

PROVO CITY SCHOOL DISTRICT
ACADIENCE GUIDELINES

Current 6-21-22

A. Rationale

This document details the district's plans and directives for use of mClass ACADIENCE for reading and Acadience DM for math. ACADIENCE is a screening and progress monitoring assessment that is mandated in several grades by the state. ACADIENCE is a set of subtests that show students' progress on critical, predictable reading and math skills. Teachers use ACADIENCE data to make instructional decisions and to inform parents of students' reading and numeracy abilities.

B. Requirements

1. All K-6 students for reading and 1-3 students for math
2. Ideally, the administration of the ACADIENCE assessment is done by classroom teachers. When this is not possible, trained paraprofessionals or other licensed teachers, under the direction of the classroom teacher, may assist in administering assessments. Testers will be familiar with the student and the subtests. Testers must be trained by approved district trainers.
3. All K-6 reading tests are given/scored online and mClass/Amplify is the only platform to be used
4. All 1-3 math tests are given/scored via paper/pencil and scores are entered on the Acadience DM platform
5. All Acadience protocols are to be strictly followed
6. Students will receive benchmark and progress monitoring assessments for reading and benchmark assessments only for math
7. Benchmark tests can only be administered during the benchmark window (i.e., new move-ins receive Progress Monitoring assessment upon enrollment but not a benchmark assessment until the next scheduled benchmark window).
8. Parents/guardians with students score below benchmark or well below benchmark must be notified of student status within 2 weeks of posting of completed test scores.

C. Tests to be Used

1. The Director of Assessment will publish a yearly calendar indicating the windows for required ACADIENCE Benchmark testing. The window for both reading and math are the same.
2. Students should be enrolled in a Utah public school for approximately 10 days of instruction before receiving BOY, MOY, EOY benchmark testing. Preferably, students receive at least a week of instruction prior to a benchmark assessment (i.e., MOY after winter break).
3. K-6 Reading and 1-3 math take BOY, MOY, and EOY during established windows
4. Progress Monitoring for reading will be administered as follows, using the colors of the subtests, not the composite scores:
 1. **Red**: Once every one to two weeks (allowing adequate time for interventional instruction, about 5-8 sessions)
 2. **Yellow**: Once every three to four weeks (allowing adequate time for interventional instruction, about 12-15 sessions)
 3. **Green**: *At least* once every four to six weeks (allowing adequate time for interventional instruction, about 20-28 sessions)
 4. **Blue**: No Progress Monitoring necessary; unless subtests indicate green/yellow scores

5. Progress Monitoring (PM) probes for reading, will be selected as follows:
 1. **Off-level/Survey:** ACADIENCE subtests will be used for students who are below level; these probes identify the lowest areas of student performance so students can receive intervention in the most strategic areas. For further clarification, contact your instructional coach.
 1. Starting with the colors (red, yellow, green), look at performance on subtests
 2. Focus only on subtests that are below green
 3. Identify deficits in the earliest reading levels; prioritize intervention and monitoring on earliest reading skills. When probing with DORF, always prioritize interventions in *accuracy* before any other subtest that is yellow or red.
 4. Complete ACADIENCE Off-level/Survey to determine the student's lowest proficiency levels. To do so, administer probes, starting with the subtests one grade level below the student, and move down the grade's subtests until the student demonstrates proficiency.
 5. Provide intervention in the identified areas of lowest performance. In ongoing Progress Monitoring, *continue to test the student on the lowest set of deficit skills until the student demonstrates proficiency.*
 2. **On-level:** In addition to Off-level/Survey PM, all students should have at least one On-level PM between Benchmarks on grade-level probes. More frequent on-level testing is not advised for students below grade level.
6. Benchmark tests should only be administered during the benchmark window. New move-in's receive Progress Monitoring for the reading assessment upon enrollment but not a benchmark assessment until the next scheduled benchmark. Currently, the state is not paying for the printing of progress monitoring for math.

D. Training

1. Principals will ensure all testing is administered by proctors who have received current, adequate, district/USB E-sponsored ACADIENCE training.
2. Anyone proctoring an Acadience test must have received initial, district ethics training prior to testing students.
3. The district assigns and provides training for district ACADIENCE trainers; trainers will receive ongoing training.
4. District Trainers are the only individuals who may provide required ACADIENCE training to teachers.
5. A current list of ACADIENCE trainers will be kept by the Director of Assessment.
6. Classroom teachers are the primary audience of initial ACADIENCE trainings. Other potential test administrators, such as instructional assistants, facilitators, and Title 1 coordinators, will also be trained if they administer the test under the direction of the classroom teacher.

7. ACADIENCE training will be offered:
1. By principal request for school faculty members
 2. At periodic district trainings, offered by the Teaching and Learning Department
 3. During district PD days
8. Trainings will be provided for different audiences:
- a. **Initial ACADIENCE training:** All test administrators will receive initial ACADIENCE training. New teachers and teachers who have not yet received district-sponsored initial training are the target audience of this training. This training will include:
- Big picture: purposes of the test and how it can improve student learning
 - Testing ethics
 - State requirements and Utah Learning plan updates
 - ACADIENCE testing protocols for online mClass reading and paper/pencil math
 - District ACADIENCE guidelines
 - Use of the Amplify mClass online system (assessment platform and classroom reports) for reading and Acadience DM for math
 - Fidelity of administration
 - Frequency of administration
 - Progress monitoring strategically
 - Roles of personnel (teacher, administrator, instructional assistant, coach)
 - Invalidation rules
 - Pathways to Progress
 - LNF effect on composite score (esp K)
 - Knowing when certain tests are given and not given (chart: summary of BM goals and cut-point for risk)
 - Difference between Benchmarks and PMs
 - Finding and understanding key reports
 - Using ACADIENCE data for instructional decisions
 - Appropriate and inappropriate use of testing materials
 - Appropriate and inappropriate test preparation for students
 - Areas of PM should be the area of the intervention
 - Modes of testing (phone, computer, iPad)
- b. **Refresher training:** All test administrators will participate in regular refresher training prior to benchmark testing. The Amplify ACADIENCE Refresher Training for reading is found at: [Amplify mCLASS:ACADIENCE Next Refresher Training](#)
When the state provides refresher training for math, the district assessment department will make the resources available to teachers.

c. **Administrator training for reading:** All administrators will participate in ACADIENCE training. Principals may participate in initial and refresher trainings. Administrator training will occur annually by the Teaching & Learning Department. Administrator-specific training will include:

- Big picture: purposes of the test and how it can improve student learning
- State requirements
- Use of the mClass for reporting and analysis (aggregate and classroom web reports)
- Understanding both progress and growth requirements
- Fidelity of administration
- Frequency of administration
- Roles of personnel (teacher, administrator, instructional assistant, coach)
- Invalidation rules
- Pathways to Progress
- Utah Early Learning Plan
- Difference between Benchmarks and PMs
- Finding and understanding key reports (using Data Binders and PS tools)
- Finding time for assessment
- Processes for reviewing and using data
- Modes of testing (phone, computer, iPad)
- Role of district and role of school in ACADIENCE
- Logistics of organizing for ACADIENCE testing

d. **Advanced teacher training for reading:** Educators will be offered opportunities to receive periodic, advanced training. Advanced training topics include:

- Proficiency in facilitating Refresher Course
- Pathways to Progress
- Advanced Reports
- Advanced Data Analysis
- Ongoing, formative, specific tracking tools for letter names, letter sounds, & sight words
- Protocols for data reviews