have the ability to pause and resume testing based on student needs.	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Results are available within 24–48 hours after student completes the assessment.							
<b>Date the results are/were released:</b> N/A							
<b>To whom the results released:</b> administrators, teachers, parents, students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results are available 24–48 hours after the assessment is completed. Schools decide when and how results are shared with parents.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teacher administers with support from other staff as needed							
<b>Does the assessment require technological support to administer:</b> Yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Montgomery County Public Schools							
Title of Assessment: Measures of Academic Progress for Reading (MAP-R)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Measures growth in reading content standards; considered as one of multiple data points for implementing instructional modifications. MCPS uses assessment for benchmarking at the district level.	Computer adaptive interim assessment; formative	Local	3–8 (available in high schools based on local school decision)	Reading	September 8–October 30 January 5–February 27 March 30–June 10	One class period (approximately 45 mins.); however, proctors have the ability to pause and resume testing based on student needs.	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> electronic device</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Results are available within 24–48 hours after student completes the assessment.</p> <p><b>Date the results are/were released:</b> N/A</p> <p><b>To whom the results released:</b> administrators, teachers, parents, students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results are available 24–48 hours after the assessment is completed. Schools decide when and how results are shared with parents.</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Teacher administers with support from other staff as needed</p> <p><b>Does the assessment require technological support to administer:</b> Yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, with exception of read to or dictionary</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Montgomery County Public Schools							
Title of Assessment: Countywide Formative Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Monitors students' progress toward course content aligned with College and Career Readiness Standards (Common Core State Standards)	Formative/Summative	Local	6–12	English 6–12 Algebra 1; Geometry Science 6–8 Social Studies 6–8; National, State, and Local Government	Administered once per marking period	45 minutes	No
<p><b>Test prep needed:</b> instruction in course curriculum</p> <p><b>Pencil/paper or electronic device:</b> pencil/paper</p> <p><b>If by electronic device, student electronic device ratio:</b> N/A</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Immediately after student completes the assessment</p> <p><b>Date the results are/were released:</b> within 2 weeks after student completes assessment</p> <p><b>To whom the results released:</b> administrators, teachers, parents, students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> no more than two weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Montgomery County Public Schools							
Title of Assessment: High School Final Exams Administered to Middle School Students							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area(s)	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Monitors students' progress toward course content aligned with state and national standards	Summative	Local	6–8	Mathematics World Languages Other*	January 15–22 June 10–17	2 hours	Yes

\*in a few cases, other exams are administered to middle school students based on special programs at the middle school

**Test prep needed:** instruction in course curriculum

**Pencil/paper or electronic device:** pencil/paper

**If by electronic device, student electronic device ratio:** N/A

**Is the assessment high stakes for students:** yes (graduation requirement)

**Date assessment turned in to receive results:** Immediately after student completes the assessment

**Date the results are/were released:** within 1 week after student completes assessment

**To whom the results released:** administrators, teachers, parents, students

**How much time passes between administration of the assessment and receipt of results:** no more than one week

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes

**Is the assessment available in other languages for English language learners:** No

School System: Montgomery County Public Schools							
Title of Assessment: High School Final Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area(s)	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Monitors students' progress toward course content aligned with state and national standards	Summative	Local	9–12	Computer Science English Mathematics Science Social Studies World Languages	January 15–22 June 10–17	2 hours	Yes
<p><b>Test prep needed:</b> instruction in course curriculum</p> <p><b>Pencil/paper or electronic device:</b> pencil/paper</p> <p><b>If by electronic device, student electronic device ratio:</b> N/A</p> <p><b>Is the assessment high stakes for students:</b> yes (graduation requirement)</p> <p><b>Date assessment turned in to receive results:</b> Immediately after student completes the assessment</p> <p><b>Date the results are/were released:</b> within 1 week after student completes assessment</p> <p><b>To whom the results released:</b> administrators, teachers, parents, students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> no more than one week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

# Prince George's County Public Schools

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Prince George's County Public Schools  
**District-wide Initiative to Reduce Unnecessary Tests and Improve the Quality of Local Assessments**

Like neighboring districts, Prince George's County Public Schools (PGCPS) is carefully examining the amount of testing taking place in our school district and the issue is one of our chief concerns. Central office supervisors, teachers, union representatives, and principals are reviewing the purpose of assessments currently in use across the district to recommend any district level assessments that can be suspended, replaced, or eliminated. In September 2014, an Assessment Cross-Functional Team comprised of teachers, principals, and central office staff was established to review our testing calendar, discuss our testing program, and make recommendations for the elimination, reduction, or suspension of assessments in PGCPS. The Assessment Cross-Functional Team's discussion revolved around the elimination, suspension, or reduction of county assessments since it was not an option to eliminate any state-mandated assessments.

This district's Assessment Cross-Functional Team recommended the elimination of the Mandatory Unit Systemic Tests (MUST) assessment. Effective July 1, 2015, PGCPS will suspend the administration of all MUST assessments in Reading (Grades 3-High School) and Mathematics (Grades 3-High School). The MUST assessment was previously administered district-wide in both reading and mathematics for students in Grades 3 through 12.

PGCPS is committed to using relevant county formative and summative assessments that will help inform instructional practices and measure how much students know and need to know in relation to the Maryland College and Career-Ready Standards. We are also concerned about the increasing number of tests that our students are expected to take during the school year; therefore, we will continue to examine our practices to determine what additional county assessments can be eliminated, reduced, or suspended in the near future. The Assessment Cross-Functional Team will remain in place and continue to help improve the quality of our assessments and make recommendations on the elimination, reduction, or suspension of assessments for the school district.

### **Next Steps: Three Phase Overview**

#### **Phase 1: Review Current Assessments (July 2015–December 2016)**

- Continue establishing a district-wide assessment strategy and framework for high quality assessments.
- Conduct a comprehensive review of the local assessments schools are currently administering:
  - Administer a school survey to take inventory of current assessments.
  - Representatives from the Assessment Cross-Functional Team and a sampling of testing coordinators will review current assessments and determine whether they are high-quality and meaningful.
  - Recommend each assessment for elimination, replacement, modification, or no change, and make notes of any important assessment gaps.

#### **Phase 2: Develop Action Plan (January–May 2016)**

- Based on the results of the reviews, work with content specialists, testing personnel, teacher review teams, and other stakeholders or constituents to develop clear next steps to streamline and improve assessments.

#### **Phase 3: Implement Action Plan (May–August 2016)**

- Implement each component of the action plan and prepare for an improved district assessment system in the 2016–17 school year.

School System: Prince George's County Public Schools							
Title of Assessment: Formative Assessment System Test (FAST)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
FAST were created to measure and predict students' achievement in science and social studies on state assessments. The tests are based on PGCPS curriculum and are aligned to content standards likely to be assessed on MSA and HSA.	Formative	Local	Grades 5, 8 Science, High School - Biology and Government	Science Social Studies	October – November 2015 January 2016	Grade 5- 4 parts totaling 90 minutes.  Grade 8- 2 parts totaling 60 minutes  Biology- 2 parts totaling 60 minutes.  Government- 2 parts totaling 90 minutes	No
<b>Test prep needed:</b> N/A							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Scored and scanned within 2 weeks of end of testing window							
<b>Date the results are/were released:</b> Immediately after scanning							
<b>To whom the results released:</b> Teachers, School Administrators, Parents, Students, and Central Office							
<b>How much time passes between administration of the assessment and receipt of results:</b> Within a day, depending on when the answer sheets are scored and scanned.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, it requires accommodations be available for those students.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Prince Georges County Public Schools							
Title of Assessment: Final Exams for Middle School Students accessing High School Course Credit							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Final exams are required for middle school students accessing high school credit. Follow PGCPS Administrative Procedure 6150 and COMAR 13A.03.02.051(2) and (3).	Summative	Local	Grade 6 Grade 7 Grade 8	Mathematics Biology - SY16 World Languages	June	1 hour	No
<p><b>Test prep needed:</b> Yes – Study Guide</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> Yes</p> <p><b>Date assessment turned in to receive results:</b> Immediately</p> <p><b>Date the results are/were released:</b> Immediately after scoring and scanning assessment</p> <p><b>To whom the results released:</b> Teachers, Administrators, Central Office, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 day based on scoring/scanning</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes, for World Languages</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> Yes, for World Languages only</p>							

School System: Prince Georges County Public Schools							
Title of Assessment: Kindergarten, Grade 1, and Grade 2 Data Capture							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The K-2 Data Capture is a series of emergent literacy assessments, including the Developmental Reading Assessment, that assess reading capabilities, fluency, and comprehension levels.	Formative Summative	Local	Kindergarten Grade 1 Grade 2	Reading	September/October January May	Untimed  Individual administered assessments-45-60 minutes  Group administered assessments- 15 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Teacher scored/Scores entered electronically by teacher in the K-2 data tool							
<b>Date the results are/were released:</b> Immediately based on data entry by teacher							
<b>To whom the results released:</b> Teachers, Administrators, Central Office, Parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 30-day window to complete							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, the emergent literacy assessments are adaptive for SPED students based on their IEP. Alternatives assessments are recommended for non-verbal students, in lieu of the Developmental Reading Assessment.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Prince Georges County Public Schools							
Title of Assessment: Otis Lennon Student Ability Test (OLSAT)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
OLSAT measures cognitive abilities that relate to a student's academic success in school by assessing a student's verbal, nonverbal, and quantitative ability.	Summative	Local	Grade 1 Grade 3	Verbal Non-Verbal Quantitative	Grade 1 – October Grade 3 - November	Gr. 1 – 1 hour for teacher directed Gr. 3 – 45 min.	No
<p><b>Test prep needed:</b> Yes, practice tests given prior to administration</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> No</p> <p><b>Is the assessment high stakes for students:</b> Yes, the assessment is one measure used for Talented and Gifted (TAG) Identification</p> <p><b>Date assessment turned in to receive results:</b> 3 weeks</p> <p><b>Date the results are/were released:</b> One month after administration</p> <p><b>To whom the results released:</b> Central Office, Teacher, Administrators, Parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 30 days</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Proctors recommended at Grade 1 but not required. Most schools use a proctor at grade 1</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Prince Georges County Public Schools							
Title of Assessment: Preliminary Scholastic Assessment Test (PSAT)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
The PSAT is tightly aligned to the SAT. It provides practice for the SAT and serves as an opportunity to monitor college and career readiness.	Summative	Local	Grade 8 Grade 10	Reading, Writing and Language, Math	PSAT 8/9: October 5-23 PSAT 10: October 14	PSAT 8/9: 2 hrs 25 min PSAT 10: 2 hrs 45 min	Yes
<p><b>Test prep needed:</b> Sample Tests and Items available online at Khan Academy</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> No</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Immediately after testing</p> <p><b>Date the results are/were released:</b> Approximately 6 weeks after testing, unknown for new exam</p> <p><b>To whom the results released:</b> Central Office, School Based Administrators, Professional School Counselors, Teachers, Students, Parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Approximately 6 weeks after testing, unknown for new exam</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Test administrators</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Prince Georges County Public Schools							
Title of Assessment: Stanford Achievement Test 10 (SAT 10)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
SAT 10 is a norm-referenced achievement test. The assessment helps to identify student strengths and needs, leading to effective placement and instructional planning.	Summative	Local	Grade 2	Reading Math	May	2 hours for 5 subtests	No
<p><b>Test prep needed:</b> Yes, practice test given prior to administration</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> 5 weeks after administration</p> <p><b>Date the results are/were released:</b> Summer</p> <p><b>To whom the results released:</b> Central Office, Administrators, Teachers, Parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 5-week scanning window</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Prince George's County Public Schools							
Title of Assessment: Student Learning Objective Pretest and Posttest Assessments (SLO)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
SLO Pretests and Posttests serve as measures of student growth in a content area and are part of the teacher evaluation system.	Formative/ Summative	Local	Grades K-12	All	September 2015  January-February 2015	Untimed	No
<p><b>Test prep needed:</b> Yes, depending upon Content Area</p> <p><b>Pencil/paper or electronic device:</b> pencil/paper</p> <p><b>If by electronic device, student electronic device ratio:</b> No</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Can be scored and scanned immediately based on Content Area</p> <p><b>Date the results are/were released:</b> Immediately. In some subjects, performance tests scored within 1 week</p> <p><b>To whom the results released:</b> Teachers, School Administrators, and Central Office (If SRI is used for SLO, then data may be shared with parents.)</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Can be within 1 day, depending when answer sheets are scored and scanned. Depending on content assessed, 1 week for results</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes, for some subject areas</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, it requires accommodations be available for those students.</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Prince Georges County Public Schools							
Title of Assessment: Scholastic Math Inventory (SMI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
SMI is a norm-referenced test to provide quantile scores in mathematics.	Formative Summative	Local	Grades 2 through High School	Math Grades 2 – 8 Algebra I Geometry	September January May	Less than 1 hour. Computer Adaptive Test	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Immediately</p> <p><b>Date the results are/were released:</b> Immediately</p> <p><b>To whom the results released:</b> Teachers, Administrators, Central Office, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Immediate results</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> Yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> Yes</p>							

School System: Prince George's County Public Schools							
Title of Assessment: Scholastic Reading Inventory (SRI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
SRI is a norm-referenced test designed to provide lexile scores in reading. Lexiles assist in grouping & selecting materials. Lexile score is attached to K-2 form in Cumulative folder. SRI is also used for SLOs	Formative Summative	Local	Grades 2-8, High School	Reading	September 2015  January 2016  May 2016	1 hour	No
<b>Test prep needed:</b> N/A							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Immediately, except for Grade 2 which is scanned within 48 hours.							
<b>Date the results are/were released:</b> Immediately							
<b>To whom the results released:</b> Teachers, School Administrators, Parents, and Central Office							
<b>How much time passes between administration of the assessment and receipt of results:</b> Within a day, depending on when answer sheets are scored and scanned. Grade 2 sheets are scanned centrally and available within 48 hours.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

# Queen Anne's County Public Schools

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<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Pre-Test Math Critical Content Cumulative Assessment							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Diagnostic	District	K - 8	Math	(K) 2/2-2/13, (1) 9/12-9/26, (2) 9/8-9/17, (3) 10/1-10-15, (4) 9/11-9/24, (5) 8/25-9/24, (6 & 8) 10/6-10/30, (7) 2/19-3/5	61 - 90 minutes	No
<p><b>Test Prep needed:</b> None</p> <p><b>Paper pencil or electronic device:</b> Paper Based Test-Scanned</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is assessment high stakes for students?:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Upon completion of test</p> <p><b>Date the results are/were released:</b> within 24 hours of submission of test</p> <p><b>To whom the results released?:</b> Teachers/Content Supervisors/Administrators/Instructional Specialist</p> <p><b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No</p> <p><b>Does the assessment require technological support to administer?:</b> No</p> <p><b>Does assessment allow for accommodations for students with disabilities?:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners?:</b> No</p>							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Pre-Test							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Diagnostic	District	K - 5	Reading, Writing, Language Arts	10/20 - 10/24	31-60 minutes	No
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion of test							
<b>Date the results are/were released:</b> Within 24 hours of submission of test							
<b>To whom the results released?:</b> Teachers/Content Supervisors/Administrators/Instructional Specialist							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Pre-Test – middle school							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Formative	District	6 - 8	Health, PE, Computer Apps/Keyboarding(7), Social Studies, ELA,	8/26 - 8/29 or 1/28 - 1/30	31-60 minutes	No
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion of test							
<b>Date the results are/were released:</b> Within 24 hours of completion of test							
<b>To whom the results released?:</b> Teachers/Content Supervisors/Administrators/Instructional Specialist							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Pre-Test – high school							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Formative	District	9 - 12	Health, PE, Biology, Chemistry, Earth Science, Genetics, Marine Life Sciences, Physics, American History, World History, English I-IV, French II & III, Spanish II & III	8/26 - 8/29 or 1/28 - 1/30	61-90 minutes	No
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion of test							
<b>Date the results are/were released:</b> Within 24 hours of submission of test							
<b>To whom the results released?:</b> Teachers/Content Supervisors/Administrators/Instructional Specialist							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Mid Year Benchmark Assessments							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Diagnostic	District	1 - 8	Math, Reading, Writing, Language Arts, Social Studies (6-8)	1/29 - 2/6	31-90 minutes	No
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion of test							
<b>Date the results are/were released:</b> Within 24 hours of completion of test							
<b>To whom the results released?:</b> Teachers/Parents/Students/Content Supervisors/Administrators/Instructional Specialist							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Mid Year Assessments – high school							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction	Formative and Summative	District	9 - 12	Biology, Chemistry, Genetics, Physics, American History, World History, Government, English I-IV, French I-III, Spanish I-III, Alg I, Advanced Topics Alg, Alg II, Geometry, Prob-Stats, Calculus	1/20-2/10, 10/27-11/12 or 3/25-4/17	61-120 minutes	No
<p><b>Test Prep needed:</b> None</p> <p><b>Paper pencil or electronic device:</b> Paper Based Test-Scanned</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is assessment high stakes for students?:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Upon completion of test</p> <p><b>Date the results are/were released:</b> Within 24 hours of completion of test</p> <p><b>To whom the results released?:</b> Teachers/Parents/Students/Content Supervisors/Administrators/Instructional Specialist</p> <p><b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No</p> <p><b>Does the assessment require technological support to administer?:</b> No</p> <p><b>Does assessment allow for accommodations for students with disabilities?:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners?:</b> No</p>							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Post-Test Math Critical Content Cumulative Assessment							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Summative	District	K - 8	Math	(K) 5/18-6/5, (1 & 2) 2/20-3/6, (3) 1/7-1/21, (4) 11/17-11/25, (5) 10/20-10/31, (6) 1/5- 1/16, (7)12/8-12/19, (7A) 4/20-5/1 (8)3/9- 3/20	61 - 90 minutes	No
<p><b>Test Prep needed:</b> None</p> <p><b>Paper pencil or electronic device:</b> Paper Based Test-Scanned</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is assessment high stakes for students?:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Upon completion of test</p> <p><b>Date the results are/were released:</b> Within 24 hours of completion of test</p> <p><b>To whom the results released?:</b> Teachers/Content Supervisors/Administrators/Instructional Specialist</p> <p><b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No</p> <p><b>Does the assessment require technological support to administer?:</b> No</p> <p><b>Does assessment allow for accommodations for students with disabilities?:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners?:</b> No</p>							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Post Test							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Summative	District	K - 8	Math, Reading, Writing, Language Arts	6/1 - 6/10	30-120 minutes	No
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion of test							
<b>Date the results are/were released:</b> Within 24 hours of completion of test							
<b>To whom the results released?:</b> Teachers/Parents/Students/Content Supervisors/Administrators/Instructional Specialist							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Post Test – middle school							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Summative	District	6 - 8	Health, PE, Computer Apps/Keyboarding(7), Social Studies,	6/1 - 6/10	31-60 minutes	No
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> No							
<b>Date assessment turned in to receive results:</b> Upon completion of test							
<b>Date the results are/were released:</b> Within 24 hours of completion of test							
<b>To whom the results released?:</b> Teachers/Parents/Students/Content Supervisors/Administrators/Instructional Specialist							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Final Exam – middle and high school							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction & Approved SLO Measure	Summative	District	8 - 12	Health, PE, Bio, Chem, Earth Science, Genetics, Marine Life Sci, Physics, American History, World History, Gov't, English I-IV, French I-III, Spanish I-III, Alg I, Advanced Topics Alg, Alg II, Geometry, Prob-Stats, Calculus, Pre-Calc, Trig	1/22 - 1/23 or 6/11 - 6/12	91-120 minutes	No
<p><b>Test Prep needed:</b> None</p> <p><b>Paper pencil or electronic device:</b> Paper Based Test-Scanned</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is assessment high stakes for students?:</b> Yes</p> <p><b>Date assessment turned in to receive results:</b> Upon completion of test</p> <p><b>Date the results are/were released:</b> Within 24 hours of completion of test</p> <p><b>To whom the results released?:</b> Teachers/Parents/Students/Content Supervisors/Administrators/Instructional Specialist</p> <p><b>How much time passes between administration of the assessment and receipt of results?:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No</p> <p><b>Does the assessment require technological support to administer?:</b> No</p> <p><b>Does assessment allow for accommodations for students with disabilities?:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners?:</b> No</p>							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> CogAT®							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
One measure of student's cognitive abilities, used as a Gifted and Talented identifier assessment	Diagnostic	Other – district mandate	3 & 5	Math, ELA	9/15 - 9/19	90 Min	no
<b>Test Prep needed:</b> None							
<b>Paper pencil or electronic device:</b> Paper Based Test-Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> no							
<b>Date assessment turned in to receive results:</b> 9/30/2014							
<b>Date the results are/were released:</b> 10/17/2014							
<b>To whom the results released?:</b> Parents, teachers, school conselors, GT team							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 17 Days							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Yes but accommodations are noted							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> PSAT, PSAT-9							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measures progress towards meeting SAT, PSAT is also a reliable predictor of AP success. Also used for student qualification for National Merit Scholarship.	Summative	Other – district mandate	9-11	Reading, Math, Writing	10/15/2015	3 hours	yes
<b>Test Prep needed:</b> yes							
<b>Paper pencil or electronic device:</b> Paper Based Test Scanned							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is assessment high stakes for students?:</b> yes							
<b>Date assessment turned in to receive results:</b> 10/15/2014							
<b>Date the results are/were released:</b> 12/9/2015							
<b>To whom the results released?:</b> Students, Colleges, school counselors							
<b>How much time passes between administration of the assessment and receipt of results?:</b> 8 weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No							
<b>Does the assessment require technological support to administer?:</b> No							
<b>Does assessment allow for accommodations for students with disabilities?:</b> Some accommodations available							
<b>Is the assessment available in other languages for English language learners?:</b> No							

<b>School System:</b> Queen Anne's County Public Schools							
<b>Title of Assessment:</b> Star 360							
Purpose	Summative or Formative	Local, State, Federal	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment Require change in School Schedule?
Measure Student Progress & Inform Instruction. Screening for intervention programs	Diagnostic	Other	K - 5	Reading, Math	at various times throughout year	Varies	No
<p><b>Test Prep needed:</b> None</p> <p><b>Paper pencil or electronic device:</b> Computer Based Test</p> <p><b>If by electronic device, student electronic device ratio:</b> 1 to 1</p> <p><b>Is assessment high stakes for students?:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Upon completion of test</p> <p><b>Date the results are/were released:</b> immediately available</p> <p><b>To whom the results released?:</b> Student, Parent, Teacher, administrators, instructional specialists</p> <p><b>How much time passes between administration of the assessment and receipt of results?:</b> immediately</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment?:</b> No</p> <p><b>Does the assessment require technological support to administer?:</b> No</p> <p><b>Does assessment allow for accommodations for students with disabilities?:</b> Some accommodations available</p> <p><b>Is the assessment available in other languages for English language learners?:</b> Uncertain</p>							

# Somerset County Public Schools

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## Somerset County Philosophy of Testing

The desire of Somerset County is to assure that all students in Somerset County are College and Career Ready. In order to accomplish this, Somerset County looks at testing as a way of measuring a student's progress in meeting the goals established by the State, County or teacher of a particular grade or subject. The results of testing, whether it be a state, county or teacher created assessment, allows the system or teacher(s) to analyze the results and make the necessary changes in teaching or curriculum to help the student reach his or her highest potential.

The analysis of testing results allow the system and/or teachers to develop a plan of action, whether it be enrichment or remediation to assure that all student who graduate from Somerset County are prepared to successfully further their educational endeavors or to enter the world of work.

School System: Somerset County Public Schools							
Title of Assessment: Reading Pre- Post-Test							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Pre-Test - Formative Post-Test - Summative	Local	PreK K	English	Pre-test: 9/14 - 9/24 Post-test: 6/1 - 6/10	30 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> teachers input students answers immediately after administering the assessment							
<b>Date the results are/were released:</b> Results are released 24 hours after teachers input results							
<b>To whom the results released:</b> Results are released to teacher, facilitator/coach, principal and supervisor							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Reading Pre- Post-Test							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Pre-test Formative Post-test Summative	Local	1-5	English	Pre-test – 9/14 – 9/24  Post-test – 6/1 – 6/10	50 minutes	No
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> Tests given in computer labs and with laptops							
<b>Is the assessment high stakes for students:</b> No, the grade is put in the gradebook and is part of the grade for the quarter.							
<b>Date assessment turned in to receive results:</b> Online assessments are sent to Performance Matters once students complete the assessment. At the end of the class period, students press the exit button which submits their assessment to Performance Matters.							
<b>Date the results are/were released:</b> Preliminary data for computer-scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given one week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to teacher, facilitator/coach, principal and supervisor. Teachers enter the post-test results into their gradebook and then parents/guardians are able to receive results. Pre-tests are not included in gradebook.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 to 72 hours depending on how long it takes for teachers to score their constructive response items.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Reading Benchmarks							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Formative	Local	1 – 5	English	10/12 – 10/15 11/30 – 12/4 1/25 – 1/29 3/1 – ¼ 4/18 – 4/21	60 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the number of devices is not 1:1 for the entire school, each school has enough devices to test several classrooms at a given time. Greenwood Elementary has 90 devices, Carter G Woodson has 108 devices, Deale Island Elementary has 58 devices, Princess Anne Elementary has 88 devices, Ewell has 8 devices.							
<b>Is the assessment high stakes for students:</b> no – the grade is put in the gradebook and is part of the grade for the quarter.							
<b>Date assessment turned in to receive results:</b> Online assessments are sent to Performance Matters once students complete the assessment. At the end of the test, students press the exit button which submits their assessment to Performance Matters.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given one week to grade their constructive response items. With paper/pencil tests (PK – 1), teachers enter the results online. Once the scores are entered into Performance Matters, results are available within 24 hours.							
<b>To whom the results released:</b> Teacher, facilitator/coach, principal, and supervisor. Teachers enter the post-test results into their gradebook and the parents/guardians are able to receive results.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 to 72 hours (Depends on the amount of time it takes for the facilitator/coached to send scantrons to the central office. They are scanned immediately and then sent to Performance Matters each evening. Performance Matters does a nightly build. With online testing, preliminary results are available once the students hit the exit button. Final results are available 24 hours after teachers have scores constructed responses. Constructed responses are scores online by teachers.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Literary Analysis Diagnostic and Summative							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Diagnostic - Formative Summative - Summative	Local	6-12	English	Diagnostic – 8/13 – 9/15  Summative – 1/27&28	70 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough devices that several English Language Arts classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices; at Washington Academy High School there are 400 electronic devices, and at Somerset Intermediate there are 398 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given one week to grade their constructive response items. With the paper/pencil tests (PK-1) teachers enter the results online. Once the scores are entered into Performance Matters, results are available within 24 hours.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Research Simulation Diagnostic and Summative							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Diagnostic - Formative Summative - Summative	Local	6-12	English	Diagnostic 9/16 -9/30  Summative – 4/20 & 21	70 minutes	no

**Test prep needed:** no

**Pencil/paper or electronic device:** electronic devices

**If by electronic device, student electronic device ratio:** While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several ELA classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices, at Washington Academy/High School there are 400 electronic devices and at Somerset Intermediate there are 398 electronic devices.

**Is the assessment high stakes for students:** no

**Date assessment turned in to receive results:** Results are sent to Performance Matters once students exit the test.

**Date the results are/were released:** Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.

**To whom the results released:** Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.

**How much time passes between administration of the assessment and receipt of results** Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.

**Does the assessment require proctors or other personnel to administer the assessment:** no

**Does the assessment require technological support to administer:** no

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**Does the assessment allow for accommodations for students with disabilities:** yes, as appropriate

**Is the assessment available in other languages for English language learners:** no

School System: Somerset County Public Schools							
Title of Assessment: English Language Arts Common Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Formative	Local	6 – 12	English	10/7 & 8 11/19 & 20 3/9 & 10	70 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several ELA classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices, at Washington Academy/High School there are 400 electronic devices and at Somerset Intermediate there are 398 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from the test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: English Narrative Writing Task							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Summative	Local	6 – 12	English	1 time per year – date TBD	70 minutes	no

**Test prep needed:** no

**Pencil/paper or electronic device:** electronic devices

**If by electronic device, student electronic device ratio:** While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several ELA classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices, at Washington Academy/High School there are 400 electronic devices and at Somerset Intermediate there are 398 electronic devices.

**Is the assessment high stakes for students:** no

**Date assessment turned in to receive results:** Results are sent to Performance Matters once students have selected exit from the test.

**Date the results are/were released:** Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.

**To whom the results released:** Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.

**How much time passes between administration of the assessment and receipt of results:** Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.

**Does the assessment require proctors or other personnel to administer the assessment:** no

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** yes, as appropriate

**Is the assessment available in other languages for English language learners:** no

School System: Somerset County Public Schools							
Title of Assessment: Mathematics Benchmarks (Grades 6 & 7)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Formative	Local	6 & 7	Math	Grade 6 - 10/28 & 29, 12/17 & 18, 2/18 & 19, 3/21 & 4/1, 5/23 & 24; Grade 7 - 10/14 & 15, 11/19 & 20, 1/11 & 12, 3/17 & 18, 4/21 & 22	70 minutes	no
<b>Test prep needed:</b> While teachers are encouraged to not provide test preparation for the test, several teachers still do provide a period of test preparation the day before the assessment.							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several mathematics classrooms can test at the same time. At Somerset Intermediate there are 398 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from the test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: 8 <sup>th</sup> Grade Mathematics, Pre- Post-Test							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Pre-test – Formative Post-Test Summative	Local	8	Math	Pre-Test – 8/27 & 28  Post-Test – 4/18 - 19	55 minutes	no
<b>Test prep needed:</b> While teachers are encouraged to not provide test preparation for the test, several teachers still do provide a period of test preparation the day before the post-test.							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several mathematics classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: 8 <sup>th</sup> Grade Mathematics Benchmarks and Final							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Benchmarks – Formative Final - Summative	Local	8	Math	10/23, 1/19, 4/22, 5/31	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test preparation, however some teachers do provide a period of preparation the day before the final.							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several mathematics classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to performance once students have selected exit from the test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Algebra I, Geometry, Algebra II Pre- and Post-Test							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Pre-test – Formative Post-Test - Summative	Local	9 – 12	Math	Pre-test: 8/27 & 28  Post-test: 4/18 & 19	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide a period of preparation the day before the post-test assessment.							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several mathematics classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from the test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Algebra I, Geometry, Algebra II Benchmarks and Finals							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Benchmarks – Formative Final - Summative	Local	9-12	Math	10/23, 1/19, 4/22, 5/31	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide a period of preparation the day before the final assessment.							
<b>Pencil/paper or electronic device:</b> electronic devices							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several mathematics classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.							
<b>Is the assessment high stakes for students:</b> Assessments are not high stakes for students for Benchmarks I and III, however for benchmarks II and the final, they would be high stakes. For benchmark I and III, teachers enter these scores into their gradebooks and they are a percentage of the quarter grades. For benchmark II and the final these scores count as 10 percent of the grade. Quarter I, Quarter II, Quarter III and Quarter IV are each 45 percent. Benchmark III (mid-term) and Benchmark IV (final) is 10 percent of the semester grade.							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once student have selected exit from test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Pre-Calculus Benchmarks and Final							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Benchmarks – Formative Final - Summative	Local	11-12	Math	10/23, 1/19, 4/22, 5/31	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide a period of preparation the day before the final assessment.							
<b>Pencil/paper or electronic device:</b> paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> Assessments are not high stakes for students for Benchmarks I and III, however for benchmarks II and the final, they would be high stakes. For benchmark I and III, teachers enter these scores into their gradebooks and they are a percentage of the quarter grades. For benchmark II and the final these scores count as 10 percent of the grade. Quarter I, Quarter II, Quarter III and Quarter IV are each 45 percent. Benchmark III (mid-term) and Benchmark IV (final) is 10 percent of the semester grade.							
<b>Date assessment turned in to receive results:</b> teacher scored							
<b>Date the results are/were released:</b> 24 to 48 hours after assessment is given							
<b>To whom the results released:</b> The teacher puts these scores in his/her gradebook. Anyone with access to the gradebook has access to the scores. Parent/guardians, student, principal, guidance counselor have access to PowerSchool (the grade book) and there have access to the scores.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results need to be in the teacher's gradebooks no later than 48 hours after the assessment has been administered.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Science Benchmarks 6 & 7							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Formative	Local	6 & 7	Science	Grade 6: 12/15, 4/3 Grade 7: 1/29, 5/26	70 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide one period of preparation the day before the assessment.							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several science classrooms can test at the same time. At Somerset Intermediate there are 398 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to performance once students have selected exit from the test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Science Benchmarks 8							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Formative	Local	8	Science	10/26, 1/14, 4/25, 6/1	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide one period of preparation the day before the assessment.							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several science classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to performance once students have selected exit from test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Environmental Science – Midterm/final							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Midterm-Formative Final - Summative	Local	9	Science	1/14, 6/1	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide one period of preparation the day before the final assessment.							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several science classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.							
<b>Is the assessment high stakes for students:</b> Yes, the midterm and the final scores count as 10 percent of the semester grade. Quarter I, Quarter II, Quarter III and Quarter IV are each 45 percent. Final grades are computed using the grade for Semester 1 and Semester 2.							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: Biology Benchmarks and Final							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Benchmark – Formative Final - Summative	Local	10-12	Science	10/26, 1/14, 4/15, 6/1	55 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide one period of preparation the day before the final assessment.							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several science classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.							
<b>Is the assessment high stakes for students:</b> Assessments are not high stakes for students for Benchmarks I and III, however for benchmarks II and the final, they would be high stakes. For benchmark I and III, teachers enter these scores into their gradebooks and they are a percentage of the quarter grades. For benchmark II and the final these scores count as 10 percent of the grade. Quarter I, Quarter II, Quarter III and Quarter IV are each 45 percent. Benchmark III (mid-term) and Benchmark IV (final) is 10 percent of the semester grade.							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: 6 <sup>th</sup> & 7 <sup>th</sup> Grade Social Studies Midterms and Finals							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Midterm – Formative Final - Summative	Local	6, 7	Social Studies	1/15, 6/2	70 minutes	no
<b>Test prep needed:</b> Teachers are encouraged to not provide test prep, however some teachers do provide one period of preparation the day before the final assessment.							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several social studies classrooms can test at the same time. At Somerset Intermediate there are 398 electronic devices.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Results are sent to Performance Matters once students have selected exit from test.							
<b>Date the results are/were released:</b> Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.							
<b>To whom the results released:</b> Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, as appropriate							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: Somerset County Public Schools							
Title of Assessment: U.S. History I, U.S. History II, Government, World History Benchmarks and Final							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Benchmarks – Formative Final - Summative	Local	8-11	Social Studies	10/27, 1/15, 4/21, 6/2	55 minutes	no

**Test prep needed:** Teachers are encouraged to not provide test prep, however some teachers do provide one period of preparation the day before the final.

**Pencil/paper or electronic device:** electronic device

**If by electronic device, student electronic device ratio:** While the ratio of electronic devices to students is not 1:1, there are enough electronic devices that several classrooms can test at the same time. At Crisfield Academy/High School there are 310 electronic devices and at Washington Academy/High School there are 400 electronic devices.

**Is the assessment high stakes for students:** For 8th grade students the assessments are not high stakes. At the high school level, assessments are not high stakes for students for Benchmarks I and III, however for benchmarks II and the final, they would be high stakes. For benchmark I and III, teachers enter these scores into their gradebooks and they are a percentage of the quarter grades. For benchmark II and the final these scores count as 10 percent of the grade. Quarter I, Quarter II, Quarter III and Quarter IV are each 45 percent. Benchmark III (mid-term) and Benchmark IV (final) is 10 percent of the semester grade.

**Date assessment turned in to receive results:** Results are sent to Performance Matters once students have selected exit from test.

**Date the results are/were released:** Preliminary data for computer scored items are available once students have submitted their tests. Final data is released once teachers have scored their constructive response items online. Teachers are usually given a week to grade their constructive response items.

**To whom the results released:** Results are released to students, parents, teacher, facilitator/coach, principal and supervisor. Teachers, facilitator/coach, principal and supervisors receive the results through Performance Matters. Students and parents receive results by way of the teacher.

**How much time passes between administration of the assessment and receipt of results:** Final results are dependent upon the length of time that it takes for teachers to score their constructive response items. Most teachers have their constructive response items in within 48 hours but they are given up to 5 days to get their constructive responses in.

**Does the assessment require proctors or other personnel to administer the assessment:** no

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** yes, as appropriate

**Is the assessment available in other languages for English language learners:** no

School System: Somerset County Public Schools							
Title of Assessment: Scholastic Reading Inventory							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine the progress of students in meeting the standards	Formative	Local	6-10	Reading	Grades 6&7: 10/19– 23, 4/4–8 Grades 8-10: 10/26-29, 4/4-8	30 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> electronic device							
<b>If by electronic device, student electronic device ratio:</b> Students are scheduled into the computer lab during their English classes. There are enough devices at each school where the test is administered to administer the test at a single time, however, this is not done. The reason that this is not done, is by doing it within their English classes, there is no disruption to the remainder of the school.							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Once the student completes the assessment, the results are almost immediate.							
<b>Date the results are/were released:</b> Immediate							
<b>To whom the results released:</b> teachers, facilitators, coaches, principals and supervisors							
<b>How much time passes between administration of the assessment and receipt of results:</b> Once the student completes the assessment, results are almost immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> no							
<b>Is the assessment available in other languages for English language learners:</b> no							

# St. Mary's County Public Schools

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Phone: 301-475-5511 ext. 32178; Fax: 301-475-4270

## St. Mary's County Public Schools

### Central Administration

Office of the Superintendent

23160 Moakley Street, Suite 109  
Leonardtown, Maryland 20650

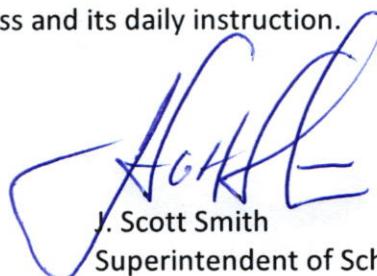
**Mr. J. Scott Smith**  
Superintendent

August 18, 2015

St. Mary's County Public Schools (SMCPS) has developed a balanced assessment plan to help guide teaching and learning. Through the use of formative and performance assessments, students can demonstrate their learning on an ongoing basis. Formative content assessments help to identify where students are and to design instructional supports, interventions, or extensions based on where students need them most. Performance assessments across content areas are designed to offer students opportunities to apply the skills and knowledge of the curriculum. The assessment varies from content to content based on each one's standards and instruction.

Another key element in the SMCPS assessment plan is flexibility. While some county assessments are required to ensure consistency of expectations, others are offered as instructional resources for teachers to integrate as appropriate to the needs of their students and the schedule within which they are working. Therefore, testing windows are offered rather than rigid dates for giving an assessment. Another element of flexibility is in offering the assessments through different means. Some are provided through a traditional paper/pencil administration, while others utilize technology through an interactive online platform. Beyond those approaches, some performance assessments allow endless possibilities of how students can demonstrate their learning (e.g., through presentation, multi-media, etc.).

The purpose of assessment is to measure students' proficiency and learning in order to make instructional decisions. In that sense, assessment is a tool in the teacher's toolbox. Used appropriately, this tool is one of many used to design and build an architectural masterpiece of learning. Active, problem-based learning, and critical thinking are key elements that guide the work in designing the blueprints for each class and its daily instruction.



J. Scott Smith  
Superintendent of Schools

<b>School System: St. Mary's County Public Schools</b>							
<b>Title of Assessment: Gates-MacGinitie Reading Test -Elementary level</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
One of four measures used to inform gifted identification screening in the area of reading.	Summative	Local	3,4,5	Reading	Grade 3- October  Grade 4,5- as needed (new students)	55 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Pencil/paper							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> Yes. It is one of four measures used in a matrix to determine placement in the gifted program.							
<b>Date assessment turned in to receive results:</b> Submitted as administered throughout the school year							
<b>Date the results are/were released:</b> Available as submitted							
<b>To whom the results released:</b> School system staff and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are provided based on student IEPs as long as they do not invalidate the assessment.							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: St. Mary's County Public Schools</b>							
<b>Title of Assessment: Gifted Quarterly Product Assessments- Elementary</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine student progress in gifted reading and mathematics programming.	Summative	Local	3,4,5	Reading Math	Quarterly	No time limit; This is a performance based assessment administered during class time.	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Pencil/paper							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Submitted as administered throughout the school year							
<b>Date the results are/were released:</b> Available as submitted							
<b>To whom the results released:</b> School system staff and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are provided based on student IEPs as long as they do not invalidate the assessment.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: St. Mary's County Public Schools							
Title of Assessment: Naglieri Nonverbal Ability Test, 2 <sup>nd</sup> edition (NNAT2)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To provide an ability assessment measure that can be used to inform gifted identification screening. This is one of three measures used for math identification and one of four measures used for reading identification.	Summative	Local	3,4,5	Nonverbal- not subject specific	Grade 3- November  Grade 4,5- as needed (new students)	30 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Pencil/paper							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> Yes. It is one of four measures used in the reading matrix to determine placement in the gifted program. It is one of three measures used in the mathematics matrix to determine placement in the gifted program.							
<b>Date assessment turned in to receive results:</b> Submitted as administered throughout the school year							
<b>Date the results are/were released:</b> Released monthly, as administered							
<b>To whom the results released:</b> School system staff and parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1-2 months							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are provided based on student IEPs as long as they do not invalidate the assessment.							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: St. Mary's County Public Schools							
Title of Assessment: Elementary Math Operations and Algebraic Thinking Assessments (Beginning, Middle and End of Year)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess students' sophistication in computational fluency in comparison to grade level *spell ask both OA and NBT Standards.	Formative	Local	K - 5	Math	August 24 – 28 January 4 – 8 May 23 - 27	One week (It is given in increments over time – 1 hour total)	No
<b>Test prep needed:</b> None (instruction)							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> At the end of the testing window.							
<b>Date the results are/were released:</b> 24 hours after the assessment is turned in.							
<b>To whom the results released:</b> Teachers, principals, supervisors.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Tests given in small groups in Kindergarten and grade 1 so teachers can observe student's work.							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> It is a growth assessment. It does allow for accommodations such as large print, etc. accommodations are based on a student's IEP or 504 plan and are provided as appropriate unless invalidating the assessment.							
<b>Is the assessment available in other languages for English language learners:</b> If requested.							

School System: St. Mary's County Public Schools							
Title of Assessment: Counting Profile Elementary Math							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To access and analyze a student's ability to rote count and object count in order to plan instruction for each child individually.	Formative	Local All Pre K and K Students At-Risk 1 <sup>st</sup> Grade Students	PreK K 1 (at risk)	Math	September January May	20 minutes	It requires a one on one interview.
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> Interview</p> <p><b>If by electronic device, student electronic device ratio:</b></p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> At the end of the testing window</p> <p><b>Date the results are/were released:</b> 24 hours after the assessment is turned in.</p> <p><b>To whom the results released:</b> Classroom teachers, principals, supervisors.</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Interviews are one on one. This requires support from at least the para-educator assigned to the room.</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> If requested.</p>							

School System: St. Mary's County Public Schools							
Title of Assessment: Unit Assessments, Elementary Math							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student's mastery of content and direct re-teaching.	Summative	Local (Half of the units are optional at each grade level). Required assessments include fractions, geometry and measurement. ** spell out OA/NBT is assessed with OA/NBT Assessments	1- 5	Math	At the end of each unit	1 hour	No
<b>Test prep needed:</b> None (instruction) and fact fluency practice.							
<b>Pencil/paper or electronic device:</b> Paper/Pencil or Online (There is a planned roll out for online assessments throughout the year).							
<b>If by electronic device, student electronic device ratio:</b> Computer Labs can be used or laptop carts can be used.							
<b>Is the assessment high stakes for students:</b> In grades 3 – 5 it can affect their grade. Opportunity is given for recovery.							
<b>Date assessment turned in to receive results:</b> At the end of the testing window.							
<b>Date the results are/were released:</b> 24 hours after the assessment is turned in.							
<b>To whom the results released:</b> Classroom teachers, principals, supervisors.							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Tests are given in small group's grade 1 so teachers can observe student's work.							
<b>Does the assessment require technological support to administer:</b> The online versions require computers.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, accommodations are required per a student's IEP							
<b>Is the assessment available in other languages for English language learners:</b> If requested.							

School System: St. Mary's County Public Schools							
Title of Assessment: DIBELS Next- 3 administrations per year with progress monitoring as needed - Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student fluency and provide benchmark and progress monitoring information to ensure students receive targeted instructional support.	Formative	Local	K-5	Reading	September, January, and May	Teachers have the month to complete their class. Assessment approx. 10 min. per child	No; however, some schools select to administer through a "Blitz" approach which may alter the schedule.
<b>Test prep needed:</b> Student instruction to improve reading fluency and comprehension							
<b>Pencil/paper or electronic device:</b> Pencil and paper							
<b>If by electronic device, student electronic device ratio:</b> N/A							
<b>Is the assessment high stakes for students:</b> It is not high stakes for students in grades K-4; in grade 5, the Daze component is used as 1 of 4 factors in determining middle school placement.							
<b>Date assessment turned in to receive results:</b> Scores to be entered by the end of each assessment month							
<b>Date the results are/were released:</b> Scores are visible once entered							
<b>To whom the results released:</b> teachers, administrators, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> results are immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no, however, some schools select to administer through a "blitz" approach in order to expedite the administration in which case additional staff are used.							
<b>Does the assessment require technological support to administer:</b> through the DIBELS website							
<b>Does the assessment allow for accommodations for students with disabilities:</b> accommodations are based on a student's IEP or 504 plan and are provided as appropriate unless invalidating the assessment.							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: St. Mary's County Public Schools							
Title of Assessment: Reading/Writing Diagnostic, Mid-Year, and Post Assessments -3 administrations per year- Elementary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students' reading and writing skills as they align to MCCRS.	Formative (diagnostic and mid-year) Summative (post)	Local	1-5	Reading, Language, and Writing	Diagnostic- August Mid-Year- December before break Post- end of May	<b>Grade 1:</b> Diag/Post- 5 days for 35-45 min a day <b>Grades 2&amp;3:</b> Diag/Post- 4 days for 60 min a day; Mid-Year- 2 days for 50 min a day <b>Grades 4&amp;5:</b> Diag/Post- 4 days for 70 min a day; Mid-Year- 2 days for 60 min a day	No

**Test prep needed:** yes, classroom instruction on the standards being assessed prior to mid-year and post assessments

**Pencil/paper or electronic device:** both; the assessments are being created in Performance Matters so students may take it electronically. This is new, thus teachers will be given the option to use it or continue with a paper and pencil version.

**If by electronic device, student electronic device ratio:** 3: 1; assessment windows are wide enough to allow for every student to be assessed.

**Is the assessment high stakes for students:** no for students in grades 1 and 2; yes for students in grades 3-5. In 3-5 the August Reading and Writing Assessments are each a factor in a matrix that determines placement in our Gifted Program. In grades 3-5, the Mid-Year Assessment and End of Year Assessment can affect a student's grade. Opportunity is given for recovery.

**Date assessment turned in to receive results:** two week window after the assessment has been given

**Date the results are/were released:** results are immediate once entered into Performance Matters

**To whom the results released:** teachers, administrators, parents

**How much time passes between administration of the assessment and receipt of results:** results are immediate once entered into PM

**Does the assessment require proctors or other personnel to administer the assessment:** no

**Does the assessment require technological support to administer:** no

**Does the assessment allow for accommodations for students with disabilities:** accommodations are based on a student's IEP or 504 plan and are provided as appropriate unless invalidating the assessment.

**Is the assessment available in other languages for English language learners:** no

School System: St. Mary's County Public Schools							
Title of Assessment: Fine Arts Performance Assessment – Elementary Level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	3-5	General Music	2 <sup>nd</sup> Marking Period	As many class periods as necessary within the window (teacher discretion)	No
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	3-5	Visual Arts	2 <sup>nd</sup> Marking Period and 4 <sup>th</sup> Marking Period	Designed to be completed in 1-2, 45 minute class periods	No

**Test prep needed:** There is no test prep needed. The performance task is designed to align directly with curriculum standards already being taught. The performance task itself can be used as a project within a teacher's instructional unit. It is not designed to be an additional performance task for students.

**Pencil/paper or electronic device:** The performance task is designed to be administered through paper and pencil. However, teachers have the latitude to document student work on the performance task electronically if they so choose.

**If by electronic device, student electronic device ratio:**

**Is the assessment high stakes for students:** This assessment is not high stakes for students.

**Date assessment turned in to receive results:** The data from each performance task is to be gathered by the end of the assessment window. The data, once gathered, is then used by Professional Learning Communities when planning future instruction.

**Date the results are/were released:** The teacher, at the conclusion of the performance task, releases the results. The date varies by school.

**To whom the results released:** The results are released to parents and students.

**How much time passes between administration of the assessment and receipt of results:** Since the administration of the performance task is teacher driven and rubric based, the receipt of results can be immediate. Teachers follow the guidelines for posting student grades in the online grading system as outlined by the school system.

**Does the assessment require proctors or other personnel to administer the assessment:** The assessment does not require a proctor or other personnel to administer the assessment.

**Does the assessment require technological support to administer:** The assessment does not require technological support to administer.

**Does the assessment allow for accommodations for students with disabilities:** The administration of the performance task follows all student accommodations as identified in a 504 or IEP plan.

**Is the assessment available in other languages for English language learners:** If needed, it can be made available in languages other than English.

School System: St. Mary's County Public Schools							
Title of Assessment: Fine Arts Performance Assessment – Middle School Level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	6-8	Band, Orchestra, and Chorus	1 <sup>st</sup> Marking Period and 4 <sup>th</sup> Marking Period	As many class periods as necessary within the window (teacher discretion)	No
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	6-8	Visual Arts	2 <sup>nd</sup> Marking Period and 4 <sup>th</sup> Marking Period	Designed to be completed in 1-2, 45 minute class periods	No

**Test prep needed:** There is no test prep needed. The performance task is designed to align directly with curriculum standards already being taught. The performance task itself can be used as a project within a teacher's instructional unit. It is not designed to be an additional performance task for students.

**Pencil/paper or electronic device :)** The performance task is designed to be administered through paper and pencil. However, teachers have the latitude to document student work on the performance task electronically if they so choose. Digital audio recording devices have been provided to music teachers.

**If by electronic device, student electronic device ratio:** N/A

**Is the assessment high stakes for students:** The performance assessment administered in the 1<sup>st</sup> Marking Period for Band, Orchestra, and Chorus students is used to determine whether or not they are accepted in the All-County Honor Ensembles that take place during the fall. Only students interested in being considered for the honor ensembles are included in the screening process. The 4<sup>th</sup> Marking Period performance assessment for Band, Orchestra, and Chorus students is not high stakes for students. The Visual Arts performance assessments are not high stakes for students.

**Date assessment turned in to receive results:** The data from each performance task is to be gathered by the end of the assessment window. The data, once gathered, is then used by PLCs when planning future instruction.

**Date the results are/were released:** The teacher, at the conclusion of the performance task, releases the results. The date varies by school.

**To whom the results released:** The results are released to parents and students.

**How much time passes between administration of the assessment and receipt of results:** Since the administration of the performance task is teacher driven and rubric based, the receipt of results can be immediate. Teachers follow the guidelines for posting student grades in the online grading system as outlined by the school system.

**Does the assessment require proctors or other personnel to administer the assessment:** The assessment does not require a proctor or other personnel to administer the assessment.

**Does the assessment require technological support to administer:** The assessment does not require technological support to administer.

**Does the assessment allow for accommodations for students with disabilities:** The administration of the performance task follows all student accommodations as identified in a 504 or IEP plan.

**Is the assessment available in other languages for English language learners:** If needed, it can be made available in languages other than English.

School System: St. Mary's County Public Schools							
Title of Assessment: Fine Arts Performance Assessment – High School Level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	9-12	Band, Orchestra, and Chorus  (Band 1 and Band 2, Chorus 1, Chorus 2, and Chamber Chorus, String Orchestra, and Chamber Orchestra)	1 <sup>st</sup> Marking Period and 4 <sup>th</sup> Marking Period	As many class periods as necessary within the window (teacher discretion)	No
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	9-12	Visual Arts  (Visual Arts 1, Visual Arts 2, Visual Arts 3, Visual Arts 4, Crafts 1, Crafts 2, Sculpture)	2 <sup>nd</sup> Marking Period and 4th Marking Period	Designed to be completed in 1-2, 45 minute class periods	No
Evaluate students' ability to synthesize and apply learned fine arts skills in an authentic task.	Summative	Local	9-12	Theatre Arts (Theatre 1, Theatre 2, Theatre 3, Theatre 4)	2 <sup>nd</sup> Marking Period and 4th Marking Period	As many class periods as necessary within the window (teacher discretion)	No

**Test prep needed:** There is no test prep needed. The performance task is designed to align directly with curriculum standards already being taught. The performance task itself can be used as a project within a teacher's instructional unit. It is not designed to be an additional performance task for students.

**Pencil/paper or electronic device :**) The performance task is designed to be administered through paper and pencil. However, teachers have the latitude to document student work on the performance task electronically if they so choose. Digital audio recording devices have been provided to music teachers.

**If by electronic device, student electronic device ratio:** N/A

**Is the assessment high stakes for students:** The performance assessment administered in the 1<sup>st</sup> Marking Period for Band, Orchestra, and Chorus students is used to determine whether or not they are accepted in the All-County Honor Ensembles that take place during the fall. Only students interested in being considered for the honor ensembles are included in the screening process. The 4<sup>th</sup> Marking Period performance assessment for Band, Orchestra, and Chorus students is not high stakes for students. The Visual Arts performance assessments are not high stakes for students.

**Date assessment turned in to receive results:** The data from each performance task is to be gathered by the end of the assessment window. The data, once gathered, is then used by Professional Learning Communities when planning future instruction.

**Date the results are/were released:** The teacher, at the conclusion of the performance task, releases the results. The date varies by school.

**To whom the results released:** The results are released to parents and students.

**How much time passes between administration of the assessment and receipt of results:** Since the administration of the performance task is teacher driven and rubric based, the receipt of results can be immediate. Teachers follow the guidelines for posting student grades in the online grading system as outlined by the school system.

**Does the assessment require proctors or other personnel to administer the assessment:** The assessment does not require a proctor or other personnel to administer the assessment.

**Does the assessment require technological support to administer:** The assessment does not require technological support to administer.

**Does the assessment allow for accommodations for students with disabilities:** The administration of the performance task follows all student accommodations as identified in a 504 or IEP plan.

**Is the assessment available in other languages for English language learners:** If needed, it can be made available in languages other than English.

School System: St. Mary's County Public Schools							
Title of Assessment: Health Education End of Course Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess mastery of certain key aspects of the state curriculum for Health Education	Summative	Local	6, 7, 8 and 9	Health Education	Approx. April 24 - May 22 depending on level.	A class period	No
<b>Test prep needed:</b> N/A							
<b>Pencil/paper or electronic device:</b> Pencil/Paper through Grade 8. Some on-line assessment in high schools.							
<b>If by electronic device, student electronic device ratio:</b> 1/student							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> April 24 - May 22, on completion.							
<b>Date the results are/were released:</b> Within 1 week							
<b>To whom the results released:</b> Students; parents via Home Access Center.							
<b>How much time passes between administration of the assessment and receipt of results:</b> Less than 1 week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom teachers proctor the administration							
<b>Does the assessment require technological support to administer:</b> Only in the case of those assessments being administered via Moodle.							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are provided as needed.							
<b>Is the assessment available in other languages for English language learners:</b> Not at this time.							

School System: St. Mary's County							
Title of Assessment: Physical Education End of Course Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess mastery of certain key aspects of the state curriculum for Physical Education	Summative	Local	3, 4, 5, 6, 7, 8 and 9	Physical Education	Approx. April 24 - May 22 depending on level.	A class period	No
<p><b>Test prep needed:</b> N/A</p> <p><b>Pencil/paper or electronic device:</b> Pencil/Paper through Grade 8. Some on-line assessment in high schools.</p> <p><b>If by electronic device, student electronic device ratio:</b> 1/student</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> April 24 - May 22, on completion.</p> <p><b>Date the results are/were released:</b> Within 1 week</p> <p><b>To whom the results released:</b> Students; parents via Home Access Center.</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Less than 1 week</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom teachers proctor the administration</p> <p><b>Does the assessment require technological support to administer:</b> Only in the case of those assessments being administered via Moodle.</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are provided as needed.</p> <p><b>Is the assessment available in other languages for English language learners:</b> Not at this time.</p>							

School System: St. Mary's County Public Schools							
Title of Assessment: Pre-Assessment, Interim Assessment, and End-of-Year (EOY) Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To ascertain summative knowledge of a certain/grade-level at the beginning of the academic year.	Formative	Local	Secondary history and social studies courses, including Advanced Placement Courses	<i>High School</i> • American Government and Politics (H.S.A.)	<i>Pre-Completed before September 4, 2015</i> <i>Interim Completed before January 29, 2016</i> <i>EOY Completed before June 3, 2016</i>	One class period – 45 minutes	No

**Test prep needed:** No

**Pencil/paper or electronic device:** Pencil/paper

**If by electronic device, student electronic device ratio:** N/A

**Is the assessment high stakes for students:** The interim and EOY assessments can affect a student's grade. A student does have an opportunity for recovery.

**Date assessment turned in to receive results:** Submitted by classroom teacher/PLC within 24-48 hours

**Date the results are/were released:** 24-72 hours after the administration

**To whom the results released:** Teachers, School-Based Administration, Students, Parents, and Central Administration

**How much time passes between administration of the assessment and receipt of results:** 24-72 hours for Selected Response Items

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes, accommodations are based on the student's Individual Education Plan (IEP)

**Is the assessment available in other languages for English language learners:** Yes

School System: St. Mary's County Public Schools							
Title of Assessment: Performance Based Instructional Tasks (PBIT) I and II							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To check for understanding of certain content standards, as well as disciplinary literacy standards embedded within each course.	Formative	Local	All secondary history and social studies courses (Grade 6 through Grade 11)	<i>Middle School</i> Ancient Civilizations Modern World Geography U.S. History  <i>High School</i> U.S. History American Government and Politics Modern World History	PBIT I Completed before January 29, 2016  PBIT II Completed before March 18, 2016	One – two class periods; selected response questions with one prose constructive response	No

**Test prep needed:** No

**Pencil/paper or electronic device:** Pencil/paper

**If by electronic device, student electronic device ratio:** N/A

**Is the assessment high stakes for students:** The assessment can affect a student's grade. A student does have an opportunity for recovery.

**Date assessment turned in to receive results:** Submitted by the teacher/PLC within 24-72 hours for selected response items; Another 2-3 weeks to grade the Prose Constructive Response.

**Date the results are/were released:** 24-72 hours after the administration of the selected response items; another 2-3 weeks after the administration of the Prose Constructive Response

**To whom the results released:** Teachers, School-Based Administration, Students, Parents, and Central Administration

**How much time passes between administration of the assessment and receipt of results:** 24 – 48 hours for Selected Response Items and 2-3 weeks for performance based instructional task

**Does the assessment require proctors or other personnel to administer the assessment:** No

**Does the assessment require technological support to administer:** No

**Does the assessment allow for accommodations for students with disabilities:** Yes, accommodations are based on the student's Individual Education Plan (IEP)

**Is the assessment available in other languages for English language learners:** Yes

School System: St. Mary's County Public Schools							
Title of Assessment: Pre-/Post-Assessment (Elementary, Middle, High School)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To ascertain prerequisite science knowledge at the beginning of the school year and summative science knowledge of a certain course/grade level at the end of the year.	Formative	Local	3-5 (ES) 6-8 (MS) 9-12 (HS)	Grades 3-5 Science Grades 6-8 Science HS: Biology, Chemistry, Physics 1, Earth/Space Science, Environmental Science, Explorations in Science)	Pre-Assessment completed by September 25, 2015  Post-Assessment completed by June 3, 2016	45 minutes (1 class period)	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Paper/pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> June 3, 2016							
<b>Date the results are/were released:</b> 48-72 hours after assessments are turned in							
<b>To whom the results released:</b> Teachers, School-Based Administration, Students, Parents, and Central Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 48-72 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, accommodations are based on the student's Individual Education Plan (IEP)							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: St. Mary's County Public Schools							
Title of Assessment: Midterm Assessment (Elementary, Middle and High School)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gauge students' mastery of concepts at the midpoint of the year.	Formative	Local	3-5 (ES) 6-8 (MS) 9-12 (HS)	Grades 3-5 Science Grades 6-8 Science HS: Biology, Chemistry, Physics 1, Earth/Space Science, Environmental Science, Explorations in Science)	January 4-29, 2016	45 minutes (1 class period)	No
<b>Test prep needed:</b> None							
<b>Pencil/paper or electronic device:</b> Pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> January 29, 2016							
<b>Date the results are/were released:</b> 48-72 hours after assessment is submitted							
<b>To whom the results released:</b> Teachers, School-Based Administration, Students, Parents, and Central Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 48-72 hours							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes, accommodations are based on the student's Individualized Education Plan (IEP)							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: St. Mary's County Public Schools							
Title of Assessment: Gates MacGinitie Reading Assessment – 2 administrations per year – Secondary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students' reading abilities to determine instructional supports and interventions	Formative	Local	6, 7, 8	English Language Arts	Once in August Once in June	1 hour	No
<b>Test prep needed:</b> none							
<b>Pencil/paper or electronic device:</b> paper/pencil only							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> Diagnostic: September 21; Post: June 9							
<b>Date the results are/were released:</b> n/a							
<b>To whom the results released:</b> teachers, administrators							
<b>How much time passes between administration of the assessment and receipt of results:</b> results are immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Accommodations are provided based on the student's Individual Education Plan (IEP) unless the accommodation will invalidate the results of the assessment.							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: St. Mary's County Public Schools							
Title of Assessment: Reading/Writing Performance Based Assessments – 2 administrations per year – Secondary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students' reading and writing skills as they align to MCCRS	Formative	Local	6-12	English Language Arts	Once in October/November Once in February/March	2-5 instructional periods	No
<b>Test prep needed:</b> Classroom instruction aligned to the standards being assessed, applied to curriculum-aligned passages							
<b>Pencil/paper or electronic device:</b> both (teacher choice)							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> The assessment can affect a student's grade; students have the opportunity for recovery.							
<b>Date assessment turned in to receive results:</b> by January 14 (2 <sup>nd</sup> marking period) and March 18 (3 <sup>rd</sup> marking period)							
<b>Date the results are/were released:</b> n/a							
<b>To whom the results released:</b> teachers, students, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> results are available in Performance Matters 24 hours after submission by the teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, accommodations are based on the student's Individual Education Plan (IEP)							
<b>Is the assessment available in other languages for English language learners:</b> no							

School System: St. Mary's County Public Schools							
Title of Assessment: Reading/Writing Diagnostic, Mid-Year and Post Assessments – 3 administrations per year – Secondary level							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students' reading and writing skills as they align to MCCRS that will be assessed on the PARCC Summative Assessments	Formative (diagnostic and mid) Summative (post)	Local	6-12	English Language Arts	Once in August/September Once in January/February Once in June	1-2 class periods (45-90 minutes) per administration	No
<b>Test prep needed:</b> Classroom instruction aligned to the standards being assessed							
<b>Pencil/paper or electronic device:</b> both (teacher choice)							
<b>If by electronic device, student electronic device ratio:</b>							
<b>Is the assessment high stakes for students:</b> The mid-year assessment can affect a student's grade; students have the opportunity for recovery.							
<b>Date assessment turned in to receive results:</b> Diagnostic: September 22; Mid-Year (Reading only): February 5; Post (writing only): June 9							
<b>Date the results are/were released:</b> n/a							
<b>To whom the results released:</b> teachers, administrators, students, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> results are available in Performance Matters 24 hours after submission by the teacher							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, accommodations are based on the student's Individual Education Plan (IEP)							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: St. Mary's County Public Schools</b>							
<b>Title of Assessment: Secondary Mathematics Pre and Post Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To ascertain prerequisite and/or summative knowledge of a certain course/grade level at the beginning/end of the school year.	<ul style="list-style-type: none"> <li>• Formative (Pre)</li> <li>• Summative</li> <li>• (Post)</li> </ul>	Local	All secondary grade levels	Mathematics	<ul style="list-style-type: none"> <li>• Completed before the end of August 2015.</li> <li>• Completed before June 7, 2015</li> </ul>	one 45 minute class	no
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Pencil/Paper</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> 24 hours after the administration</p> <p><b>Date the results are/were released:</b> 24-48 hours after the administration</p> <p><b>To whom the results released:</b> Teachers, Principals, Students (Post only) and Central Administration</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 24</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes; all student IEP accommodations will be honored during the test administration.</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: St. Mary's County Public Schools							
Title of Assessment: Secondary Mathematics Formatives (PARCC-eligible only)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows (3)	How long a student has to complete	Does assessment require change in school schedule
To ascertain cumulative knowledge of certain standards/domains embedded within each course.	Formative	Local	All PARCC-eligible secondary mathematics coursework (Grade 6 through Algebra 2)	Mathematics	<ul style="list-style-type: none"> <li>• Completed @ October 30, 2015</li> <li>• Completed @ January 14, 2016</li> <li>• Completed @ March 17-18, 2016</li> </ul>	one 45 minute class; 12 Multiple choice questions with one Performance Based Assessment	no
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Pencil/Paper							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No - formative only							
<b>Date assessment turned in to receive results:</b> Submitted immediately with teacher/professional learning community (PLC) taking another 48 hours to grade the PBA							
<b>Date the results are/were released:</b> 24 hours after the administration							
<b>To whom the results released:</b> Teachers, Principals, Students and Central Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours for multiple choice questions and 72 hours for the performance-based assessment (PBA)							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes; all student IEP accommodations will be honored during the test administration.							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: St. Mary's County Public Schools</b>							
<b>Title of Assessment: Secondary Mathematics MID-Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To ascertain summative knowledge of a certain course/grade level at the midpoint of the school year.	Summative	Local	All non-PARCC tested secondary mathematics coursework (including AP level and Math elective courses)	Mathematics	Completed before January 14, 2016	two 45 minute classes	no
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Pencil/Paper</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> January 14, 2016</p> <p><b>Date the results are/were released:</b> 24 hours after the administration</p> <p><b>To whom the results released:</b> Teachers, Principals, Students and Central Administration</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 24</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes; all student IEP accommodations will be honored during the test administration.</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

# Talbot County Public Schools

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**July 2015**

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Done well, assessment is an integral part of instruction. It allows the teacher to identify what a student knows and can do and to develop lesson plans designed to move the student's knowledge along the learning continuum. This is the goal and purpose of assessment in Talbot County.

Board of Education policy mandates that supervisors working in conjunction with teachers develop curriculum guides, including assessments, which are provided to teachers. This structure insures that students, regardless of the school or classroom they attend, received similar instruction measured by assessments that are consistent across the county.

Below is a list of the types of assessment administered in this school system.

- Pre-course assessments identify those skills that the student has already mastered and insures that instruction is tailored to student needs. Because of the new Teacher and Principal Evaluation system, pre-course assessments provide an initial data point in the development of Student Learning Objectives (SLOs) and the measurement of student growth.
- Unit assessments measure student mastery of the unit objectives. These assessments are written through the collaboration of teachers and curriculum supervisors.
- Benchmarks are aligned with state and national assessments. Benchmarks measure progress and readiness for demonstrating proficiency on the state or national assessment.
- End-of-course assessments or Final Exams measure the major skill and objectives for the course. They are designed to mirror the pre-course assessment and measure mastery of the course content. This information may be useful in the evaluation of SLOs.
- Foundational Skills Assessments assess letter identification by sight and by how they sound, and phonemic awareness skills such as blending and segmenting letters and words which are key skills in early literacy.
- Screening/Diagnostic Assessments in reading are used to measure student reading levels and to insure that students are making appropriate amounts of reading progress throughout the year. In Physical Education they are used to measure fitness levels throughout the year.

Throughout the year, the superintendent, principals, supervisors and teachers discuss the results of the assessments administered. Annually, the assessment calendar is developed and revised to insure that an appropriate number of tests are given.

School System: Talbot County Public Schools							
Title of Assessment: Screening/Diagnostic Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine strengths and needs in specific areas of individual skills and capacities	formative	Local	1 – 5 1 – 12	Reading Physical Education	October, January, May Varies based on course and grade	Given individually – timing is no more than 30 minutes depending on student proficiency  1 class session	No  No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> both							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Teacher scores as she completes							
<b>Date the results are/were released:</b> Teacher has immediate results; turned into Central Office for entry into Performance Matters							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> entered into Performance Matters as soon as data is received (teacher has results immediately)							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> No							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Talbot County Public Schools</b>							
<b>Title of Assessment: Foundational Skills Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To measure mastery of foundational reading skills	formative	Local	PK-1	ELA	PK and K-Quarterly 1 - Monthly	Administered 1:1 – depending on student proficiency; approx. 15 – 25 minutes per student	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Pencil/Paper							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> Yes – part of student grade							
<b>Date assessment turned in to receive results:</b> At administration							
<b>Date the results are/were released:</b> 24 hours after data submitted to Central Office							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours after submission it is uploaded to Performance Matters							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> No - IEP dictates whether student will receive the assessment							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Talbot County Public Schools</b>							
<b>Title of Assessment: Secondary Pre-Course Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete (MIN)	Does assessment require change in school schedule
Assesses student readiness, pre-requisite skills and knowledge prior to instruction.	formative	Local	6 – 12 7 – 12 6 - 12 9 - 12	ELA Social Studies Sciences CTE	Varies based on course and grade: administered at the beginning of the course.	70 – 140 60 – 70 70 – 140 60 - 70	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Both							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Within 1 week of administration							
<b>Date the results are/were released:</b> Within 1 week of administration							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Talbot County Public Schools</b>							
<b>Title of Assessment: Elementary Unit Assessments</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete (MIN)	Does assessment require change in school schedule
To measure mastery of the content taught during the unit.	summative	Local	K - 5	ELA (K- 5) Math (1-5) Phys. Ed (K-5) Science (1, 3-5) Social Studies (3-5) Music/Art (3-5)	End of each unit	20 – 140 (Varies based on course and grade)	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Both, depending on the assessment and grade level</p> <p><b>If by electronic device, student electronic device ratio:</b> 1 device to 2 students</p> <p><b>Is the assessment high stakes for students:</b> Yes</p> <p><b>Date assessment turned in to receive results:</b> Right after administration</p> <p><b>Date the results are/were released:</b> Next day</p> <p><b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 1 day</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Talbot County Public Schools							
Title of Assessment: Secondary Unit Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete (MIN)	Does assessment require change in school schedule
To measure mastery of the content taught during the unit.	summative	Local	7 – 12 8 – 12 6 – 12 9 – 12 6 – 12 11 – 12 6 – 12	World Languages; Social Studies Mathematics; Fine Arts; ELA; Phys.Ed/Health; Medical Intervention; Science	End of each unit	20 – 140 (Varies based on course and grade)	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Both, depending on the assessment and grade level							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1							
<b>Is the assessment high stakes for students:</b> Yes							
<b>Date assessment turned in to receive results:</b> Right after administration							
<b>Date the results are/were released:</b> Within 1 week of administration							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 day							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Talbot County Public Schools							
Title of Assessment: Secondary Course Final Exams							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete (MIN)	Does assessment require change in school schedule
To measure mastery of the content taught during the Course.	summative	Local	6 - 12 9 - 12	ELA, Phys.Ed/Health  Math, World Languages, Science, CTE, Social Studies, Fine Arts	End of course	70 - 140	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Both, depending on the assessment and grade level							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1							
<b>Is the assessment high stakes for students:</b> Yes							
<b>Date assessment turned in to receive results:</b> Right after administration							
<b>Date the results are/were released:</b> Within 1 week of administration							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Talbot County Public Schools							
Title of Assessment: Elementary Benchmark Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete (MIN)	Does assessment require change in school schedule
To measure mastery of the content taught during the course and to measure readiness for upcoming State Assessments.	Formative	Local	1 - 5 4	Math Science	September, January, May End of Science instruction	140 70 - 140	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Both, depending on the assessment and grade level							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Right after administration							
<b>Date the results are/were released:</b> Within 1 week of administration							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Talbot County Public Schools							
Title of Assessment: Secondary Benchmark Assessments							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete (MIN)	Does assessment require change in school schedule
To measure mastery of the content taught during the course and to measure readiness for upcoming State Assessments.	Summative	Local	6 - 12	Math (Grades 6 – 8), Accelerated Math, Algebra 1, Algebra 2, Geometry, Pre-calculus, Government (10-12), CTE (9 – 12), Science (Grades 6 – 8), Biology	Math/Science : September, January, May  Government/ CTE beginning and end of the semester	140 (Math)  70	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Both, depending on the assessment and grade level							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Right after administration							
<b>Date the results are/were released:</b> Within 1 week of administration							
<b>To whom the results released:</b> Students, Parents, Teachers, School and District Administration							
<b>How much time passes between administration of the assessment and receipt of results:</b> 1 week							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> No							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							



# Washington County Public Schools

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Office of Teaching and Learning  
Maryland State Department of Education  
200 W. Baltimore Street  
Baltimore, MD 21201-2595

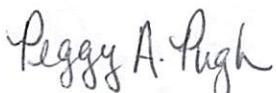
Dr. Johnson,

Washington County has identified ten assessments that are currently given countywide and at all levels (see attached matrices). These assessments are given primarily in the subject areas of reading and mathematics to monitor student progress in literacy and mathematical practices. The majority of these assessments are formative in nature, with the primary purpose of guiding instruction. The individual student achievement data are used to provide feedback for students, teachers, and parents to help determine appropriate areas of support or enrichment. Additional assessments are used as part of a systemic process for identifying gifted and talented students using multiple indicators of potential, aptitude, and achievement as required by COMAR.

These assessments have been administered in the county for a number of years, providing teachers with historical data to analyze trends for adjusting curriculum and instructional practices. Teachers select some of these data as a measure for evaluations when they are designing Student Learning Objectives, since they are comparable to other schools within the county. Some of these assessments are administered nationally and include national norm reports. This benefits students and parents by allowing a broader comparison of individual progress, and it benefits district level personnel by allowing a comparison of the county's progression a national scale.

All assessment results are released to district and school-based administrators to monitor individual student participation and progress. These results are analyzed at the district level to reallocate resources and professional development support to schools. With the addition of the assessment system obtained through the *Race To The Top* grant and the participation of several schools in the *Formative Assessment for Maryland Educators* or FAME, these data will be available more quickly and teachers have a process for adjusting instruction.

Sincerely,



Peggy A. Pugh, Ed.D.

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**Building a Community That Inspires Curiosity, Creativity, and Achievement.**

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Scholastic Reading Inventory (SRI) – 2 administrations per year until over 1185L – High school level</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gauge reading comprehension level, determines lexile score for high school	Formative	Local	All students scoring below 1185 lexile beginning in 9 <sup>th</sup> grade	Reading	Fall/Spring	15-45 minutes	no
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> computer-based							
<b>If by electronic device, student electronic device ratio:</b> 1 to 1							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> immediate results for student							
<b>Date the results are/were released:</b> immediate results for student							
<b>To whom the results released:</b> student, teacher, parent							
<b>How much time passes between administration of the assessment and receipt of results:</b> immediate results for student							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no, a teacher can administer							
<b>Does the assessment require technological support to administer:</b> ELA staff and Testing staff support data input; Tech staff troubleshoot issues when they arise							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes, adapts to student level							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Measures of Academic Performance (MAP)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
This personalized adaptive assessment measures progress and growth to assist with instructional differentiation.	Formative	Local	1-8	Math/Reading/Language Usage	August 31 – September 14, 2015 December 7-18, 2015 February 29-March 11, 2016	Not timed, adaptive, approximately 45 to 60	Yes
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> Electronic Device</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> Immediate feedback</p> <p><b>Date the results are/were released:</b> Within 24 hours of test administration</p> <p><b>To whom the results released:</b> School administrators/teachers/students/parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results are released in real time. School and district reports are available within 24 hours on at the close of the testing window.</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Classroom Teacher</p> <p><b>Does the assessment require technological support to administer:</b> Yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Number Corner<sup>®</sup></b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess students on mastery levels of number sense/MCCRS so that teachers may use the data to guide instruction, aligned with MCCRS standards	Formative	Local	Grades K, 1, 2 (all schools); Grades 3, 4, 5 (Pilot schools only)	Math	Beginning of the year	40 – 60 minutes, can be divided into multiple sessions	No
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> maintained at school</p> <p><b>Date the results are/were released:</b> immediately</p> <p><b>To whom the results released:</b> teacher</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> none</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> the teacher</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Elementary Math Beginning and End of Year PreKindergarten Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student knowledge of Maryland PreK Math Standards, items aligned with PreK standards to determine numeracy, counting, cardinality, suvitizing	Both  Formative – Fall, Summative - Spring	Local	PreK	Math	Beginning of year – October 1 and April 20 – end of school year	15 – 20 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> teacher anecdotal records</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> October 1, end of year</p> <p><b>Date the results are/were released:</b> within 24 hours</p> <p><b>To whom the results released:</b> teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 24 hours</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: High School Math Checkpoints/Benchmarks</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To provide teachers with data on how students are performing on standards to use in subsequent instruction and to help prepare students for success on the PARCC exam.	Formative (determines level of mastery), Summative	Local	High School grades 9 – 12	Algebra I*, Algebra IA*, Algebra IB*, Geometry*, Honors Geometry*, Algebra II*, Algebra IIA*, Algebra IIB*, Honors Algebra II*, Intro to Statistics, Honors PreCal/Trig, AP Calculus, AP Statistics, Financial Literacy	Administered at the end of each marking period	45 – 50 minutes	No – administered during class
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> * indicates online electronic assessment, All others: paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> no (included in each Marking Period grade)</p> <p><b>Date assessment turned in to receive results:</b> Marking Period 1, Marking Period 2, Marking Period 3, Marking Period 4</p> <p><b>Date the results are/were released:</b> 5 – 7 days (or instantly if given online)</p> <p><b>To whom the results released:</b> teachers, students, parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 5 – 7 days (none if given online)</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Middle School Math Checkpoints</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess whether students have mastered the CCSS aligned to the county created curriculum.	Formative (determines level of mastery), Summative	Local (County created)	Grades 6 – 8	Math 6, Enriched Math 6, Math 7, A&E Math 7, Math 8, Honors Algebra 8	Administered at the end of each marking period	60 – 75 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> online electronic assessment							
<b>If by electronic device, student electronic device ratio:</b> 1:1							
<b>Is the assessment high stakes for students:</b> no (included in each Marking Period grade)							
<b>Date assessment turned in to receive results:</b> Marking Period 1, Marking Period 2, Marking Period 3, Marking Period 4							
<b>Date the results are/were released:</b> immediate							
<b>To whom the results released:</b> teachers, students, parents							
<b>How much time passes between administration of the assessment and receipt of results:</b> immediate							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> yes							
<b>Is the assessment available in other languages for English language learners:</b> no							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Otis Lennon School Ability Assessment Eighth Edition (OLSAT)—Aptitude – 1 administration per year - Elementary level</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Screening measure to assess aptitude as per COMAR 13A. 04. 07 .01 requiring school districts to include multiple measures of aptitude, performance, and potential when screening all students for potential placement in gifted education services/programs	One placement indicator for G&T	Local, as per COMAR for Gifted and Talented Education	One and five (diploma bound)	NONE—Includes verbal aptitude and non-verbal aptitude (visual/spatial)	September through mid-October	Grade 1 67 minutes: Grade 5 1 hour	No
<p><b>Test prep needed:</b> None as practice items are built into the assessment and paced with the teacher.</p> <p><b>Pencil/paper or electronic device:</b> Grade 1 is paper/pencil; grade 5 is online</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> no, one indicator of gift and talented placement</p> <p><b>Date assessment turned in to receive results:</b> at conclusion of test</p> <p><b>Date the results are/were released:</b> beginning in mid-October</p> <p><b>To whom the results released:</b> Supervisor of Advanced Programs, Office of Testing and Accountability, parents, teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Grade 1—three to four weeks; Grade 5—up to two weeks as results are mailed to all parents at the same time</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes—gifted and talented teacher; ELL teacher assists when needed for ELL students</p> <p><b>Does the assessment require technological support to administer:</b> Grade 5--yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes, but for visually/auditory-impaired students only</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: PSAT</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
PSAT is a practice for the SAT. It determines scholarships for NMSQT and AP potential for coursework.	Summative	Local	10, 11	Reading, writing, math	October 14, 2015	2 hours 10 minutes	Yes
<p><b>Test prep needed:</b> None</p> <p><b>Pencil/paper or electronic device:</b> paper</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> October 15</p> <p><b>Date the results are/were released:</b> December</p> <p><b>To whom the results released:</b> to Office of Testing and Assessments, students, parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 12-14 weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Elementary Math Facts</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess whether students have mastered basic addition, subtraction, multiplication, and division facts.	Summative, formative	Local	1 – 5	Math	Once per month, all year (except grade 1 begins in January)	1 minute	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1:1</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> 30 days (each month)</p> <p><b>Date the results are/were released:</b> immediate feedback</p> <p><b>To whom the results released:</b> teachers, on report card</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> immediate</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Washington County Public Schools</b>							
<b>Title of Assessment: Fountas &amp; Pinnell Benchmark Assessment/Concepts of Print– beginning and end of year and then as needed - Elementary level</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess reading level – comprehension, fluency - creates a running record	Formative	Local	PreK-5	Reading	3x per year for Pre-Kindergarten (Concepts of Print) August/September-Kindergarten (Concepts of Print) and throughout the year for those reading below a level "C" on Fountas and Pinnell running record measurements Fountas and Pinnell-Flexible, given multiple times per year, student dependent, used as student moves through literacy continuum,	Varies, 15 to 45 minutes, typically about 20 minutes	No
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> pencil/paper							
<b>If by electronic device, student electronic device ratio:</b> na							
<b>Is the assessment high stakes for students:</b> no							
<b>Date assessment turned in to receive results:</b> immediate feedback							
<b>Date the results are/were released:</b> immediately							
<b>To whom the results released:</b> teacher, reported on report card							
<b>How much time passes between administration of the assessment and receipt of results:</b> none							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> no							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> no, results can become part of IEP							
<b>Is the assessment available in other languages for English language learners:</b> no							



# Wicomico County Public Schools

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School System: Wicomico County							
Title of Assessment: Elementary ELA Benchmark Assessment System							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
BAS is an individual reading analysis tool used to determine each student's guided reading level at the beginning of the school year	Formative	Local	K-2	ELA	Grades 1-2: September 8-October 9, 2015 March 21-April 22, 2016  Kindergarten: January 4-February 5, 2016 April 25-May 27, 2016	Assessment of each student takes approximately 30 minutes.	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Student orally reads text and teacher records reading behaviors</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> N/A</p> <p><b>Date the results are/were released:</b> N/A</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> No</p> <p><b>Does the assessment require technological support to administer:</b> No; does require technological support for teacher to input data</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Elementary Diagnostic Writing Task							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine student baseline level of writing proficiency; identify areas of strength and instructional need	Formative	Local	3-5	ELA	September 2-3, 2015	60 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> September 23, 2015</p> <p><b>Date the results are/were released:</b> September 23, 2015</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after teacher inputs data</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> Yes for inputting writing scores</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Elementary ELA Interim Assessment 1-4							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine performance on designated MDCCRS standards through listening comprehension	Formative	Local	1-5	ELA	Grade 1 October 21-22, 2015 December 2, 2015 Feb 3-4, 2016 Mar 16-17, 2016  Grade 2-5 October 21-22, 2015 December 2-3, 2015 Feb 3-4, 2016 Mar 16-17, 2016	Grade 1: 90 minutes (45 each day) 90 minutes (45 each day) untimed, approx. 30 minutes untimed, approx. 60 minutes  Grades 2-5: Approx. 60 min Approx. 60 min Grade 2 – 60 min Grade 2 – 70 min/Grades 3-5 – 90 min	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> October 30, 2015; Grade 1- December 16, 2015, Grades 2-5- December 4, 2015; February 19, 2016; March 21, 2016							
<b>Date the results are/were released:</b> October 30, 2015; Grade 1- December 16, 2015, Grades 2-5- December 4, 2015; February 19, 2016; March 21, 2016							
<b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> Yes for scoring							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Wicomico County							
Title of Assessment: Mathematics Primary Interim Assessment 1-3							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge	Formative	Local	#1 - 1-2 #2 - 1-2 #3 - 1	Math	#1 - Nov 10-11, 2015 #2 - Feb 24-25, 2016 #3 - May 24-25, 2016	75 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> November 17, 2015, March 2, 2016, May 31, 2016</p> <p><b>Date the results are/were released:</b> November 17, 2015, March 2, 2016, May 31, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Mathematics Cumulative Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge	Formative	Local	2 & 5	Math	May 24-25, 2016 Gr.2&5	75 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> May 31, 2016</p> <p><b>Date the results are/were released:</b> May 31, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Mathematics Intermediate Interim Assessment 1 - 3</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge	Formative	Local	#1 - 3-5 #2 - 3-5 #3 - 3-4	Math	#1 - November 3-4, 2015 #2 - January 6-7, 2016 #3 - March 2-3, 2016	75 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> November 10, 2015, January 13, 2016, March 9, 2016</p> <p><b>Date the results are/were released:</b> November 10, 2015, January 13, 2016, March 9, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Literary Analysis Writing Diagnostic</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
MS: To gather baseline data regarding grade level standards in order to drive instruction  HS: To provide teachers with students' baseline writing proficiency in order to inform instruction To provide teachers with students' proficiency levels on selected reading literature MDCCR standards To expose students to the format and style of PARCC items	Formative	Local	6-8  9-12	ELA	September 8-10, 2015  September 2-16, 2015	90 minutes  110 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> October 2, 2015, October 16, 2015							
<b>Date the results are/were released:</b> October 2, 2015, October 16, 2015							
<b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Grades 6-8: Results available immediately after assessments are scanned. Grades 9-12: Evidence based selected response results available immediately after assessments are scanned. The writing task requires up to three weeks to hand score using a rubric.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: ELA Interim Assessment</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
MS: To gather data regarding grade level standards in order to drive instruction  HS: To provide teachers with students' baseline writing proficiency in order to inform instruction To provide teachers with students' proficiency levels on selected reading literature MDCCR standards To expose students to the format and style of PARCC items	Formative	Local	6-8  9-12	ELA	November 11-13, 2015  December 1-11, 2015	30 minutes  55 minutes	No
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> November 30, 2015, December 18, 2015							
<b>Date the results are/were released:</b> November 30, 2015, December 18, 2015							
<b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Grades 6-8: Results available immediately after assessments are scanned. Grades 9-12: Evidence based selected response results available immediately after assessments are scanned. The writing task requires up to three weeks to hand score using a rubric.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> Yes							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Wicomico County							
Title of Assessment: Literary Analysis Writing Summative							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
MS: Comparative data on effectiveness of instructional practices. Baseline data for following year (in select grades) to inform instructional practices.	Summative and formative	Local	6-8	ELA	March 22-24, 2016	90 minutes	No
HS: -To provide teachers with students' growth in writing proficiency in order to inform instruction. To provide teachers with students' proficiency levels on selected reading MDCCR standards .To expose students to the format and style of PARCC items			9-12		May 13, 2016	110 minutes	
<b>Test prep needed:</b> no							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> April 22, 2016, May 13, 2016							
<b>Date the results are/were released:</b> April 22, 2016, May 13, 2016							
<b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Grades 6-8: Results available immediately after assessments are scanned. Grades 9-12: Evidence based selected response results available immediately after assessments are scanned. The writing task requires up to three weeks to hand score using a rubric.							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> no							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Wicomico County							
Title of Assessment: Math Assessment Unit 1 - 3							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction.	Formative	Local	#1 - 6-8 #2 – 6-8 #3 – 7-8	Math	Unit #1 Oct 12-13, 2015 Gr 6&7 Oct 5-6, 2015 Gr 8  Unit #2 Dec 15-16, 2015 Gr. 6 Dec 17-18, 2015 Gr. 7 Nov 16-17, 2015 Gr. 8  Unit #3 Feb 25-26, 2016 Gr. 7 Jan 27-28, 2016 Gr. 8	50 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> Unit #1: Gr. 6&7 -October 20, 2015, Gr. 8- October 13, 2015; Unit #2 Gr. 6- January 6, 2016, Gr. 7- January 8, 2016, Gr. 8- November 24, 2015; Unit #3: Gr. 7- March 4, 2016 , Gr. 8- February 4, 2016							
<b>Date the results are/were released:</b> Unit #1: Gr. 6&7 -October 20, 2015, Gr. 8- October 13, 2015; Unit #2 Gr. 6- January 6, 2016, Gr. 7- January 8, 2016, Gr. 8- November 24, 2015; Unit #3: Gr. 7- March 4, 2016 , Gr. 8- February 4, 2016							
<b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

School System: Wicomico County							
Title of Assessment: Iowa Algebra Readiness Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction and aid in placement decisions for the following year.	Formative	Local	6	Math	May 19-20, 2016	60 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> May 25, 2016</p> <p><b>Date the results are/were released:</b> May 25, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Mathematics Cumulative Assessment							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction and aid in placement decisions for the following year.	Formative	Local	6	Math	May 26-27, 2016	50 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> June 3, 2016</p> <p><b>Date the results are/were released:</b> June 3, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Transitional Algebra Unit 1 - 3</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction.	Formative	Local	7	Math	September 30-October 1, 2015 November 06, 2015 December 15-16, 2015	50 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> October 8, 2015, November 06, 2015, December 15-16, 2015</p> <p><b>Date the results are/were released:</b> October 8, 2015, November 06, 2015, December 15-16, 2015</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Biology Benchmark							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Inform teachers of the HSA-readiness for individuals and class groups. Inform teachers about mastery levels for specific Core Learning Goal indicators. Prepare students for the format/style of HSA questions.	Formative	Local	9-12	Biology	Benchmark #1 Dec 7-11, 2015  Benchmark #2 Feb 29-Mar 4, 2016  Benchmark #3 May 9-13, 2016	30 minutes	No
<p><b>Test prep needed:</b> No – Just classroom instruction.</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> December 15, 2015, March 9, 2016, May 17, 2016</p> <p><b>Date the results are/were released:</b> December 15, 2015, March 9, 2016, May 17, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Government CR#1, CR#2, Mid-Term, Final							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To determine level of students' mastery of government HSA content; inform instruction, and to prepare students to take the government HSA	Formative	Local	10-12	Government	CR#1 Nov 30-Dec 4, 2015  Mid-term Jan 20-22, 2016  CR#2 Feb 23-26, 2016  Final June 6-8, 2016	45 minutes	No
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> n/a							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> January 15, 2016, January 25, 2016, June 9, 2016							
<b>Date the results are/were released:</b> January 15, 2016, January 25, 2016, June 9, 2016							
<b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students							
<b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Algebra 1 Unit Assessment 1-3</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction.	Formative	Local	9-12	Math	October 6-7, 2015 October 28-29, 2015 November 18-19, 2015	50 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> October 12, 2015, November 3, 2015, November 24, 2015</p> <p><b>Date the results are/were released:</b> October 12, 2015, November 3, 2015, November 24, 2015</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Algebra II Unit Assessment 1 -3</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction.	Formative	Local	8-12	Math	#1 - September 28-29, 2015 #2 - November 4-5, 2015 #3 - December 7-8, 2015	50 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> October 02, 2015, November 10, 2015, December 11, 2015</p> <p><b>Date the results are/were released:</b> October 02, 2015, November 10, 2015, December 11, 2015</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Geometry Unit Assessment 1-3							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To gather evidence about what students know and understand, misconceptions, and incomplete knowledge in order to inform instruction.	Formative	Local	9-12	Math	#1 - October 22-23, 2015 #2 - November 19-20, 2015 #3 - January 14-15, 2016	50 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> n/a</p> <p><b>Is the assessment high stakes for students:</b> No</p> <p><b>Date assessment turned in to receive results:</b> October 28, 2015, November 24, 2015, January 20, 2016</p> <p><b>Date the results are/were released:</b> October 28, 2015, November 24, 2015, January 20, 2016</p> <p><b>To whom the results released:</b> District, School Admin, Teacher, Parents, Students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results available immediately after assessments are scanned</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Yes</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: InView Cognitive Abilities Test</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
An assessment of cognitive abilities that includes verbal reasoning, sequences, analogies, and quantitative reasoning.	Summative	Local mandate	2	Verbal reasoning, sequences, analogies, and quantitative reasoning	Dec. 9-10, 2015	125 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> Yes</p> <p><b>Date assessment turned in to receive results:</b> December 17, 2015</p> <p><b>Date the results are/were released:</b> June 9, 2016</p> <p><b>To whom the results released:</b> District, School Admin., teacher, parent, student</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Four weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Proctors required</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Preliminary Scholastic Aptitude Test (PSAT)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Measures verbal reasoning skills, critical reading skills, math problem-solving skills, and writing skills and provides firsthand practice for the SAT I: Reasoning Test and SAT II: Writing Test.  Grade 10; Scores are used to qualify students for (NMSC) Scholarship programs	Summative	Local mandate	8  10	Measures verbal reasoning skills, critical reading skills, math problem-solving skills, and writing skills	October 14, 2015	135 minutes	Yes
<b>Test prep needed:</b> No							
<b>Pencil/paper or electronic device:</b> Paper/Pencil							
<b>If by electronic device, student electronic device ratio:</b> NA							
<b>Is the assessment high stakes for students:</b> No							
<b>Date assessment turned in to receive results:</b> October 14, 2015							
<b>Date the results are/were released:</b> January, 2016							
<b>To whom the results released:</b> District, School Admin., teacher, parent, student							
<b>How much time passes between administration of the assessment and receipt of results:</b> Nine weeks							
<b>Does the assessment require proctors or other personnel to administer the assessment:</b> Proctors required							
<b>Does the assessment require technological support to administer:</b> No							
<b>Does the assessment allow for accommodations for students with disabilities:</b> Yes							
<b>Is the assessment available in other languages for English language learners:</b> No							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Scholastic Aptitude Test (SAT)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Measures verbal reasoning skills, critical reading skills, math problem-solving skills, and writing skills	Summative	Local mandate	11	Measures verbal reasoning skills, critical reading skills, math problem-solving skills, and writing skills	March 2, 2016 May 7, 2016 (Make-up)	180 minutes	Yes
<p><b>Test prep needed:</b> Yes</p> <p><b>Pencil/paper or electronic device:</b> Paper/Pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> Yes</p> <p><b>Date assessment turned in to receive results:</b> March 2, 2016</p> <p><b>Date the results are/were released:</b> May, 2016</p> <p><b>To whom the results released:</b> District, School Admin., teacher, parent, student</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 6-8 weeks</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Proctors required</p> <p><b>Does the assessment require technological support to administer:</b> No</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

<b>School System: Wicomico County</b>							
<b>Title of Assessment: Scholastic Math Inventory (SMI)</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
A computer-adaptive math assessment for students that monitors growth on the Quantile Framework® for Mathematics.	Formative	Local mandate	2-7	Mathematics	Sept 1-18, 2015 Grades 3-7 Jan 4-15, 2016 Grades 2, 5, 6 Mar 14-24, 2016 Grades 2-7 May 23-25, 2016 Grade 2	30 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1/2</p> <p><b>Is the assessment high stakes for students:</b> Yes for Grade 2 – it is part of the admission criteria for the Magnet Program</p> <p><b>Date assessment turned in to receive results:</b> Results immediate</p> <p><b>Date the results are/were released:</b> Results immediate</p> <p><b>To whom the results released:</b> District, School Admin., teacher, parent, student</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results immediate</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Proctors required</p> <p><b>Does the assessment require technological support to administer:</b> Yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

School System: Wicomico County							
Title of Assessment: Scholastic Reading Inventory (SRI)							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
A computer-adaptive reading assessment for students that measures reading comprehension on the Lexile Framework® for Reading..	Formative	Local mandate	2-11	Reading Comprehension	Sept 1-18, 2015 Grades 3-11 November 9-20, 2015 Grade 2 Jan 4-15, 2016 Grades 2 April 4-22, 2016 Grades 3-11 May 23-25, 2016 Grade 2	30 minutes	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> Electronic</p> <p><b>If by electronic device, student electronic device ratio:</b> 1/2</p> <p><b>Is the assessment high stakes for students:</b> Yes for Grade 2 – it is part of the admission criteria for the Magnet Program</p> <p><b>Date assessment turned in to receive results:</b> Results immediate</p> <p><b>Date the results are/were released:</b> Results immediate</p> <p><b>To whom the results released:</b> District, School Admin., teacher, parent, student</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> Results immediate</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> Proctors required</p> <p><b>Does the assessment require technological support to administer:</b> Yes</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> Yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> No</p>							

# Worcester County Public Schools

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School System: Worcester County							
Title of Assessment: I Ready							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine a student progress on learning standards	Formative	Local	1 – 8	Reading Math	2 week windows in September, December and April	Approx. 1 hour – tests are computer adaptive, so the length varies	No
<p><b>Test prep needed:</b> No</p> <p><b>Pencil/paper or electronic device:</b> electronic device</p> <p><b>If by electronic device, student electronic device ratio:</b> varies from school-to-school; ranges from 2:1 to 4:1</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediate</p> <p><b>Date the results are/were released:</b> immediately after administration</p> <p><b>To whom the results released:</b> school report and student reports generated; teacher distributes student reports to parents</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> none</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> typical maintenance and operations</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Worcester County							
Title of Assessment: Benchmarks - elementary							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student progress on learning standards	Formative	Local	2 – 5	Math Science	2 days in winter and spring	1 class period	no
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediately upon completion</p> <p><b>Date the results are/were released:</b> within 2 days</p> <p><b>To whom the results released:</b> central office; schools; teachers; parents/students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> within 2 days</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Worcester County</b>							
<b>Title of Assessment: Benchmarks - Middle</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student progress on learning standards	Formative	Local	6-8	Math Science Social Studies	1 day each - mid-year and end-of-year	1 class period	no
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediately upon completion</p> <p><b>Date the results are/were released:</b> within 2 days</p> <p><b>To whom the results released:</b> central office; schools; teachers; parents/students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> within 2 days</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Worcester County</b>							
<b>Title of Assessment: PSAT 8</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student readiness for high school	Formative	Local	8	Reading Math Writing	1 day in October	2 ½ hours	For students taking test
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> upon completion</p> <p><b>Date the results are/were released:</b> upon completion</p> <p><b>To whom the results released:</b> central office; schools; teachers; parents; students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> one month</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> no</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

<b>School System: Worcester County</b>							
<b>Title of Assessment: Benchmarks – High School</b>							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
To assess student progress on learning standards	Formative	Local	When student takes the course	Biology Government Algebra I Geometry	1 day in October and March	90 minutes/ one class period	no
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediately</p> <p><b>Date the results are/were released:</b> within 2 days</p> <p><b>To whom the results released:</b> central office; schools; teachers; parents; students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> 2 days</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Worcester County							
Title of Assessment: PSAT							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Assess student learning; help students prepare for SAT	summative	local	10	Reading Math Writing	1 day in October	2 ½ hours	For students taking the test
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil</p> <p><b>If by electronic device, student electronic device ratio:</b> NA</p> <p><b>Is the assessment high stakes for students:</b> no</p> <p><b>Date assessment turned in to receive results:</b> immediately upon completion</p> <p><b>Date the results are/were released:</b> one month after administration</p> <p><b>To whom the results released:</b> District, School Leaders, Teachers</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> one month</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> yes</p> <p><b>Does the assessment require technological support to administer:</b> no</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> no</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							

School System: Worcester County							
Title of Assessment: High School Course finals							
Purpose	Summative or Formative	Local, State, Federal mandate	Grade Level(s)	Subject Area	Testing Windows	How long a student has to complete	Does assessment require change in school schedule
Determine student mastery of standards	Summative	Local	9-12	All courses except AP courses and the 4 HSA courses (Algebra I, Government, Biology, English 10)	End-of-course (January or June)	90 minutes	Yes – 2 days per semester
<p><b>Test prep needed:</b> no</p> <p><b>Pencil/paper or electronic device:</b> paper/pencil – moving toward electronic administration</p> <p><b>If by electronic device, student electronic device ratio:</b> moving to 1:1 over the next 3 years</p> <p><b>Is the assessment high stakes for students:</b> yes – 20% of course grade</p> <p><b>Date assessment turned in to receive results:</b> upon completion</p> <p><b>Date the results are/were released:</b> with student report card</p> <p><b>To whom the results released:</b> central office; school; teacher; parents; students</p> <p><b>How much time passes between administration of the assessment and receipt of results:</b> within 3 days for school and 1 week for parents and students</p> <p><b>Does the assessment require proctors or other personnel to administer the assessment:</b> no</p> <p><b>Does the assessment require technological support to administer:</b> not now</p> <p><b>Does the assessment allow for accommodations for students with disabilities:</b> yes</p> <p><b>Is the assessment available in other languages for English language learners:</b> no</p>							