

ASSESSMENT

What is your student learning?

Alabama students are assessed using a variety of state mandated standardized assessments. A description is provided of state mandated assessments given within the Gadsden City School System.

ACAP Summative Assessment Information

The Alabama State Department of Education is implementing a new benchmark assessment – the Alabama Comprehensive Assessment Program (ACAP) Summative Assessment – for students in grades 2-8. This assessment is aligned with the Alabama Course of Study for each grade. All students in grades 2-8 will take math and English language arts benchmark assessments, and students in grades 4, 6 and 8 will also take the science benchmark assessments.

Second grade students will test only to establish a baseline to measure student growth during their third grade year. The second graders' test results will not be used to measure second grade achievement or for accountability purposes.

ACCESS for ELLs

ACCESS is an individual assessment given to all students in grades K through 12 who are English as a second language learners to determine English language proficiency. The four domains assessed are listening, reading, writing and speaking.

Alternate ACCESS for ELLs

The Alabama Alternate ACCESS for ELLs is designed specifically for students identified as English language learners with significant cognitive disabilities. It is available for grade-level clusters including grades 1-2, 3-5, 6-8 and 9-12. It is available in all four domains accessed with ACCESS for ELLs including listening, reading, writing and speaking. The following requirements must be met to participate in the Alternate ACCESS for ELLs:

Identified as ELL

Identified as having one or more existing categories of disability under IDEA

Currently participating in Alabama Extended Standards

Disability precludes meaningful participation in ACCESS for ELLs, even with accommodations.

Alabama Alternate Assessment

The primary purpose of the Alabama Alternate Assessment is to assess students' mastery of state extended content standards in reading, mathematics and science. The AAA is a criterion-referenced portfolio assessment administered to students with significant cognitive disabilities working on the Alabama Extended Standards.

The AAA is actually a process occurring throughout the school year. This process follows these steps: the teacher teaches and collects pieces of evidence reflective of the student's performance on a particular complexity level for each grade-level extended content standard throughout the school year. The teacher selects three pieces of evidence per extended content standard to send as the student's Body of Evidence. Evidence scored includes student worksheets/teacher tests, student work samples, annotated photographs, scripted audio/video and written performance summaries. The compilation of the Body of Evidence completes the assessment process.

The pieces of evidence in the Body of Evidence are scored using the AAA Rubric: alignment to the Extended Content Standard; Complexity of the Extended Content Standard; Level of Assistance Used; Mastery of Content. Performance is reported on four levels with the goal of students scoring a Level III or Level IV, meeting or exceeding academic content standards.

ACT plus Writing

ACT plus Writing is an individual assessment given to 11th graders to be used for early college admission entry and for scholarship application. The ACT plus Writing is the “real” national college admissions exam that measures English, math, science and reading with the addition of writing. The ACT plus Writing is accepted by all colleges and universities in the United States. For more information about the ACT plus Writing, please visit the ACT plus Writing website.

ACT Aspire

The ACT Aspire will be given in grades 3 through 8 to assess the content areas of reading and math. Science will be given to 5th and 7th graders. The data will be used to show a clear line of growth toward College and Career Readiness Standards. The ACT Aspire provides longitudinal assessment data from elementary grades to high school. IT is linked to College Readiness Benchmark scores used on the ACT so students can be monitored to determine if they are on track for college. It uses multiple question types, including technology-enhanced questions. To learn more about ACT Aspire, please visit the ACT Aspire website or www.discoveractaspire.org

ACT WorkKeys

The ACT Work Keys assesses the job skills that helps an employer select, hire, train, develop and retain a workforce that is of high performance. Work Keys measures foundational and soft skills and offers specialized assessments that target the needs of the institution. ACT Work Keys has helped numerous people build their skills to increase their competitiveness and to gear them for a successful career path. Visit <http://www.act.org/products/workforce-act-workkeys> to obtain additional information.

The assessment given by the Gadsden City School System in Kindergarten through Second Grade is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS Assessments are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

DIBELS benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading progress. A benchmark goal indicates a level of skill where the student is likely to achieve the next DIBELS benchmark goal or reading outcome. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if he/she receives research-based instruction from a core classroom curriculum.

Benchmark Goals for Gadsden City School Grade K-2

		FSF	LNF	PSF	NWF-CLS	NWF-WWR
Kindergarten	Beginning	23/12	29/21	-	-	-
	Middle	52/42	52/41	51/41	34/24	Optional Endorsed
	End	n/a	62	Optional Endorsed	44/34	7/1

		LNF	PSF	NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
First Grade	Beginning	58/46	Optional Endorsed	42/30	7/2	n/a	n/a	n/a
	Middle	n/a	n/a	70/49	21/12	34/20	86/72	2
	End	n/a	n/a	96/62	30/17	69/36	98/87	2
Second Grade			NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF	
	Beginning		74/56	22/12	80/55	99/92	2	
	Middle		n/a	n/a	100/72	99/97		
End		n/a	n/a	111/83	99/98			

*The “**bold**” scores are the benchmark scores. “Non-bold” scores are the cut point for at risk students.

*3rd grade will be tested for Dibels Next this year.

MORE INFORMATION WILL FOLLOW AS IT IS AVAILABLE

LNF-Letter Naming Fluency
NWF-Nonsense Word Fluency
ORF-Oral Reading Fluency

FSF- First Sound Fluency
CLS-Correct Letter Sounds
WRC-Words Read Correctly

PSF- Phoneme Segmentation
WWR- Whole Words Read
A- Accuracy RTF-Retell Fluency