



Alaska will test students in English and math in grades 3 through 10 in the spring, as it has done since 2005.

Under the new tests -- the Alaska Measures of Progress (AMP) -- students will take two tests instead of three, with fewer questions overall. Schools can give as few as 15 or 25 questions a day. Most students will spend four to five hours a year on the tests.

AMP also offers teachers free optional classroom tools to check whether students are on track while instruction is taking place.

The Alaska Measures of Progress are not pass/fail tests. Students' scores will place them in Level 1, 2, 3, or 4, from low to high. Level 3 represents meeting the standards. But Level 1 and Level 2 do not represent failure by students or teachers.

The Alaska Measures of Progress are not high-stakes tests. The only consequence for students who score low on an AMP test should be to receive support to improve their learning.

AMP test scores do not affect graduation, classroom grades, grade promotion, or college admissions.

Increasingly, Americans need more than a high school diploma to earn a living wage. Our students need a foundation of academic skills so that as adults they have the flexibility to compete in a shifting economy.

The Alaska Measures of Progress assess students in meeting this goal: ***Students are on the path to graduate with the English and math skills to succeed in the workplace, training, or education of their choice.***

Classroom tests and course grades from teachers are very valuable, but they don't supply the same information as standardized tests.

Only Alaska's standardized tests measure students' progress toward postsecondary readiness, and they do so in a fair way. Everyone is tested on the same topics, and everyone's test is scored in the same way. Progress can be tracked over the years.

Parents and teachers will receive AMP reports that break down their students' test scores into subcategories of skills. Parents also can see how their students compare with the average score of other students.

AMP school-wide results help inform parents who are considering a choice of schools.

No data about individual students is ever given to the federal government. No data is sold to companies.

Standardized tests do not measure everything that is valuable in a student's education. That is not their purpose. AMP scores are just one source of information to help parents and educators decide whether students need more support in English and math.

Other sources are homework, classroom and district assessments, and parents' and teachers' observations. Together, parents and teachers look at the whole student. Students cannot be reduced to a test score, yet tests have their place in assessing students' needs.

Alaska has eliminated six standardized tests: the high school graduation exam (three tests) and the TerraNova exam (three tests).



**education.alaska.gov**  
**907-465-2800**



*The purpose of this document is to provide regular updates to Alaskan educators and members of the public about the implementation of the new Alaska assessment for grades 3-10, Alaska Measures of Progress (AMP). New information will be **bolded** and the date of the document will be in both the title and the footer as well as summarized on the last page. Contact [elizabeth.davis@alaska.gov](mailto:elizabeth.davis@alaska.gov) for more information or visit [www.akassessments.org](http://www.akassessments.org).*

## **Alaska Measures of Progress (AMP) Assessment Program Includes 4 Components: the Technology Practice Test, Testlets, Interim Assessment, and the Summative**

**Technology Practice Test:** The practice test were made available in September 2014. The focus of the practice test is to give students experience with the online assessment technology. There are three practice tests: grades 3-5, grades 6-8, and grades 9-10. Each practice test will have traditional item types, such as multiple choice, and items that utilize technology-enhanced items (TE's), such as dropdown menus or drawing lines. Students, teachers, and members of the community have unlimited access to the practice test.

**Resources for teachers include video tutorials, strategies for how to introduce the testlets to your students, and answer keys.**

<http://education.alaska.gov/akassessments/>

**Testlets, *Assessments for Learning*:** The testlets are short, 8-10 item tests available to teachers to use to inform their instruction. These optional, no-stakes assessment tools are designed to give teachers information on student progress on individual standards. Teachers select which testlets to give to students and when to administer them. The testlets are available beginning in January 2015. Student and teacher rosters must be uploaded into the KITE Educator Portal for teachers to access the Testlets.

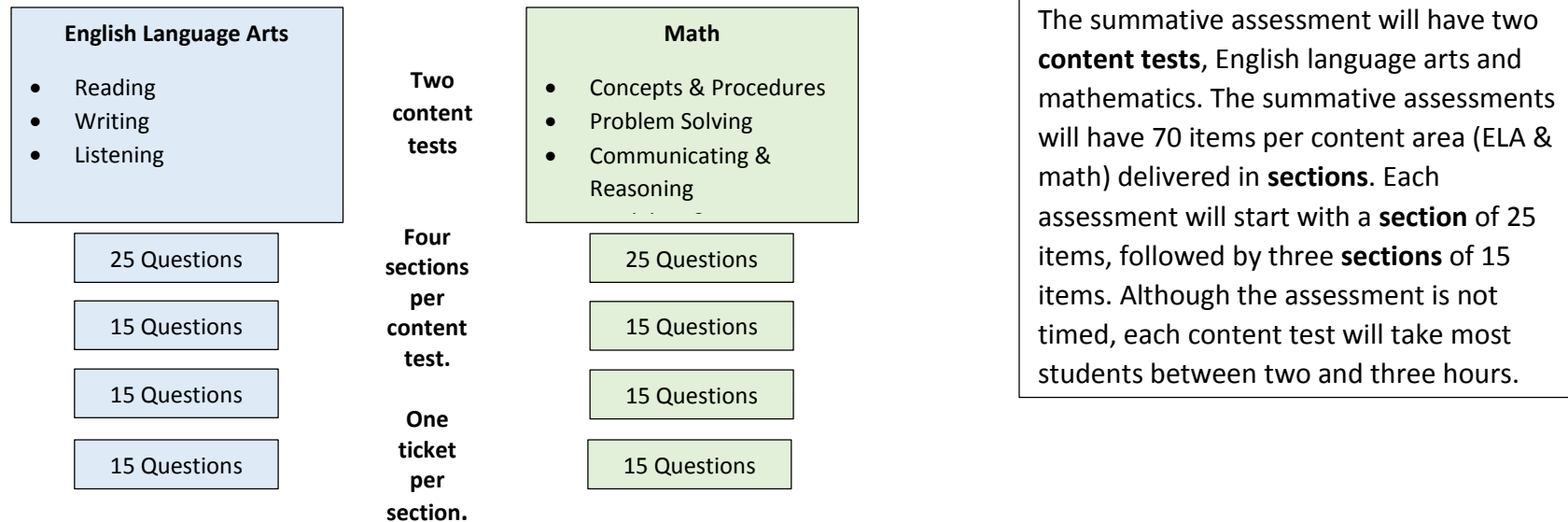
**Resources for teachers include video tutorials and strategies for how to use the testlets with your students. These will be posted in February, 2015.**

**Interim Benchmark Assessment:** The optional interim assessment will be available to districts beginning in fall 2016. The purpose of the interim assessment is to provide information on students' progress on grade-level standards in English language arts and math. The assessments are given twice per year, in fall and winter. AMP Interim will be scored on the same scale as the summative. The purpose of the Interim assessment is to provide teachers with information to guide instruction. This is one year later than our previous implementation schedule. This change was made to allow time for our test developer to design an assessment that can be used effectively to guide instruction for teachers. The interim assessment will not be approved by the commissioner for use in educator evaluation; it is not designed for this purpose.

# Alaska Measures of Progress (AMP) Assessment Information Document

Jan. 20, 2015

**Summative Assessment:** The summative assessment measures students' mastery of the Alaska English Language Arts and Mathematics standards in grades 3-10.



The summative assessment will be rolled out over three years.

- Spring 2015: Fixed Form.
- Spring 2016: Field test ELA listening and essay items; field test math constructed response items. Keyboarding will be necessary for these items. (Note: items that are field tested are not included in a student's score).

**The Summative Assessment Framework:** The Framework provides educators information about the Alaska Standards as measured by AMP. The Frameworks do the following:

1. **Organize the standards around big ideas (Claims).** A Claim is a broad statement that outlines the outcomes that demonstrate mastery of the standards.
2. **Describe specific skills required of students in order to be successful on AMP through Targets.** Targets are groups of related standards.
3. **Create a content emphasis to form a bridge between standards, assessment, and instruction.** This bridge can help educators analyze how a lesson or unit engages a student's cognitive process and what level of cognitive rigor (Depth of Knowledge) it requires.

The Frameworks were developed with feedback from Alaskan educators and are now available. Additional support materials (tutorials, professional development activities) will be available soon.

[http://education.alaska.gov/tls/assessment/AMPresources/Summative\\_Assessment\\_Framework.pdf](http://education.alaska.gov/tls/assessment/AMPresources/Summative_Assessment_Framework.pdf)

**Computer-based Assessment and Technology-rich Instruction:** Alaska's English Language Arts and Math Standards prepare students for success after graduation. Technology is an essential part of this preparation. A computer-based assessment provides multiple benefits for students, including increased engagement and items that are able to efficiently and effectively measure complex skills. A computer-based assessment also aligns with the technology skills and concepts in our standards.

<http://education.alaska.gov/tls/assessment/AMPresources/TechnologyELAMathStandards.pdf>

**Vocabulary on the Summative:** Vocabulary in the ELA standards is addressed differently than in our previous GLEs. The assessment measures students' vocabulary skills as defined by the standards.

[http://education.alaska.gov/tls/assessment/AMPresources/Language\\_VocabularyAMP\\_010715.pdf](http://education.alaska.gov/tls/assessment/AMPresources/Language_VocabularyAMP_010715.pdf)

**Scheduling:** Districts and schools may schedule testing periods that include all four sections in a single day or the sections can be administered over several days. Schedules can be individualized for students. Schedules for all schools in a district, all grades in a school, and all students in a grade/classroom do not have to be the same. Students may take either content test (ELA, math) first; students may also take one or more sections of ELA and math on the same day (e.g., section 1 ELA in the morning, section 1 math in the afternoon). Students must take the sections in order.

**Scoring:** Students will receive scores from 1-4, with 1 being the lowest score and 4 being the highest. The score of 3 is the "meets standard" score. Score descriptions, called Achievement Level Descriptors (ALDs), were reviewed by Alaskan educators on September 17, 2014. Final versions of the ALDs will not be published until after the State Board of Education approves the standard setting cut scores and the ALDs; these will be brought before the board and available for public comment following the July standard setting event.

# Alaska Measures of Progress (AMP) Assessment Information Document

Jan. 20, 2015

**Technology:** Most students will take the computer-based assessment. EED and the Achievement & Assessment Institute (AAI) will work with schools in the summer and fall of 2014 to assist them in getting ready for the online delivery. AMP is administered using a test delivery engine called KITE. It can be installed on desktops, laptops, and tablets. EED strongly recommends that districts download the KITE Client on all district devices no later than October 31, 2014. Once the KITE Client is open all other applications on the device are inaccessible, making the test administration secure. The Chromebook app and the iPad app are both available in the Chrome Web Store and the App Store. **More information on allowed devices and downloading the KITE Client is available at <http://akassessments.org/kite>. Note: tests taken on non-allowed devices (e.g., iPad minis or Netbooks) will be invalidated. Students will not receive a score and will be considered non-participatory for purposes of school accountability.**

**Support for Computer-based Administration of AMP:** AAI's Technology Support Team will work with districts that may have technological capacity challenges. Districts can contact the help desk at [amp\\_support@ku.edu](mailto:amp_support@ku.edu) or by calling, toll free, 855-277-9752. Additionally, AAI has hired Alaskan technology liaisons who will provide additional virtual and on-site assistance to districts and schools. Districts access this assistance through the help desk.

**Local Caching System:** AMP utilizes a Local Caching System (LCS). An LCS is an application that is loaded onto a laptop or desktop; the LCS enables testing to continue if there is minimal bandwidth. It can be used at the district, school, or classroom level. **On February 6, 2015 an offline LCS will be made available to schools.**

**Information for families and communities:** EED is working with AAI to develop a variety of materials and other methods to communicate to students, families, and communities about the new assessment. Brochures for educators and for families were mailed to schools in August and are also be available on the EED website under the yellow Parents & Community star.

**Opportunities for Educator Involvement:** 30 educators participated in two passage writing workshops this summer, held in partnership with UAF and UAS. Passages written during these workshops will be used for the assessment, and some writers will be commissioned to write additional passages. More workshops are planned for the summer of 2015. In addition, Alaskan educators reviewed the Technology Practice Test in July and provided valuable feedback to AAI for bias and sensitivity as well as user experience. Over 900 educators are currently in the AMP database and are participating in panels for the review of items for the assessment. **Educators will be needed for the standard setting and the alignment study review.** To apply complete the application at [http://bit.ly/amp\\_reviews\\_2014](http://bit.ly/amp_reviews_2014).

# Alaska Measures of Progress (AMP) Assessment Information Document

Jan. 20, 2015

**The AMP Assessment Window:** In 2015, the window will be five weeks long: Monday, March 30 – Friday, May 1. Unlike the paper/pencil SBAs, not all students in a district will take the computer-based assessment on the same days.

**The deadlines in the chart designate when students should be finished with testing. If a student is absent and needs to make-up one or more sections of the test, this may occur any time within the 5 week window.**

Grade level	Complete testing by:
3, 7	April 10
4,8	April 17
5,9	April 24
6,10	May 1

**The chart below shows the testing window through the frame of “designated testing weeks” for each grade level. Two options are shown. Option A may accommodate larger elementary/middle/high schools with single-grade classrooms; option B may be a better fit for smaller K-12 schools. However, districts are not restricted to either option; districts are encouraged to test all students as early in the window as is feasible.**

	AMP Option A		AMP Option B
Week 1 March 30-April 3	Begin Grade 3, Grade 7		
Week 2 April 6-10	Begin Grade 4, Grade 8	Finish Grade 3, Grade 7	Begin and finish Grade 3,4,7,8
Week 3 April 13-17	Begin Grade 5, Grade 9	Finish Grade 4, Grade 8	Begin and finish Grades 5,6,9,10
Week 4 April 20-24	Begin Grade 6, Grade 10	Finish Grade 5, Grade 9	
Week 5 April 27-May 1		Finish Grade 6, Grade 10	

**AMP Paper/pencil Assessment Window:** Students who need a paper/pencil test as an accommodation and schools with a waiver from computer-based testing for 2015 will administer the paper/pencil AMP on district-designated days within April 13-24, 2015. If more than one school in a district is approved for paper/pencil administration, they must administer the assessment on the same two days. Students must take the same portions of the assessment on the same day (e.g., all students must take the first math section on the same day).

	<b><i>AMP paper/pencil Students with p/p as an accommodation and approved schools only</i></b>
Week 1 March 30-April 3	
Week 2 April 6-10	
Week 3 April 13-17	<b><i>Approved schools will designate testing days for all students within this window. Makeup p/p tests must also be completed during these two weeks.</i></b>
Week 4 April 20-24	
Week 5 April 27-May 1	

# Alaska Measures of Progress (AMP) Assessment Information Document

Jan. 20, 2015

**Science:** The Alaska science content standards have not been revised and there is currently no date for when this revision may happen. The science test for grades 4, 8, and 10 is not changing at this time. The paper/pencil science assessment in 2015 will continue to be managed by Data Recognition Corporation (DRC). Districts must administer the science test March 30 – April 10, 2015. All students of the same grade level must take the science assessment on the same day. Science will be administered as part of our computer-based assessment beginning in spring 2016; it will assess our current science content standards.

**Accessibility and Accommodations:** Students will have access to a greater variety of accessibility tools as part of the computer-based assessment system. These tools are described in detail in the Participation Guidelines. Universal Tools are for all students, are accessible at all times, and include: highlighter, striker, eraser, tags, guideline, search, calculators on portions of the test, and text-to-speech for directions. Accessibility Tools are available to students with any type of documented need; these tools include auditory calming, masking, and text-to-speech on the math portion of the test for items, answer choices, and graphics. Accommodation Tools are available to students with disabilities and students who are English language learners. The embedded Accommodation Tools in AMP include color contrast, text-to-speech on ELA items and answer choices (this does not include ELA passages), and one or two switch scanning. **More information on these requirements and tools is available in the Participation Guidelines and the Handbook for the Participation Guidelines.**

<http://education.alaska.gov/akassessments/#c3gtabs-accom>

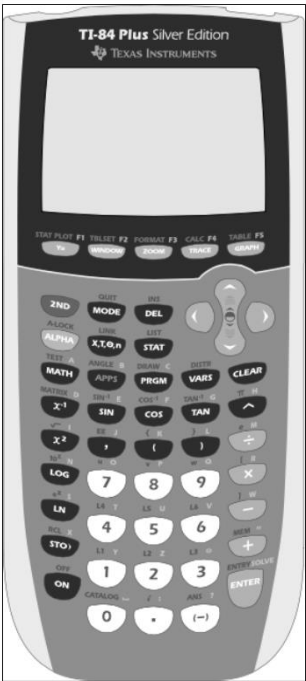
Some accommodations that were allowed for the previous assessment, the SBAs, are not allowed on AMP because it interferes with accurately measuring the skill. Math reference sheets, calculators, and teacher-made graphic organizers are not allowed.

[http://education.alaska.gov/akstandards/math/resources/Math Formulas in the AK Mathematics Standards.pdf](http://education.alaska.gov/akstandards/math/resources/Math_Formulas_in_the_AK_Mathematics_Standards.pdf)

**Calculator Usage for the AMP Computer-based Assessment:** Alaska mathematics standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in Kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as building conceptual richness, which is a precursor for algebraic concepts. The standards were developed to have students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was purposeful in the design of the standards in the formative grades. Based on this information, calculators are not allowable for grades 3, 4, and 5 on the AMP assessment.

Students will have access to three different calculators as Universal Tools within the KITE test engine. The specific type of calculator depends on grade level and is shown in the table below. Calculators are available for specific items only. Students will not have access to a calculator on test items that require the student to demonstrate direct knowledge of computational skills.

	Basic	Scientific	Graphing
Grades 3, 4, and 5			
Grades 6, 7, and 8	Available	Available	
Grades 9 and 10	Available		Available
BASIC (FOUR FUNCTION)		SCIENTIFIC (TI-30XS Emulator)	GRAPHING (TI-84 Emulator)





# Alaska Measures of Progress (AMP) Assessment Information Document

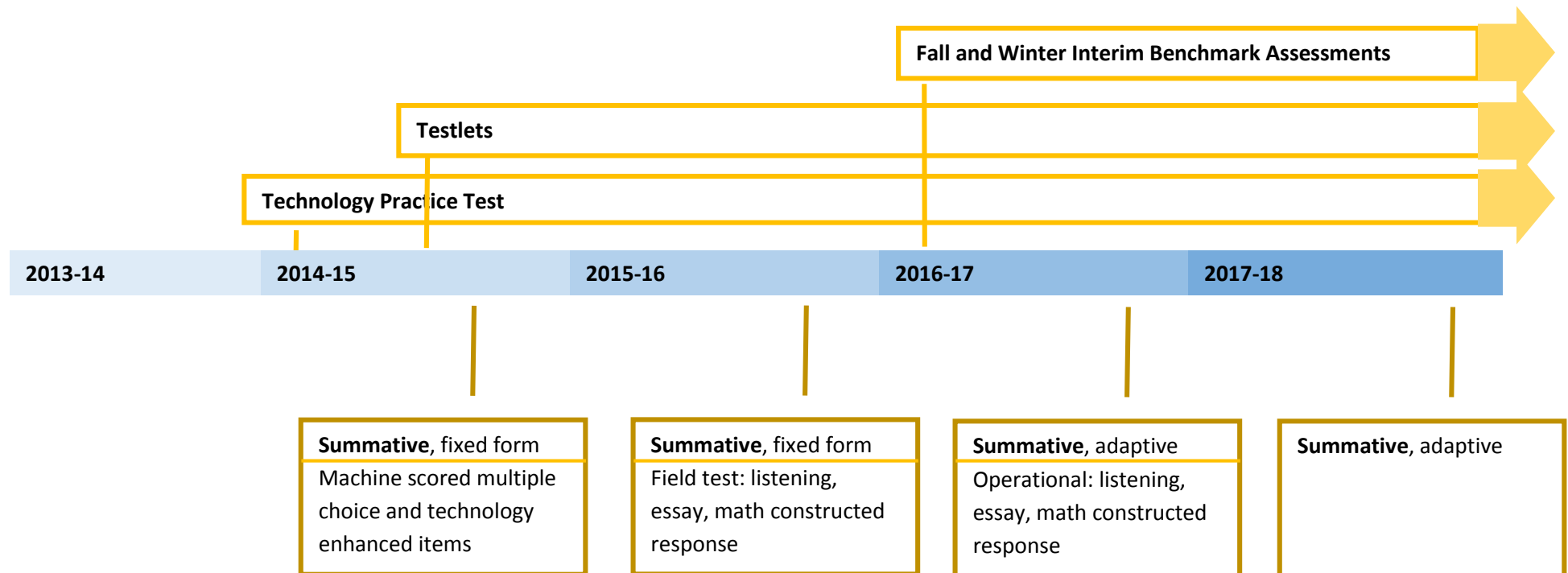
Jan. 20, 2015

## Assessment Activities Timeline (2014-15)

- July 2014: Practice Test item remote-review (bias and sensitivity)
- Summer & Fall 2014: Item reviews with Alaskan Educators begin; ongoing
- August 2014: AMP rollout activities begin; ongoing through year
- September 2014: Technology Practice Test available; will be available throughout year
- September 17: Achievement Level Descriptor Review Meeting
- November 10-11; February 25-27: District Test Coordinator Trainings
- January 2015: Testlets available
- March 30 – May 1 2015: AMP online test window
- July 7- 10, 2015: Standard Setting Meeting for 2015 assessment



## Assessment Development Timeline



ACRONYMS	
<b>AAI</b>	Achievement & Assessment Institute
<b>ALD</b>	Achievement Level Descriptor
<b>AMP</b>	Alaska Measures of Progress
<b>CBA</b>	Computer-based Assessment
<b>LCS</b>	Local Caching System
<b>TE</b>	Technology-Enhanced item
<b>TPT</b>	Technology Practice Test
GLOSSARY	
<b>Achievement Level Descriptors</b>	Achievement level descriptors (ALDs) are a means of describing performance on a standardized test in terms of levels or categories of performance.
<b>Adaptive Assessment</b>	Assessments adjust in difficulty based on student performance, unlike fixed form assessments. Adaptive assessments provide greater score precision and provide an assessment experience for students that is “a good fit.”
<b>Constructed Response Item</b>	Items that require students to keyboard an answer, such as a short answer or essay question.
<b>Fixed Form Assessment</b>	A static assessment that does not adjust to student performance during testing.
<b>Item (test item)</b>	The question and answer choices.
<b>KITE</b>	Test Delivery Engine for the AMP assessments.
<b>Technology Enhanced Item (TE)</b>	Items other than standard multiple-choice.
<b>Technology Practice Test</b>	Short tests focused on providing students with experience in the technology-enhanced item types and the computer-based testing experience.

## Updates 1/20/2015

- Additional resources links added.
- Summative Frameworks
- Computer-based testing and technology in the Alaska standards.
- Vocabulary standards and the assessment.
- Scheduling information added.
- Non-allowed devices will result in invalidations.
- Clarification on test window and make-up testing.

**DIRECTIONS:** Complete the following self-assessment to reflect on your AMP implementation progress. Click on the Resource Links for more information.



TEAM MEMBERS:



<input type="checkbox"/> LEVEL 1 IMPLEMENTING	<input type="checkbox"/> LEVEL 2 IN PROGRESS	<input type="checkbox"/> LEVEL 3 BEGINNING	RESOURCE LINKS
<p>Our site has accomplished the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Downloaded KITE Client on all computers, laptops, and tablets</li> <li><input type="checkbox"/> Reviewed <i>Technology Practice Test- Guide for Teachers</i></li> <li><input type="checkbox"/> Practiced the online assessment format using the AMP practice test</li> <li><input type="checkbox"/> Reviewed new technology tools and accommodations available to students</li> </ul>	<p>Our site has accomplished some of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Downloaded KITE Client on all computers, laptops, and tablets</li> <li><input type="checkbox"/> Reviewed <i>Technology Practice Test- Guide for Teachers</i></li> <li><input type="checkbox"/> Practiced the online assessment format using the AMP practice test</li> <li><input type="checkbox"/> Reviewed new technology tools and accommodations available to students</li> </ul>	<p>Our site is planning to accomplish the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Download KITE Client on all computers, laptops, and tablets</li> <li><input type="checkbox"/> Review <i>Technology Practice Test- Guide for Teachers</i></li> <li><input type="checkbox"/> Practice the online assessment format using the AMP practice test</li> <li><input type="checkbox"/> Review new technology tools and accommodations available to students</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Technology Practice Tests- Guide for Teachers</i></li> <li>▪ <i>Technology Test Directions</i></li> <li>▪ <i>AMP Technology Enhanced Item Types</i></li> <li>▪ <i>AMP Technology Tools for Students</i></li> <li>▪ <i>Technology in the AK Standards</i></li> </ul>



TEAM MEMBERS:



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TEAM MEMBERS:



<input type="checkbox"/> <b>LEVEL 1</b> IMPLEMENTING	<input type="checkbox"/> <b>LEVEL 2</b> IN PROGRESS	<input type="checkbox"/> <b>LEVEL 3</b> BEGINNING	<b>RESOURCE LINKS</b>
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TEAM MEMBERS:



<input type="checkbox"/> <b>LEVEL 1</b> IMPLEMENTING	<input type="checkbox"/> <b>LEVEL 2</b> IN PROGRESS	<input type="checkbox"/> <b>LEVEL 3</b> BEGINNING	<b>RESOURCE LINKS</b>
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TEAM MEMBERS:



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NOTES:



## 1. Less bubbles to fill in

AMP items will require deeper thinking and fewer bubbles to fill in. The computerized AMP will use engaging features such as drag-and-drop, plotting points on a graph, and highlighting text.

## 2. More tools

Computer-based assessments allow new tools for students including highlighters, calculators, magnification, and search tools.

## 3. Advanced accessibility

Technology will allow for accessibility tools such as auditory calming, masking, and text to speech.

## 4. Text-to-speech

This accessibility tool will allow more accurate assessment in math through a computer-based read aloud tool.

## 5. A new baseline

The new AMP assessment will more accurately measure the new Alaska Math and English language arts standards.

## 6. Adapts as you go

Starting in 2017, the assessment will adjust in difficulty based on student performance. This provides a greater score precision and a “better fit” for the student assessment experience.

## 7. Measures growth

The AMP scoring and reporting design emphasizes growth from year to year. Students are no longer labeled proficient or not; they achieve levels between 1-4.

## 8. Integrates concepts

Technology enhanced items are designed to measure related concepts and skills in a single test question. Questions are designed to reflect the way teachers teach and students learn.

## 9. Comprehensive assessment system

Technology practice tests, testlets to inform teaching and learning, and assessments to provide benchmarks, complement the AMP assessment.

## 10. Comprehensive assessment system

The assessment not only measures more rigorous standards and high order thinking skills, but also is delivered via a medium that is more reflective of technology skills required of graduates.



**1. Why is there a new state assessment? What happened to the SBAs?**

- A. There are new Alaska state standards that focus on preparing students for the workplace, technical schools, or college. The SBAs are not aligned with the new Alaska standards.
- B. Computer-based assessments allow for a more engaging and challenging testing experience.
- C. Computer-based assessments allow for more tools and accommodations for students.
- D. Computer skills are a part of English language arts, Math, and technology standards.

**2. Who has to take the AMP assessment? What other tests are changing?**

All students in grades 3-10 must take the AMP assessment. Students will no longer have to take the HSGQE or the Terra Nova. Eleventh graders will have the choice to take the SAT, ACT, or WorkKeys.

**3. What kind of items will be on the AMP assessment?**

AMP items will require deeper thinking and fewer bubbles to fill in. The computerized AMP will use engaging features such as drop-and-drag, plotting points on a graph, or highlighting text.

**4. How many items are on the AMP assessment?**

There will be between 70-75 items for the English language arts and Math subtest.

**5. How long does the AMP assessment take?**

There is an estimated time of 2-3 hours for the math subtest and 2-3 hours for the English language arts subtest.

**6. When will the AMP assessment take place?**

The test window is between Monday, March 30<sup>th</sup> and Friday, May 1<sup>st</sup>.

**7. How do I help my child prepare for taking a test on a computer?**

Practice tests for students to learn how to use the computer's tools and technology-enhanced items are now available. Technology practice tests can be taken at home.

**8. What kind of tools/accommodations will be available to students?**

- 1. Universal tools are available to all students. They include highlighters, on screen sticky notes, and graph paper.
- 2. Accessibility tools are available to all students with a documented need, but must be activated by teachers prior to test administration. Examples include auditory calming, audio text, and headphones.
- 3. Accommodations are available to students with disabilities and English language learners. Examples include braille, scribe, and isolated location.

**9. What resources are available to learn more?**

Resources for parents are available at <http://education.alaska.gov/akassessments/>. Contact your school or district for more information.





This spring students in Alaska will take a new state assessment, the Alaska Measures of Progress, or AMP. This assessment measures the skills and concepts in the Alaska Math and English Language Arts Standards. It replaces the previous assessment, the Standards Based Assessment or SBAs.

AMP is a computer-based assessment. Students will use the device that they use in their classrooms: a laptop, tablet, or desktop computer. Computer-based assessments are more interactive and engaging for students. On paper tests students fill in bubbles to show their answer. On a computer-based test, students might highlight a part of a story, put ideas in order, drag and drop items in a math problem, or draw a graph.

Computer-based tests also have built in tools for students to use while they work. These tools are like the ones teachers use in the classroom. Students can use a highlighter, calculator, or sticky note. Students can also have scratch paper and a pencil to use outside of the computer. Students can listen to the directions for the test being read by the computer.









Some students might have more tools. Students who are not yet reading on grade-level or who have a learning disability can have a tool called "text-to-speech." Text-to-speech reads the test questions and answer choices to the student. Another kind of tool that some students might have is called "masking." It allows students to cover up parts of the information on the screen so that it is easier to focus.

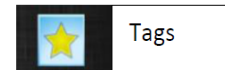
Most tools are available for all students. They will be there when they log into the test. Other tools require a teacher to turn them on. If you have questions about what tools your student has on the test, talk to their teacher or the principal.


You can take an AMP technology practice test and see what kinds of questions your student will be answering. Directions for downloading the KITE test engine (the program that the test runs on) and for taking the practice can be found here:

<http://education.alaska.gov/akassessments/techpractest.html>

### ELA Tool Bar






	Pointer
	Highlighter
	Eraser (erases highlights)
	Striker (crosses out answer choices on multiple choice items)
	Search (search word or phrase in ELA reading passage)
	Tags (attach tags to words or phrases of the ELA reading passage)
	Note (write on a sticky note)
	Guide (highlight a line of text and move the line down as you read)









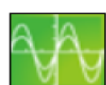

Tags

[CLEAR ALL](#)




**Please select a tag:**

-  Main Idea
-  Supporting Detail
-  Key Word
-  Evidence
-  Reread This
-  Is this Important?

### Math Tool Bar

	Pointer
	Standard 4-function calculator, available for grades 6-10
	Highlighter
	Eraser (erases highlights)
	Note (write on a sticky note)
	TI-30XS Scientific Calculator Icon for grades 6-8
	TI-84 Plus Graphing Calculator Icon for grades 9-10

### Additional Tools for students with a documented need

	Auditory Calming	Plays peaceful, relaxing music
	Masking Portion of the Test	Shows answer choices one at a time
	Text-to-Speech	Students can start, stop replay audio of text.

## Requirement to Test Students on Statewide Assessments

**ISSUE:** The ability to refuse to participate in statewide assessments has come under question. This document provides the legal requirements for districts and schools to test all students.

**CURRENT SITUATION:** Standardized student assessments are required to be administered in Alaska public schools under both state and federal law for purposes of school and district accountability and measuring student achievement. They are not associated with student grades or promotions.

**STATE LAW:** Alaska state regulations require school districts to test all students and do not allow a school or district to systematically exclude students.

**4 AAC 06.737. Standards-based test** ... Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades 3 through 10, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10.

**4 AAC 06.820. Participation...** (b) A school or district may not systematically exclude students from assessment.

**FEDERAL LAW:** Federal law requires states that receive funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) to implement assessments in each school district that include math, reading or language arts, and science. Assessments must be implemented in grades 3-8 and in at least one high school grade in grades 10-12 for reading/language arts and math. A science assessment must be administered at least once in grades 3-5, 6-9, and 10-12. Alaska administers science assessments in grades 4, 8, and 10.

The act requires that the state assessments must provide for the participation of all students in the tested grades. Districts and schools that do not receive Title I funds are still required to administer assessments to all of their students.

**POTENTIAL US ED ACTION:** If a state education agency (SEA) fails to comply with the assessment requirements in ESEA, the U.S. Department of Education (US ED) has a range of enforcement actions it can take. These include:

- sending a letter to the SEA requesting that it come into compliance;
- increasing monitoring;
- placing a condition on the SEA's Title I, Part A grant award or its ESEA flexibility request;
- placing the SEA on high-risk status (34 C.F.R. § 80.12);
- issuing a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e));
- entering into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f));

- withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section 1111(g)(2) (20 U.S.C. § 6311(g)(2)));
- and suspending, and then withholding, all or a portion of the state's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)).

An SEA, such as the Department of Education & Early Development (EED), has similar enforcement actions available to it with respect to noncompliance by a school district, including withholding a district's Title I, Part A funds. *See, e.g.*, GEPA section 440 (20 U.S.C. § 1232c(b)).

In addition, EED or a school district could find itself out of compliance with a wide range of additional federal programs that rely on statewide assessment results, putting additional funds at risk.

These additional programs include, but are not limited to:

- the School Improvement Grants (SIG) program;
- ESEA Title III (language instruction for English language learners);
- Part B of the Individuals with Disabilities Education Act (IDEA);
- programs for rural schools under ESEA Title VI;
- migrant education under ESEA Title I, Part C;
- and programs focused on professional development and other supports for teachers, such as ESEA Title II.

**STUDENT DATA:** Regarding concerns related to the sharing of personally identifiable information, EED does not submit individual-level data to the US ED.

# Clarifying Formative Assessment.

While there is general agreement among the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) member states, and other groups (such as the Assessment Reform Group in the U.K., and the International Network for Assessment for Learning) concerning the nature and purpose of formative assessment, the term itself is often used in different ways throughout the field of education.

Our aim, here, is to clarify the meaning of and uses of the types of assessment most frequently used in education. By so doing, the FAST SCASS intends to clarify what formative assessment is and is not in order to increase both the understanding and implementation of formative assessment practices in classrooms.

We have identified a modest collection of the labels that are currently used to describe various educational assessment types. Assessment, in our view, includes more than traditional paper-and-pencil testing, although paper-and-pencil tests do, indeed, represent one useful way for educators to arrive at inferences about students' current knowledge and skills. In a context of formative assessment, evidence gathering may range from dialogic conversations that enable teachers to elicit student thinking, to student peer- or self-assessment, to the completion of elaborate, extended-duration tasks.

*“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes.”*

## State Initiatives

Hawaii Formative Assessment Practices and Data Team Projects

Illinois Effective Formative Assessment for Students and Teachers—Illinois Program Plan for Implementation

Kentucky Leadership Networks and Integrated Strategy Pilot

School Improvement in Maryland

Formative Assessment for Michigan Educators (FAME)

North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON) and Summary of the Result of the Pilot Study Using NC FALCON with Pre-service teachers

Iowa Assessment for Learning (Formative Assessment)

West Virginia Department of Education-Formative Assessment

## Members:

Arkansas, Connecticut, DODEA, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, North Carolina, and West Virginia

## Associate Members

CTB/McGraw-Hill, Measured Progress, National Education Association (NEA), and Northwest Evaluation



[www.ccsso.org](http://www.ccsso.org)

# Distinguishing Formative Assessment From Other Educational Assessment Labels

Identifying labels currently used to describe various educational assessment types to clarify formative assessment



# Background

Any assessment is basically a process for making inferences about individuals or group of individuals. Sometimes, these inferences take the form of measurements. We want to be able to say that this student knows more third grade mathematics than that student.

However, measuring the amount of knowledge of third grade mathematics possessed by a student is not as straightforward as measuring the weight of an object on a scale or measuring the length of a table with a ruler.

In an assessment context, however, measurement is indirect—we cannot directly observe what is going on inside a student's head (and it probably wouldn't tell us much if we could!). We can only observe how a student responds to a series of questions, prompts, or tasks. We hypothesize that correct responses to these questions, prompts and tasks require the possession of certain knowledge, skills or capabilities, so when a student does better than another, we infer that this is because they have more of the knowledge, skills or capabilities in which we are interested.

Assessment is about trying to understand what or how much is “in a student's head.” A central component of formative assessment is helping teachers learn how to elicit such evidence so that their insights into student thinking can be used by both them and their students in order to advance learning. Since we cannot measure directly, we ask questions that attempt to get at knowledge or skills in order to make reasonable inferences.

# Definitions

These labels and definitions are offered because it is preferable to refer to tests and assessment processes accurately. Lack of clarity in labeling educational assessments and tests can foster confusion among educators. This confusion particularly affects formative assessment, since often there is a misunderstanding that among educators that it is a particular test or other product, rather than a process used by teachers and their students on an on-going basis to gauge the success of teaching and learning, and to adjust each where necessary. This understanding is vital so that educators receive the assistance that they need to learn what formative assessment is and how it can be deployed to improve their instruction and student learning. This professional learning is essential to assuring that effective formative assessment practices are used in the nation's classrooms to improve student achievement.

**Formative assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes” (FAST SCASS, October 2006). As can be seen, formative assessment is a process, not a “thing.”

**Interim tests** are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: predictive (identifying students readiness for success on a later high-stakes test), evaluative (to appraise ongoing educational programs), and/or instructional (to supply teachers with individual student performance data).

**Summative assessment** is designed to provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as to (1) reach an evaluative judgment about the effectiveness of a recently concluded educational program; (2) arrive at an inference about a student's mastery of the curricular aims sought during an in-class instructional sequence; (3) arrive at a grade; or (4) meet local, state, and federal accountability requirements.

**Curriculum-embedded** tests are those that have been deliberately incorporated either in the instructional materials being used by students or in the instructional activities routinely taking place.

**Diagnostic assessments** are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills or bodies of enabling knowledge a student possesses or does not possess—thereby supplying the information needed by teachers when they decide how to most appropriately design or modify instructional activities. Because of their time intensive and specific nature, they are only used with that subset of students for whom the learning process has broken down and the students are not making sufficient progress.

**Universal screening** tests are periodically conducted, usually two or three times during a school year, to identify students who may be at risk, monitor student progress, or predict students' likelihood of success on meeting or exceeding curricular benchmarks. Universal screening tests are typically brief and conducted with all students at a particular grade level.

**Progress-monitoring** tests are periodically administered, typically weekly or biweekly, to gauge students' growth toward mastery of (1) a target curricular aim or (2) the en route-subskills and bodies of enabling knowledge contributing to students' mastery of a target curricular aim.

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These definitions are excerpted from a paper produced by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS).



