



# Boston Public Schools Assessment Overview School Year 2012-2013

Test		Subjects	Format	Purpose	Reporting
Predictive Assessments	1st Predictive	ELA, Math, & Science (optional)	3-8 Paper/Pencil*; 9-12 Online	These serve as a pretest, with content that includes some standards from the previous grade and standards that will be assessed on the current grade's MCAS. All content is aligned with DESE's released MCAS blueprints and continues to reflect the district's transition to the Common Core State Standards. The data provided by these assessments include student item analysis, developmental level (or scaled) scores, and predicted MCAS performance levels. All student reports are standards based.	ATI's Galileo Platform: <a href="http://www.ati-online.com">www.ati-online.com</a>
	2nd Predictive		3-12 Paper/Pencil* (Science Online)	The 2nd Predictive, which serves as a posttest, also gives teachers valuable standards-based data about what students have learned thus far in the school year and in what areas they are still struggling. Combined, the predictive assessments provide a measure of student growth within grades. This offers teachers an opportunity to address standards that students have not yet mastered before the MCAS are administered. This also allows school and district administrators to tailor interventions and professional development to each school's specific needs.	
Mid Year Assessments		ELA, Math, History & Science	3-8 Paper/Pencil*; 9-12 Online	Mid Years are used to evaluate student knowledge relative to standards taught from September to January. These are designed collaboratively with BPS' Curriculum and Instruction Office and ATI in order to closely follow BPS' scope and sequence documents and curriculum. These can be used for grading purposes; the mid year should be no more than 20% of a student's semester grade. These assessments are also used by the district for summer program placement, acceleration academies placement, and program evaluation.	ATI's Galileo Platform: <a href="http://www.ati-online.com">www.ati-online.com</a>
End of Year Assessments		ELA, Math, History & Science	3-8 Paper/Pencil*; 9-12 Online	End of Years are used to evaluate student knowledge relative to standards taught from September to June. These are designed collaboratively with BPS' Curriculum and Instruction Office and ATI in order to closely follow BPS' scope and sequence documents and curriculum. These can be used for grading purposes; the end of year should be no more than 20% of a student's final grade. These assessments are also used by the district to for summer program placement, acceleration acad-	ATI's Galileo Platform: <a href="http://www.ati-online.com">www.ati-online.com</a>
mCLASS: DIBELS		Reading	K2, 1 & 2; observation	The DIBELS is conducted by the BPS to measure a child's readiness for reading. BPS administers the DIBELS district-wide three times per year to assesses the acquisition of early literacy and reading skills. It is designed to be a formative assessment tool to evaluate the effectiveness of interventions and to make changes when indicated in order to maximize student learning and growth. Note that the DIBELS 6th edition will be replaced with DIBELS Next this year.	Wireless Generation's Website
TRC (Text Reading & Comprehension)		Reading	K-2	TRC is a set of screening and progress monitoring measures for grades K-2. It is individually administered using leveled readers from a book set to determine a student's instructional reading level.	Wireless Generation's Website
LAP-D (Learning Accomplishment Profile-Diagnostic)		Developmental Skills	Incoming K1 and K2 students	The LAP-D is a screening tool that is used to screen every PK-K child upon entering the Boston Public Schools. The tool provides teachers with information about a child's strengths and challenges and helps effectively plan lessons that allow for each child's optimal development. The LAP-D screens a hierarchy of developmental skills arranged in chronological sequence by age level in four developmental domains: Gross Motor, Fine Motor, Cognitive, and Language.	Early Childhood Office

\* Predictive, Mid Year, and End of Year Assessments can be administered online, at the school's discretion. Please contact RAE for more information.

## ELL-Specific Assessments

In SY12-13, the DESE will no longer administer the MEPA-R/W and the MELA-O; they will be replaced by **ACCESS** for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). This measures how English learners acquire language across all four domains of listening, speaking, reading, and writing. The results will be reported using the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards. The new standards recognize that students' development of academic language and academic content knowledge are interrelated processes. The new ELD standards will thus include social and instructional language, language of language arts, language of mathematics, language of science, and language of social studies. *The DESE has not yet released SY12-13 administration dates. Once they are available, they'll be posted on MyBPS under the R.A.&E. tab.*

## Common Writing Assignment

The Common Writing Assignment (CWA) is an argumentative, multi-draft essay graded with a common rubric that expands the opportunities for all students to access high-quality writing experiences in the content areas. The Superintendent's Acceleration Agenda sets several targets for writing proficiency for all students. This initiative is an important part of the plan to meet them. In addition, the Common Core State Standards put an increased emphasis on technical and non-narrative writing, which is supported by this multi-content area district initiative. The scoring of the CWAs is supported by the district online through ATI. CWAs are administered in the following grades and content areas:

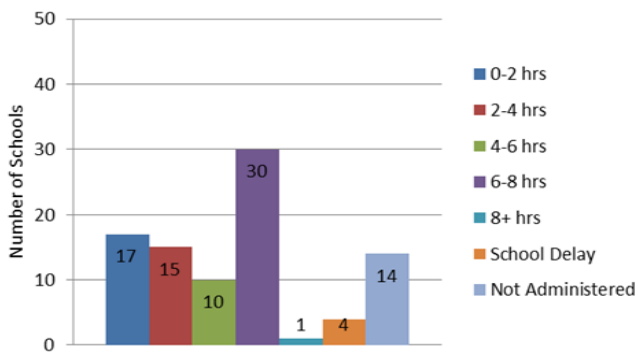
Grade:	3	4	5	6	7	8	9	10	11	12
ELA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Math			Yes			438 & 451		Algebra I (451, 461) & Geometry (454, 462)		
History				Yes	Yes	Yes	Yes	Yes	Yes	
Science		Yes	Yes	Yes	Yes	Yes				

## Technical Aspects of the Predictive Assessments

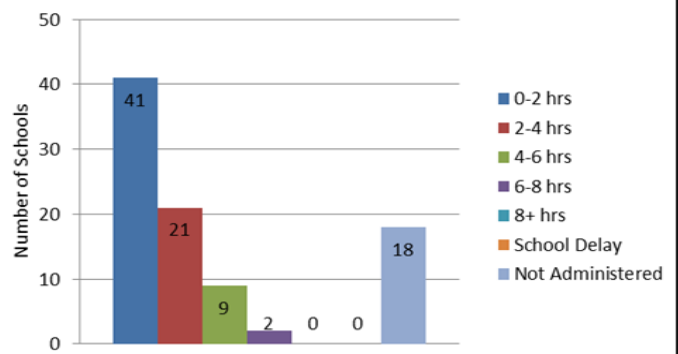
These assessments serve as an early warning mechanism of student performance on the summative MCAS assessments. The content is aligned with DESE's released MCAS blueprints. The structure will continue to reflect the district's transition to the Common Core State Standards. All student reports are standards based. The data provided by these assessments include student item analysis, developmental level (or scaled) scores, and predicted MCAS performance levels. It is important to note that the test design, using item response theory, allows us to estimate student ability while controlling for correct responses that may occur by chance, item difficulty, and item discrimination. For these reasons, it is important for teachers to focus on the developmental level (DL) scores and the predicted performance levels, rather than the students' raw scores or percent correct. The DL scores can also be used to benchmark individual students in classrooms against classrooms as a whole, the school, and the district. For example, if Jose and Billy each get 12 items correct, they would have the same raw score and percent correct. However, by using the developmental level score, the teacher would be able to see that Jose is actually a stronger student because he got 12 hard questions correct while Billy got 12 easy questions correct, thus being able to more accurately estimate the students' actual ability.

## Formative Assessment Turnaround Time (Grades 3-8)

1st Predictive SY11-12  
Processing Time in Business Hours

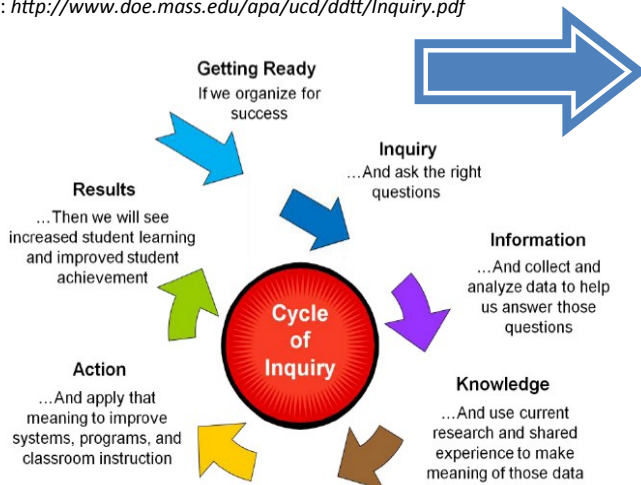


2nd Predictive SY11-12  
Processing Time in Business Hours



## Data Informed Inquiry and Action Cycles

The data informed inquiry and action cycle guides the effective use of data to answer critical questions about teaching and learning that result in school improvement and higher achievement for all students. Following the steps outlined below can help students improve and perform at higher levels. Find more information about this in DESE's District Data Team Toolkit, available here: <http://www.doe.mass.edu/apa/ucd/ddtt/Inquiry.pdf>



## Teacher Created Tests

Do you want a more frequent inquiry cycle than the one supported by the district-wide assessments? ATI's Galileo platform allows teachers to create their own assessments to measure the standards and skills that are the focus of instruction in shorter cycles than the district mandated assessments.

## How BPS Uses Formative Assessment Data

- ◇ 8<sup>th</sup> grade Algebra I placement
- ◇ Summer school placement
- ◇ Program evaluation
- ◇ Student promotion
- ◇ Inform external service providers (and minimize use of third party assessments)
- ◇ Acceleration academies placement

## Additional Support and Resources



Did you know that the BPS Office of Research, Assessment & Evaluation is available to provide trainings at your school? Contact us at 635-9450 or [rc069@boston.k12.ma.us](mailto:rc069@boston.k12.ma.us) to schedule one at a time that's convenient for you and your teachers! Topics include: ATI Galileo Navigation & Data Training, BPS Data Warehouse Use, and more!