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# 2022-23 Assessment Plan



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# Applicable Laws and USBE Rules

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## Utah State Code 53A-1-6

[Section 601](#) Legislative intent. (**Superseded 7/1/2017**)

[Section 601](#) Legislative intent. (**Effective 7/1/2017**)

[Section 602](#) Definitions. (**Superseded 7/1/2017**)

[Section 602](#) Definitions. (**Effective 7/1/2017**)

[Section 603](#) Duties of State Board of Education. (**Superseded 7/1/2017**)

[Section 603](#) Statewide assessments -- Duties of State Board of Education. (**Effective 7/1/2017**)

[Section 603.5](#) Unique student identifier -- Coordination of higher education and public education information technology systems. (**Superseded 7/1/2017**)

[Section 603.5](#) Unique student identifier -- Coordination of higher education and public education information technology systems. (**Effective 7/1/2017**)

[Section 604](#) Test development, publication, and administration. (**Superseded 7/1/2017**)

[Section 604](#) Utah standards assessments -- Administration -- Review committee. (**Effective 7/1/2017**)

[Section 605](#) Analysis of results -- Staff professional development. (**Superseded 7/1/2017**)

[Section 605](#) Analysis of results -- Staff professional development. (**Effective 7/1/2017**)

[Section 606.5](#) State reading goal -- Reading achievement plan.

[Section 606.6](#) Benchmark assessments in reading -- Report to parent or guardian.

[Section 606.7](#) State Board of Education required to contract for a diagnostic assessment system for reading.

[Section 607](#) Scoring -- Reports of results. (**Superseded 7/1/2017**)

[Section 607](#) Scoring -- Reports of results. (**Effective 7/1/2017**)

[Section 608](#) Preparation for tests. (**Superseded 7/1/2017**)

[Section 608](#) Preparation for tests. (**Effective 7/1/2017**)

[Section 609](#) Construction of part.

[Section 610](#) Grade specification replacement. (**Superseded 7/1/2017**)

[Section 610](#) Grade level specification change. (**Effective 7/1/2017**)

[Section 611](#) College readiness assessments. (**Superseded 7/1/2017**)

[Section 611](#) College readiness assessments. (**Effective 7/1/2017**)

[Section 611.5](#) High school assessments. (**Effective 7/1/2017**)

[Section 613](#) Online test preparation program. (**Superseded 7/1/2017**)

[Section 613](#) Online test preparation program. (**Effective 7/1/2017**)

## USBE Admin. Codes

Admin. Code R277-404 Requirements for Assessments of Student Achievement.

Admin. Code R277-604 Student Participation in Public School Achievement Tests.

# Elementary Assessment Calendar 2022-23 (Current as of April 15, 2022)

2022					Test (alphabetical order)			Grade(s)			Windows			2023																
August														January																
Mon	Tue	Wed	Thur	Fri										Mon	Tue	Wed	Thur	Fri												
1	PP KP	2	PP KP	3	PP KP	4	PP KP	5	PP KP	AAPPL			A	3 – 9	Oct 17 - Dec 2	2	V	3		MOY	4	R	MOY	5	R	MOY	6	R	MOY	
8	PP KP	9	PP KP	10	PP KP	11	PP KP	12	PP KP	AAPPL make up days			A		Dec 5 - Jan 6	9	R	MOY	10	R	MOY	11	R	MOY	12	R	MOY	13	R	MOY
15	PP KP	16	PP F	17	PP BOY	18	PP BOY	19	PP BOY	COGAT test # 1 accelerated Studies			C1	3	Nov 1 - Dec 16 set by school 30 days between 2 tests	16	V	17	R	MOY	18	R	MOY	19	R	MOY	20	R	MOY	
22	PP BOY	23	PP BOY	24	PP BOY	25	PP BOY	26	PP BOY	COGAT test # 2 accelerated Studies			C2	3 – 5	Feb 1 - Mar 3 set by school 30 days between 2 tests	23	R	MOY	24	R	MOY	25	R	MOY	26	R	MOY	27	R	MOY
29	PP KP	30	PP KP	31	PP KP							C3	3 – 5	July, set by a TC Full Battery 1 day	30	R	MOY	31	R	MOY										
September														February																
Mon	Tue	Wed	Thur	Fri										Mon	Tue	Wed	Thur	Fri												
			1	V BOY	2	PP BOY	Acadience BOY			BOY	K-6	Aug 16 - Sept 23				1	R	2	R	3	R									
				KP		KP	BOY Make up days			MOY	K-3	Sept 26 - Sept 30					C2		C2		C2									
5	V	6	PP KP	BOY	7	PP BOY	8	PP BOY	9	PP BOY	Acadience MOY			MOY	K-3	Dec 1 - Jan 24	6	R	7	R	8	R	9	R	10	R				
											Acadience EOY			EOY	K-3	Jan 25 - 31		C2		C2		C2		C2		C2				
12	PP BOY	13	PP BOY	14	BOY	15	BOY	16	BOY	EOY make up days			EOY	K-3	April 17 - May 17	13	R	14	R	15	R	16	R	17	R					
										DLM mid-yr optional			D	All	May 18 - May 25		C2		C2		C2		C2		C2		C2			
19	BOY	20	BOY	21	BOY	22	BOY	23	BOY	DLM summative			D	All	Sept 12 - Feb 22	20	R	21	R	22	R	23	R	24	R					
										KEEP			KP	K	Mar 13 - May 25		C2		C2		C2		C2		C2		C2			
26	BOY	27	BOY	28	BOY	29	BOY	30	BOY	NAEP * Only selected schools			N	All	July 26 - Sept 6	27	R	28	R											
										PEEP			PP	Pre-school	April 27 – May 25		C2		C2											
October														March																
Mon	Tue	Wed	Thur	Fri										Mon	Tue	Wed	Thur	Fri												
3					RISE Mid-year Summative			R	3 – 8	Nov 1 - Dec 23						1	R	2	R	3	R									
					RISE End of Year Summative			R	3 – 8	Sept 26 - Sept 30							C2		C2		C2									
10					Testing Coordinator Meetings 4-5 pm			TC		Mar 30 - May 11						6		7		8		9		10						
										May 12 - May 18																				
17	V									Aug 25 Nov 17 Mar 2						13	D	14	D	15	D	16	D	17	D					
																20	D	21	D	22	D	23	D	24	D					
24																27	D	28	D	29	D	30	D	31	D					
31																	D		D		D		D		D					
November														April																
Mon	Tue	Wed	Thur	Fri										Mon	Tue	Wed	Thur	Fri												
					RISE Mid-year Summative			R	3 – 8	Nov 1 - Dec 23						3	C	4	V	5	V	6	V	7	V					
7	R				RISE End of Year Summative			R	3 – 8	Sept 26 - Sept 30																				
					Testing Coordinator Meetings 4-5 pm			TC		Mar 30 - May 11						10		11		12		13		14						
										May 12 - May 18																				
14	R									Aug 25 Nov 17 Mar 2						17	EOY	18	EOY	19	EOY	20	EOY	21	EOY					
21	R															24	EOY	25	EOY	26	EOY	27	EOY	28	EOY					
28	R																D		D		D		D		D					
December														May																
Mon	Tue	Wed	Thur	Fri										Mon	Tue	Wed	Thur	Fri												
					RISE Mid-year Summative			R	3 – 8	Nov 1 - Dec 23						1	EOY	2	EOY	3	EOY	4	EOY	5	EOY					
					RISE End of Year Summative			R	3 – 8	Sept 26 - Sept 30																				
5	R				Testing Coordinator Meetings 4-5 pm			TC		Mar 30 - May 11						8	EOY	9	EOY	10	EOY	11	EOY	12	EOY					
										May 12 - May 18																				
12	R									Aug 25 Nov 17 Mar 2						15	EOY	16	EOY	17	EOY	18	EOY	19	EOY					
19	V															22	EOY	23	EOY	24	EOY	25	EOY	26	EOY					
26	V															29		30		31										
District ELA Interims are considered open for each assessment when the teacher feels students are ready to test. The dates listed indicate the last day the interim should be taken. This is subject to change								District Calendar Dates						District Math Interims (Growth Measure Assessments) will be administered three times per year at each grade-level. Assessment windows for each assessment are indicated in the Math Pacing Guides located in the Curriculum Notebook. Link: <a href="https://docs.google.com/spreadsheets/d/1VR5IAx164aC0jV0ZQPHA-Hmz5zS61HhmaNy1xoS1c54/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1VR5IAx164aC0jV0ZQPHA-Hmz5zS61HhmaNy1xoS1c54/edit?usp=sharing</a>																
					First day of classes	F	All	Aug 16																						
					End Q1	1	All	Oct 12																						
					Labor Day	V	All	Sep 5																						
					Fall Break	V	All	Oct 13 - 17																						
					Memorial Day	V	All	May 30																						
					Common Comp Day	C	All	Nov 23-25 Apr 3 – 7																						
					Thanksgiving Break	V	All	Nov 24-25																						
					Christmas Break	V	All	Dec 19 - Jan 2																						
					End Q2	2	All	Dec 16																						
NOTE: The window for Acadience Testing starts on the first day of school. Before testing can begin, anyone administering the test must have completed the testing ethics training and received training to administer the tests.								MLK Day			V	All	Jan 16																	
								Presidents Day			V	All	Feb 20																	
								End Q3			3	All	Mar 10																	
								Spring Break			V	All	Apr 4 – 7																	
								End Q4			L	All	May 25																	

# Secondary Assessment Calendar 2022-23 (Current as of April 15, 2022)

2022					Test (alphabetical order)	Grade(s)	Windows	2023															
August								January															
Mon	Tue	Wed	Thur	Fri				Mon	Tue	Wed	Thur	Fri											
1	2	3	4	5	AAPPL	A	3 – 9	2	V	3	4	R	W										
					AAPPL make up days	A	Oct 25 - Dec 10 Dec 5 - Jan 6				5	R	W										
8	9	10	11	12	ACCESS 2.0 (WIDA)	W	All	9		10	D	A	11	D	A	12	D	A	13	R	W		
					ACT online	A	12	Mar 21-23															
15	16	F	17	18	ACT make up	A	Mar 28-30	16	V	17	D	R	W	18	D	R	W	19	D	R	W		
					DLM mid-yr optional	D	All	Sept 12 - Feb 22															
22	23	24	25	26	DLM summative	D	Mar 13 - May 25	23	R	W	24	D	R	W	25	R	W	26	D	R	W		
			TC		NAEP * Only selected schools	N	All	Selected Schools TBD by USBE															
29	30	31			RISE Mid-year Summative	R	3– 8	Nov 1 - Dec 23 Jan 4 - Mar 3	30	R	W	31	D	R	W								
					RISE End of Year Summative	R	3– 8	Mar 30 - May 11 May 12 - May 18															
					Tesing Coordinator Meetings 4-5 pm	TC	Aug 25	Nov 17 Mar 2															
					Utah Aspire Plus	UA+	Mar 6 - May 12																
September								February															
Mon	Tue	Wed	Thur	Fri				Mon	Tue	Wed	Thur	Fri											
			1	2						1	D	R	W										
													2	D	R	W	3	D	R	W			
5	V	6	7	8	9			6	R	W	7	D	R	W	8	D	R	W	9	D	R	W	
12	D	13	D	14	D	15	D	16	D	17	D	R	W	18	D	R	W	19	D	R	W		
19	D	20	D	21	D	22	D	23	D	24	D	R	W	25	D	R	W	26	D	R	W		
26	D	27	D	28	D	29	D	30	D	31	D	R	W										
October								March															
Mon	Tue	Wed	Thur	Fri				Mon	Tue	Wed	Thur	Fri											
3	D	4	D	5	6	7				1	D	R	W										
													2	D	R	W	3	D	R	W			
10	D	11	D	12	1	13	D	14	D	15	D	R	W	16	D	R	W	17	D	R	W		
17	V	18	D	A	19	D	A	20	D	A	21	D	A	22	D	A	23	D	A	24	D	A	
24	D	A	25	D	A	26	D	A	27	D	A	28	D	A	29	D	A	30	D	A	31	D	A
31	D	A																					
November								April															
Mon	Tue	Wed	Thur	Fri				Mon	Tue	Wed	Thur	Fri											
	1	R	2	R	3	R	4	R															
7	R	8	R	9	R	10	R	11	R														
14	D	A	15	D	A	16	D	A	17	D	A	18	D	A	19	D	A	20	D	A	21	D	A
21	R	22	R	23	C	24	V	25	V														
28	R	29	R	30	R																		
December								May															
Mon	Tue	Wed	Thur	Fri				Mon	Tue	Wed	Thur	Fri											
			1	R	2	D	R	3	D	R	4	D	R										
													5	D	R	6	D	R	7	D	R		
5	D	R	6	D	R	7	D	R	8	D	R	9	D	R	10	D	R	11	D	R	12	D	R
12	D	R	13	D	R	14	D	R	15	D	R	16	D	R	17	D	R	18	D	R	19	D	R
19	V	20	V	21	V	22	V	23	V														
26	V	27	V	28	V	29	V	30	V														
District ELA Interims are considered open for each assessment when the teacher feels students are ready to test. The dates listed indicate the last day the interim should be taken. This is subject to change					District Calendar Dates			District Math Interims (Growth Measure Assessments) will be administered three times per year at each grade-level. Assessment windows for each assessment are indicated in the Math Pacing Guides located in the Curriculum Notebook. Link: <a href="https://docs.google.com/spreadsheets/d/1VR5IAX164aC0jV0ZQPHA-Hmz5zS61HhmaNy1xoS1c54/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1VR5IAX164aC0jV0ZQPHA-Hmz5zS61HhmaNy1xoS1c54/edit?usp=sharing</a>															
					First day of classes	F	All						Aug 16										
					End Q1	1	All						Oct 12										
					Labor Day	V	All						Sep 5										
					Fall Break	V	All						Oct 13 - 17										
					Memorial Day			V	All	May 30													
					Common Comp Day			C	All	Nov 23-25 Apr 3 – 7													
					Thanksgiving Break			V	All	Nov 24-25													
					Christmas Break			V	All	Dec 19 - Jan 2													
					End Q2			2	All	Dec 16													
					MLK Day			V	All	Jan 16													
					Presidents Day			V	All	Feb 20													
					End Q3			3	All	Mar 10													
					Spring Break			V	All	Apr 4 – 7													
					End Q4			L	All	May 25													

## Explanation of Assessments

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<b>AAPPL</b>	ACTFL Assessment of Performance toward Proficiency in Languages. This assessment is a statewide measure of student performance from dual language immersion programs. It is given in grades 3 – 9 in the Fall each year. The administration of the four components of AAPPL take approximately two hours combined.
<b>ACCESS 2.0</b>	Also known as the WIDA test. This is an English language proficiency assessment administered to Kindergarten through 12 <sup>th</sup> grade students who have been identified as English language learners (ELLs). It is given annually to monitor students' progress in acquiring academic English.
<b>ACT</b>	American College Testing. This is a standardized college readiness assessment intended to measure high school students' general educational development and their capability to complete college-level work. It is given in early spring.
<b>ACT Aspire</b>	This assessment is designed to predict 9 <sup>th</sup> and 10 <sup>th</sup> grade students' success on the ACT and thereby gauge a students' progress toward college readiness. It is not used in college admissions or scholarship competitions. It is offered annually in the spring.
<b>AGP</b>	Adequate Growth Percentile provides a criterion-referenced measure of academic growth by predicting how much growth is necessary to keep or achieve proficiency in the next three years. AGP is dependent upon the student's proficiency level which determines the type of score produced. Students with a proficiency level 1 or 2 are given a "catch up target". Students with a proficiency level 3 are given a "move up target", and students with a proficiency level 4 are given a "stay up target".
<b>Civics</b>	Per state legislation, the civics test must be created using 50 questions from the United States Customs and Immigration Services civics test. Any student desiring a high school diploma must pass the test by correctly answering 35 or more of the 50 questions. The test is administered to students at the completion of their 8 <sup>th</sup> grade or during their senior year of high school. Students may take the test as many times as needed. An alternate assessment consisting of 10 questions may be taken by students who have a disability, or is within six months of intended graduation and has not passed the test. The student must answer six of the ten questions in order to pass.
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills. This is a benchmark reading assessment required by the state for grades 1-3. They are designed to be short (one minute) fluency measures. It is administered three times each year, BOY (beginning of the year), MOY (middle of the year) and EOY (End of the year).
<b>DLM</b>	Dynamic Learning Maps, also known as DLM/UAA (Utah's Alternative Assessment). DLM is the alternative assessment for students with significant cognitive disabilities in English language arts and mathematics, administered to 1% of the student population in a district.

<b>Formative</b>	Any assessment that is used to impact instruction. Frequently referred to as assessment for learning. Dylan William notes three cycles of formative assessment: Short-Cycle, Medium Cycle, and Long-Cycle.
<b>IEP</b>	Individualized Education Program is a written statement, for a student with a disability. The statement is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act.
<b>KEEP</b>	Kindergarten Entry and Exit Profile. USBE changed this assessment from an optional assessment to a statewide uniform assessment to be used in the Fall of 2017. The administration of the KEEP takes approximately 10-15 minutes per student as it is administered one-on-one.
<b>MGP</b>	Median Growth Percentile is a number derived from all SGP in a group, and displays the central value for the group. Results are displayed as a single number between 1 and 99.
<b>NAEP</b>	National Assessment for Educational Progress, also known as “the nations report card.” This national assessment is given to randomly selected schools throughout the state. Each student will be assessed in only one subject (civics, geography, mathematics, reading, U.S. history, and writing).
<b>RISE</b>	Readiness, Improvement, Success, Empowerment is Utah’s computer adaptive assessment system aligned to the state’s core standards in English language arts, mathematics, and science. It is administered to meet state and federal accountability. While the SAGE is not a timed test, it is a standardized test so there are time limits for each section. Most students should complete the science, math and reading sections in 90 minutes each and the writing section in 60 minutes. The writing section is designed to be a quickwrite.
<b>SGP</b>	Student Growth Percentile, the measurement used by the state of Utah to verify if students are learning the course objectives at a rate that is below average, on average, or above average compared to academic peers. A score below 40 is considered low growth, a score between 40 and 60 is considered typical or average growth and a score above 60 is considered high growth.
<b>Summative</b>	Any assessment that is used for reporting purposes only. Frequently referred to as assessment of learning.
<b>TAM</b>	Test Administration Manual. This is the official document that describes the procedures that must be followed in the administration of the specified assessment.
<b>UAA</b>	Utah’s Alternative Assessment. This alternative science assessment is administered in the spring to students receiving instruction using the alternate academic standards (1% of the student population in a district).
<b>W-A PT</b>	WIDA-Access Placement Test. This is an English language proficiency screener test to be given to new students K-12 in the district who may be designated as English language learners.

## State Required Assessments

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AAPPL .....	grades 3 – 36 in DLI schools only
ACT .....	grade 11
Civics Exam.....	grades 8 & 12
DIBELS Next.....	grades 1 – 3
DLM.....	grades K – 12
KEEP .....	Kindergarten
NAEP .....	grades 4, 8, or 12 when selected by the state
SAGE Summative .....	grades 3 – 8
WIDA Access 2.0.....	grades K – 12

## District Required Assessments

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DIBELS Next.....	grades K – 6
Accelerated Instruction (gifted).....	grades 3 & 6
Quarterly Math and LA Interims.....	grades K – 12

## Key Assessment Contacts

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AAPPL .....	Ron Twitchell, Director
Accelerated Instruction .....	Karen Brock, Director
ACT .....	Scott Roskelley, USBE
Compose & UTIPS .....	Kim Rathke, USBE
Acadience Reading .....	Teresa McEntire, USBE
Acadience Math .....	Jared Wright, USBE
DLM/UAA .....	Jeremy Barker or Heidi Rasmussen, District SpEd.
ELA curriculum .....	Christine Whatcott, Curriculum ELA Specialist
Math curriculum.....	Carla Johnson, Curriculum Math Specialist
Powerschool.....	Bruce Harmon and Eugene Paulsen, District Data Tech
RISE Test Administration .....	Aliese Fry, USBE
CTE.....	Clay Bingham, CTE Director
Utah Aspire Plus.....	Aliese Fry, USBE
UTREX.....	Bruce Harmon, District Data Tech
WIDA ACCESS 2.0 .....	Michelle Eldredge, Director



# State and District Assessment Policies

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All educators and assessment proctors shall administer assessments according to the following state ethics and protocol requirements.

## Preparation for Testing

Ethical testing begins with ethical teaching, educators should:

- Ensure students are enrolled in appropriate courses and receive appropriate instruction.
- Provide instruction to the intended depth and breadth of the course curriculum.
- Provide accommodations throughout instruction to eligible students as identified by an ELL, IEP or 504 team.
- Use a variety of assessment methods to inform instructional practices.
- Introduce students to various test-taking strategies throughout the year.
- Use the science reference sheets provided for specific assessments as instructional tools throughout the year.
- Provide students with opportunities to engage with available training tests to ensure they can successfully navigate online testing systems, and to ensure that technology configurations can successfully support testing.

Educators may also:

- Use formative assessments throughout the year using high-quality, non-secure test questions aligned to the standards.

## During Testing

Each school administrator and site testing coordinator will ensure:

- All students who are eligible to test are tested, or accounted for according to the specific assessment's policy.
- Parents are provided with clarifications and procedures regarding student participation in state testing.
- All tests are administered under the supervision of a licensed educator.
- Educators and school staff serving as assessment proctors have completed the annual ethics training, signed an acknowledgement of the training and accountability for ethically administering tests.
- Hardware, software and networks at the school site have been tested and are in operating order to administer appropriate tests.

Each licensed educator or trained employee shall ensure:

- An appropriate environment reflective of an instructional setting is set for testing to limit distractions from surroundings or unnecessary personnel.
- All students who are eligible for testing are tested.
- A student is not discouraged from participating in state assessments, but upon a parent's opt-out request, the student is provided with a meaningful educational activity.
- Tests are administered in-person and testing procedures meet all test administration requirements.
- Active test proctoring occurs: walking around the room to make sure that each student had or is logged into the correct test; has appropriate testing materials available to them; and are progressing at an appropriate pace.
- No person is left alone in a test setting with student tests left onscreen or open.
- The importance of the test, test participation, and the good faith efforts of all students are not undermined.
- All information in the Test Administration Manual (TAM\_ for each test administered is reviewed and strictly followed.
- Accommodations are provided for eligible students, as identified in an ELL, IEP, or 504 team. These accommodations should be consistent with accommodations provided during instruction throughout the instructional year.

- Any electronic devices that can be used to access non-test content or to record/distribute test content or materials shall be inaccessible by students (e.g., cell phones, recording devices, internet-capable devices). Electronic security of test and student information must not be compromised.
- Test materials are secure before, during, and after testing. When not in use, all materials shall be protected, where students, parents cannot gain access.
- No one may enter a student's computer-based test to examine content or alter a student's response in any way either on the computer or a paper answer document for any reason.
- All assessments shall be administered consistent with the designated assessment windows.

### After Testing

Each licensed educator or trained employee shall ensure:

- Test administration manual instructions for ending testing sessions are followed.
- Make-up and test completion session are provided for students who miss all or part of the test, as appropriate for and according to the policies and procedures of each assessment.
- All test materials are organized and returned to the Site Testing Coordinator, as appropriate.
- All by-products of student testing are collected and protected between and after testing sessions, and securely destroyed as appropriate. This includes notes, outlines, graphic organizers, student drafts, etc.

**Educators may not change student answers in any way, for any reason.**

### Test Results

All assessment materials, questions and student responses for required assessments shall be designated protected, consistent with Utah Code Ann. §63G-2-305, until released by the USBE.

Individual student test results should be:

- Provided to students and parents upon request, with information on how to appropriately interpret scores and reports.
- Made available to educators for use in improving their instruction.
- Maintained according to local policies and procedures.
- Kept confidential.

Individual student test results may not be considered in determining:

- A student's academic grade for the appropriate course; or
- Whether a student may advance to the next grade level.

Test results may not be used to calculate scores for an employee's formal performance evaluation.

## Testing Ethics

Administrators, educators, and staff are accountable under District Policy and these procedures and guidelines and must comply with all ethical and procedural requirements when preparing for, administering, and accounting for assessments and their results. Employees violating these provisions may be subject to disciplinary action, up to and including termination from employment. Additionally, licensed educators violating testing procedures and/or ethics are subject to referral to the Utah Professional Practices Advisory Commission for disciplinary action related to their educator license.

It is unethical for employees, including educators, to jeopardize the integrity of an assessment or the validity of student responses.

### Unethical practices include:

- Providing students with questions from the test to review before taking the test.
- Changing instruction or reviewing specific concepts because those concepts appear on the test.
- Rewording or clarifying questions, or using inflection or gestures to help students answer.
- Allowing students to use unauthorized resources to find answers, including dictionaries, thesauruses, mathematics tables, online references, etc.
- Displaying materials on walls or other high visibility surfaces that provide answers to specific test items (e.g., posters, word walls, formula charts, etc.).
- Reclassifying students to alter subgroup reports.
- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.
- Allowing the public to view secure test items or observe testing sessions.
- Reviewing a student's response and instructing the student to, or suggesting that the student should, rethink his/her answers.
- Reproducing, or distributing, in whole or in part, secure test content (e.g., taking pictures, copying, writing, posting in a classroom, posting publicly, emailing).
- Explicitly or implicitly encouraging students to not answer questions, or to engage in dishonest testing behavior.
- Administering tests outside of the prescribed testing window for each assessment.

## Reporting Violations

Ethical violations of state law, district policy, or these assessment procedures and guidelines shall be reported immediately to the site test coordinator, the school administrator, or the District Assessment Director. If the individual is uncomfortable reporting to any of the above, state procedures allow for reporting to the state assessment director.

- In most cases an initial investigation will be conducted at the school level by the school administrator.
- The District Assessment Director will review the initial investigation and determine findings with regard to the alleged violation.
- If the allegations are found more likely to than not to have occurred, the District Assessment Director, the School Director, and the Director of Human Resources will apply the procedures of the District's Employee Discipline and Dismissal Policy. In applying the provisions of this policy, the employee may receive further training, a reprimand, or other additional disciplinary action up to and including termination.
- If the violation is of sufficient concern, the Director of Human Resources may forward the incident to the Utah Professional Practices Advisory Commission for review.

# School Testing Coordinator Responsibilities

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The principal at each school is responsible to designate an assessment coordinator. The assessment coordinator will have the following responsibilities:

## Training and communication

- ❑ Work closely with the principal and school registrar to ensure students are entered correctly in Powerschool, assuring the correct test assignments
- ❑ Attend training on testing ethics and administration of state and district assessments.
- ❑ Attend all district assessment meetings and trainings during the school year.
- ❑ Share the information from the district assessment meetings and trainings with the principal and all personnel who will administer any state or district assessments, in a timely manner.
- ❑ Serve as the go-to person in the school specific to state and district required assessments.
- ❑ Help facilitate the training of all personnel in the building who will administer any state or district assessments, on Standard Test Administration and Testing Ethics by the last school day in September.
- ❑ Document completed training of all personnel in the building who will administer any state or district assessments, on Standard Test Administration and Testing Ethics and make sure the assessment department at the district office has a complete list of all personnel who have completed the training.
- ❑ Check email daily for correspondence from District Assessment Department and respond in a timely manner to all communications from the assessment department in the district office.
- ❑ Keep school staff (teachers and principal) informed of training and testing dates.
- ❑ Be aware of all assessment rules and regulations; communicate any changes to school personnel in a timely manner.
- ❑ Make every effort to have 95% participation on all SAGE Summative assessments, ACT and ACT Aspire assessments, and DIBELS BOY, MOY, and EOY assessments for grades 1–3.
- ❑ Collect and keep record of all completed parental assessment exclusion forms for the building and share the information with the District Assessment Department.
- ❑ Report any ethics violations to the principal and District Assessment Director.
- ❑ Protect the private information of students (e.g., do not send student names with ID numbers in emails).
- ❑ know and communicate with the teachers from each building who are members of the committees responsible for specific district and state assessments (i.e., District Literacy and Math Committees, SpEd, and ESL)

## Assessment administration

- ❑ Schedule all district and state assessment in the building, including make-up testing.
- ❑ Ensure that students are correctly enrolled in courses that require SAGE assessments at least two weeks before the SAGE Summative assessment window.
- ❑ Ensure that teachers and students are in the system and ready to test.
- ❑ Secure and account for all assessment materials including Test Administration Manuals (TAMS); follow all instructions for proper storage, shipping or destruction of the materials.
- ❑ Account for every test by ensuring appropriate non-participation codes (or special codes) are applied for each student who did not test.
- ❑ Securely store all parental opt-out forms, make a copy of each form and deliver them to the assessment department at the district office.
- ❑ Encourage the correct application of TAM requirements and ethics compliance for all district and state assessments.

## Parent Request to Exempt Student

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At the request of a student's parent or guardian, a school shall excuse a student from taking a state administered assessment. The state administered assessments to which opt out provisions apply are listed on State Opt Out Form.

Any assessment not listed on the State Opt Out Form is not open to the same exemption provisions and protection from consequences. The consequences of taking or failing assessments not listed on the State Opt Out Form shall be governed by the applicable district, school or class policy.

The process for a parent or guardian to exempt their child from an assessment is provided by Utah Administrative Code R227-406-6.C. A school or educator may not impose additional procedures to exercise this right nor may any penalty or adverse consequences be imposed upon the student.

**A parent desiring to exempt their student from state administered assessments shall annually complete the State Opt Out Form and provide it to the responsible school administrator a minimum of one (1) day prior to the administration of the assessment.**

School grading, teacher evaluation, and student progress reports or grade may not be negatively impacted by students excused from taking a state administered assessment. Additionally, no school employee may reward a student for taking a state administered assessment listed on the State Opt Out Form.

See Elementary and Secondary forms in Appendix

# Homeschool/Private School Assessment

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State Law requires the district to provide opportunities for Utah homeschool and private school students to participate in state mandated assessments if they so desire. To accommodate these students, the following processes have been established.

## Annual Assessment Calendar

The Provo City School District Assessment Department will post upcoming testing calendars on the department webpage at least 1 month prior to the opening of the first test window.

## Fees

State law allows the charging of fees in certain instances. The Assessment Department will identify and maintain a listing of fees associated with the administration of each state mandated assessment. The listing of these fees will be posted on the department web page with an explanation of costs which may include materials, proctoring, scoring, reporting, etc.

If a student is enrolled in a Provo City School District school, the district has chosen not to impose a district fee for participation in state mandated assessments.

A homeschool student whose custodial parent or legal guardian resides within the boundaries of Provo City School District may not be charged any fees which are not charged to a regularly enrolled district student.

Reasonable costs as identified by the Assessment Department may be assessed upon Utah private school students desiring to participate in state mandated assessments and may be paid by either the student or the private school. All fees must be paid in advance of the assessments.

## Application Process

Private and homeschool students wishing to participate in state mandated assessments should contact the Assessment Department to provide needed information and determine test scheduling.

## Private School Student Participation

Provo City School District may allow private school students whose custodial parent or legal guardian resides within the boundaries of the district to participate in state mandated assessments through the district. The district may allow a private school with facilities located within the District's boundaries to have its students participate in state mandated assessments through the district.

- (1) The private school or private school student shall contact the Assessment Department at least 30 days prior to the beginning of the test window.
- (2) The Assessment Department shall respond to the request in a timely manner. If the request is approved, the response shall indicate:
  - the location(s) and time(s) for assessment;
  - assessment rules, including identification and proof of residency;
  - fees, which must be paid prior to the day of the assessment;
  - a list of implements or materials which the student may or may not bring to the assessment; and
  - any other information deemed relevant by the Assessment Department.

- (3) The Assessment Department shall determine at which public school within the district the private school student may take assessments. The number of private school students allowed to participate at a Provo City School District school will be limited to space available after currently enrolled public school students have been accommodated.
- (4) In the event a private school student has an IEP or 504 Accommodation Plan in place requiring special accommodations, it is the responsibility of the private school student/parent to indicate such with the initial request. The Assessment Department shall review the requested accommodation(s) and determine the costs and feasibility of the request. The private school student shall be informed of the results of the determination prior to the assessment date. Any costs related to providing the approved accommodations must be paid prior to the assessment date.
- (5) A private school administrator may be required to participate in the monitoring and/or proctoring of assessments at the discretion of the Assessment Department. Additionally, a private school administrator may be required to be present at the assessment site to remove any private school student who becomes disruptive to the assessment environment.
- (6) Assessment results will be delivered electronically to the email address of the student's parent or legal guardian and/or private school administrator.

#### **Homeschool Students Participation**

Provo City School District shall allow homeschool students whose custodial parent or legal guardian resides within district boundaries to participate in state mandated assessments through the district if the student has applied for and received a compulsory education exemption from Provo City School District's Student Services Department for the applicable year.

- (1) The homeschool student shall contact the District Assessment Department at least 30 days prior to the beginning of the assessment window.
- (2) The Assessment Department shall respond to the request in a timely manner. If the request is approved, the response shall indicate:
  - the location(s) and time(s) for assessment;
  - assessment rules, including identification and proof of residency;
  - a list of implements or materials which the student may or may not bring to the assessment; and
  - any other information deemed relevant by the Assessment Department.
- (3) The Assessment Department shall determine at which public school within the district the homeschool student may take assessments.
- (4) In the event a homeschool student has an IEP or 504 Accommodation Plan in place requiring special accommodations, it is the responsibility of the homeschool student/parent to indicate such with the initial request. The Assessment Department shall review the requested accommodation(s) and determine the costs and feasibility of the request. The homeschool student shall be informed of the results of the determination prior to the assessment date. Any costs related to providing the approved accommodations must be paid prior to the assessment date.
- (5) The parent/guardian may be required to be present at the assessment site to remove their student who becomes disruptive to the assessment environment.
- (6) Assessment results will be delivered electronically to the email address of the homeschool student's parent or legal guardian.

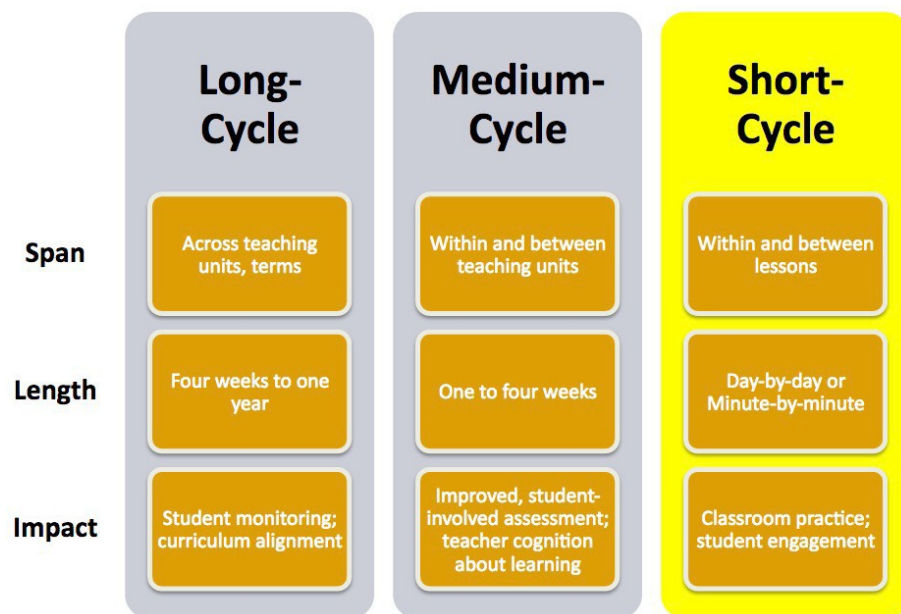
## Dylan Wiliam and Formative Assessment

Why assessment for learning should be the focus of investment

Although many people have come up with different kinds of formulations for formative assessment, Dylan Wiliam offers five strategies that must be done if you are to implement assessment for learning. The five strategies are:

- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as instructional resources for each other, and
- activating students as owners of their own learning.

According to Wiliam, the distinction between “assessment for learning” and “assessment of learning” is the purpose behind the assessment and there are three cycles of formative assessment as seen in the diagram below.





## **Appendix**

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## Utah State Board of Education

### Parental Exclusion from State Assessments Form: 2021-2022 Elementary State Assessments

The data obtained from these assessments may be utilized by teachers and administrators to review student academic progress, plan instruction, and share with students and parents. Summative assessments allow for data to be used in public reporting about school quality.

Though you can submit a Parental Exclusion form at any point, if you submit the Parental Exclusion form to the school at least 24 hours prior to your child taking the test(s), the school will ensure that your child doesn't access the test(s). [Board Rule 277-404-7](https://rules.utah.gov/publicat/code/r277/r277-404.htm#T7) (<https://rules.utah.gov/publicat/code/r277/r277-404.htm#T7>)

**As a parent/guardian, I do not want my child to participate in the assessments below, during the 2021-2022 school year.**

*Note: This form must be returned annually to your school.*

- |  |   |
|--|---|
| <input type="checkbox"/> AAPPL Assessment of Performance toward Proficiency in Languages | <input type="checkbox"/> RISE Summative English Language Arts (ELA)         |
| <input type="checkbox"/> Acadience Reading   | <input type="checkbox"/> RISE Summative Writing                             |
| <input type="checkbox"/> Early Literacy Alternate Assessment                             | <input type="checkbox"/> RISE Summative Mathematics                         |
| <input type="checkbox"/> Early Mathematics Assessment                                    | <input type="checkbox"/> RISE Summative Science                             |
| <input type="checkbox"/> Early Mathematics Alternate Assessment                          | <input type="checkbox"/> RISE Interim English Language Arts (ELA)           |
| <input type="checkbox"/> DLM Dynamic Learning Maps English Language Arts (ELA)           | <input type="checkbox"/> RISE Interim Mathematics                           |
| <input type="checkbox"/> DLM Dynamic Learning Maps Mathematics                           | <input type="checkbox"/> RISE Interim Science                               |
| <input type="checkbox"/> DLM Dynamic Learning Maps Science                               | <input type="checkbox"/> RISE Benchmark Modules English Language Arts (ELA) |
|  | <input type="checkbox"/> RISE Benchmark Modules Writing                     |
|  | <input type="checkbox"/> RISE Benchmark Modules Mathematics                 |
|  | <input type="checkbox"/> RISE Benchmarks Modules Science                    |

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
 Parent Name (Please Print): \_\_\_\_\_ Phone/email: \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 My Child's School: \_\_\_\_\_ My Child's Grade Level: \_\_\_\_\_

Passed ADA Accessibility 5/5/21





## Utah State Board of Education

### Parental Exclusion from State Assessments Form: 2021-2022 Secondary State Assessments

The data obtained from these assessments may be utilized by teachers and administrators to review student academic progress, plan instruction, and share with students and parents. Summative assessments allow for data to be used in public reporting about school quality.

Though you can submit a Parental Exclusion form at any point, if you submit the Parental Exclusion form to the school at least 24 hours prior to your child taking the test(s), the school will ensure that your child doesn't access the test(s). [Board Rule 277-404-7](https://rules.utah.gov/publicat/code/r277/r277-404.htm#T7) (<https://rules.utah.gov/publicat/code/r277/r277-404.htm#T7>)

**As a parent/guardian, I do not want my child to participate in the assessments below, during the 2021-2022 school year.**

*Note: This form must be returned annually to your school.*

- |  |  |
|--|--|
| <input type="checkbox"/> AAPPL Assessment of Performance toward Proficiency in Languages | <input type="checkbox"/> RISE Benchmark Modules Writing  |
| <input type="checkbox"/> ACT   | <input type="checkbox"/> RISE Benchmarks Modules Mathematics                                   |
| <input type="checkbox"/> DLM Dynamic Learning Maps English Language Arts (ELA)           | <input type="checkbox"/> RISE Benchmarks Modules Science                                       |
| <input type="checkbox"/> DLM Dynamic Learning Maps Mathematics                           | <input type="checkbox"/> Utah Aspire Plus Reading  |
| <input type="checkbox"/> DLM Dynamic Learning Maps Science                               | <input type="checkbox"/> Utah Aspire Plus English  |
| <input type="checkbox"/> RISE Summative English Language Arts (ELA)                      | <input type="checkbox"/> Utah Aspire Plus Mathematics  |
| <input type="checkbox"/> RISE Summative Writing  | <input type="checkbox"/> Utah Aspire Plus Science  |
| <input type="checkbox"/> RISE Summative Mathematics                                      | <input type="checkbox"/> High School Core Benchmarks English Language Arts (ELA)               |
| <input type="checkbox"/> RISE Summative Science  | <input type="checkbox"/> High School Core Benchmarks Mathematics                               |
| <input type="checkbox"/> RISE Interim English Language Arts (ELA)                        | <input type="checkbox"/> High School Core Benchmarks Science                                   |
| <input type="checkbox"/> RISE Interim Mathematics  | <input type="checkbox"/> High School Civics Exam – <b>REQUIRED FOR GRADUATION</b>              |
| <input type="checkbox"/> RISE Interim Science  | <input type="checkbox"/> CTE Skill Certificate Assessments – <b>REQUIRED FOR CERTIFICATION</b> |
| <input type="checkbox"/> RISE Benchmark Modules English Language Arts (ELA)              | <input type="checkbox"/> General Financial Literacy Assessment                                 |

Student Name: _____	Student ID: _____
Parent Name (Please Print): _____	Phone/email: _____
Parent Signature: _____	Date: _____
My Child's School: _____	My Child's Grade Level: _____

## School Testing Coordinator Responsibilities Acknowledgement Form

As a testing coordinator for Provo City School District, you have an important role to play in the learning and the students in your school. While teachers are responsible for the instruction and learning of their students, you are responsible for helping both teachers and students feel comfortable with the various testing systems and processes they are required to use by the district office and the state.

In order to be successful in your role, you will . . .

- work closely with the principal and school registrar to ensure students are entered correctly in Powerschool, assuring the correct tests are assigned to each student;
- coordinate school testing schedules and technical resources with SpEd, ESL, and DIBELS specialists;
- attend all district testing coordinator meetings and trainings specific to testing in your school;
- communicate information pertaining to assessment in your building to your principal and any staff who will proctor assessments in your building;
- serve as the go-to person in the school specific to state and district required assessments
- schedule all district and state assessments in your school, including make-up testing;
- keep school staff (teachers and principal) informed of training and testing dates;
- be aware of all assessment rules and regulations and communicate any changes to school personnel in a timely manner
- facilitate testing ethics training to all personnel involved in testing in your building by the last school day in September;
- report any testing ethics violations to the principal and district assessment director;
- Keep record of completed ethics training for all those who have anything to do with assessment in the building, including the principal;
- send a copy of the completed ethics training list to the district assessment department;
- provide test administration training to any staff member who will proctor tests;
- make every effort to have 95% participation rates on all SAGE summative assessments and DIBELS BOY, MOY, and EOY;
- keep record of completed parental assessment exclusion forms and send copies of these forms to the District Assessment Department; and
- check your email daily to ensure changes to testing and meeting information are known in your building.

I am aware of all the testing coordinator responsibilities and will perform them to the best of my ability.

---

Testing Coordinator Signature

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Date



# USBE ASSESSMENT AND ACCOUNTABILITY

## 2019-2020 USBE Assessment Testing Schedule

**Test:** AAPPL

**Grade Level:** 3-9

**Content Area:** Dual Language Immersion

**Testing Window:** November 4, 2019 – December 20, 2019

**Student Data:** UTREx – school and core codes

**Test:** ACCESS for ELs 2.0 (WIDA)

**Grade Level:** K-12

**Content Area:** English Language Proficiency

**Testing Window:** January 6, 2020 – March 6, 2020

**Student Data:** UTREx – one statewide extract in December. LEAs must add all additional data.

**Test:** ACT

**Grade Level:** 11

**Content Area:** English, Reading, Mathematics, Science, *Writing will no longer be administered*

**Testing Windows** – LEAs choose one of the 3 testing window options

### **Window 1**

- Standard (Paper): March 3, 2020
- Accommodations (Paper): March 3-6, & 9-13, 2020
- Online standard & accommodations: March 3 – 5 & 10 -12, 2020

### **Window 2**

- Standard (Paper): March 24, 2020
- Accommodations (Paper): March 24-27, 30-31, & April 1-3, 2020
- Online standard & accommodations: March 24-26, & March 31-April 2, 2020

### **Window 3**

- Standard (Paper): April 7, 2020
- Accommodations (Paper): April 7-10 & 13-17, 2020
- Online standard & accommodations: April 7-9 & 14-16, 2020

**Student Data:** UTREx - one statewide extract December 1. LEAs must add all additional data.

**Test:** Acadience Reading (formerly DIBELS)

**Grade Level:** K-3 (*Kindergarten is OPTIONAL*)

**Content Area:** Reading

### **Testing Windows**

- **Beginning of Year (BOY):** Beginning of school year – September 30, 2019
- **Middle of Year (MOY):** December 1, 2019 – January 31, 2020
- **End of Year (EOY):** Middle of April – June 15, 2020

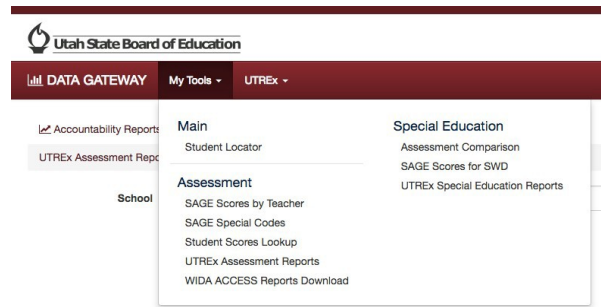
**Student Data:** UTREx – nightly upload

*Updated: August 28, 2019,*

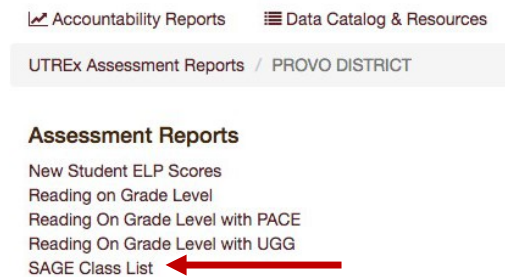
*Passed Accessibility: August 28, 2019*

# How to verify students are scheduled for the appropriate RISE test.

- (1) Go to Data Gateway <https://datagateway.schools.utah.gov/> and sign in
- (2) Click on the “My Tools” drop down menu



- (3) Select UTREx Assessment Reports



- (4) Select SAGE Class List

## If a student does not show up on the SAGE Class List:

- Check with your registrar to ensure there are no errors on the “Registrar Error Report”.
- If any student show up under the red (state) areas then this will have to be fixed before they will be uploaded to SAGE correctly.

**Be aware that it can take up to 5 school days for a student to show up after uploading data.**

## If a student does not show up correctly on the SAGE Class List:

- If the student is listed but has the wrong test assigned, the registrar will need to change the incorrect course code in PowerSchool to the correct course code for the class in which the student is enrolled.

**Be aware that it can take up to 5 school days for a student to show up after uploading data.**