

# School Board of Levy County

## DISTRICT ASSESSMENT HANDBOOK

### STATE AND LOCAL ASSESSMENT TESTING ADMINISTRATION AND ETHICS GUIDELINES

**2024-2025**



## Purpose of this Handbook and of Assessment

This procedural handbook is required by School Board of Levy County Policy 4.40, "Handbook for Testing."

The purpose of state-required assessments is to measure student achievement of Florida's academic standards, skills, or benchmarks. They are used for the following:

- third grade retention,
- high school standard diploma,
- EOC assessments as 30% of course grade,
- school grades,
- school improvement rating,
- district grades,
- differentiated accountability,
- scholar designation,
- federal reporting,
- Credit Acceleration Program (CAP),
- school improvement plans,
- school, district, state, and federal reporting and,
- progress monitoring in accordance with the student progression plan.

There are other assessments from the state that diagnose, or progress monitor the following:

- English language acquisition of ELLs,
- English language acquisition of ELLs with significant cognitive disabilities,
- general estimates of students' reading ability or meeting grade-level skills in reading,
- readiness for kindergarten,
- student performance for comparison among state, national, and international populations over time, and course placement.

## Testing Calendars, Schedules, and Guidelines

### Posting and Approving Assessment Calendars

According to Section (s.) 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year.

- Districts must provide completed calendars to schools and include the calendar in their parent guides.
- Each school must publish the completed calendar on its website.

Schools must also post their assessment schedule for school-level testing that is required for whole-group, whole-grade, or whole-subject.

See the following Florida Department of Education link for additional information:

- <https://www.fl DOE.org/accountability/assessments/k-12-student-assessment/assessment-schedules.shtml>

This link provides the district-wide assessment schedule for the year.

### Levy District Assessment Schedule

### Assessment Scheduling Guidance for State Assessments

The **majority** of students must test on the day identified, per subject and grade, in the district assessment calendar. Make-ups, however, should continue throughout the window.

Testing for accommodated groups may occur at **any point** within the set district assessment window, as decided by the school assessment coordinator.

### FAST, i-Ready, and IXL Administration Windows

The i-Ready Diagnostics (1-3) have set windows in the district. All K-5 students must complete Diagnostic 1-3 for instructional support.

Grade 3 i-Ready Diagnostic 3 is scheduled immediately after students take the FAST Grade 3 Reading assessment; students who do not score an achievement level of 2 or higher on the ELA state assessment must take the i-Ready Reading Diagnostic 3 as evidence for possible *good cause* promotion.

IXL Snapshot 1-3 windows are listed in the District Assessment Schedule and are required for Grades 6-12 students listed for instructional support..

### Levy District Assessment Schedule

## **Assessment Windows for Local Assessments**

Common District End of Course Exams (EOCs) are given at the end of the course. First semester courses have an administration window during the midterm semester exam schedule. There is a one (1) week make-up window starting when students return from winter break. The spring administration window is for second semester and year-long courses and starts in May (for Seniors) and ends on the last day of the school year.

Levy Interim Assessments (LIAs) are administered in subjects leading to a State End of Course Exam and are administered 2-3 times per year.

[District Local Assessment List](#)

## Testing Accommodations (IEP, s504, and ELL)

Only students with an Individualized Education Plan (IEP), Section 504 Student Plan, or students who are English Language Learners may have testing accommodations.

The district superintendent may grant a one (1) year exemption from participating in the statewide standardized assessment program if the student has a sudden medical extraordinary circumstance. This waiver does NOT waive promotion or graduation testing requirements.

For additional information on the available accommodations, please see the "Statewide Assessment Accommodations Guide" from the Florida Department of Education.

### English Language Learners (ELL/ESOL)

These accommodations **may not** be available on the ACCESS for ELLs (WIDA) assessment. See the associated Test Administration Manual and the ACCESS for ELLs (WIDA) Accommodation checklist to determine which accommodations are allowable. A copy of the checklist should be included within the student's IEP or ELL folder.

Test administrators must be trained in using identified student accommodations.

For the purposes of this section, accommodations are defined as adjustments to setting, scheduling, the amount of time, assistance in heritage language during the administration, and the use of an approved translation dictionary or glossary to facilitate the student's participation in statewide standardized assessments.

Accommodations that negate the validity of statewide standardized assessments are not allowable.

District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

School districts must utilize appropriate and allowable accommodations for statewide standardized assessments within the limits described below.

- Flexible Setting - ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
- Flexible Scheduling - ELLs may take a test session during several brief periods within one (1) school day; however, each test session must be completed within one (1) school day. ELLs may be provided additional time to complete a test session; however, each test session must be completed within one (1) school day.
- Assistance in the Heritage Language - ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer

choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for passages in Reading and Writing tests. Assistance in the heritage language shall be limited to the following:

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Reading and Writing passages.
- Approved Dictionary or Glossary - ELLs must have access to English-to-heritage language/heritage language-to-English dictionaries or glossaries or both, such as those made available to ELLs in an instructional setting. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

### **Limited English Proficiency Students (LEP)**

The accommodations described in subsection (2) of this rule, shall be offered to any student who has been identified as limited English proficient pursuant to Section 1003.56(2)(a), F.S., and is currently receiving services in a program operated in accordance with an approved ELL district plan and any student who has exited from the ESOL program and is in the two-year follow-up period per Rule 6A-6.09031, F.A.C., Post Reclassification of English Language Learners.

The statewide standardized assessments may be administered with any one (1) or a combination of the accommodations authorized herein that are determined to be appropriate for the individual student.

ELLs who otherwise are classified as students with disabilities as defined by Section 1003.01(3)(a), F.S., or who have been determined eligible and have a plan developed in accordance with Section 504 of the Rehabilitation Act exceptional education or handicapped students shall be afforded the additional test accommodations specified in Rule 6A-1.0943, F.A.C.

### **Accommodations for Local Assessments and Vendor or 3rd Party Instruments**

Some accommodations are available for local assessments and *may* be available for vendor or 3rd party instruments. Only those accommodations allowable on statewide standardized assessments and (not or) in routine use during classroom instruction are allowable on local assessments. Students may have accommodations on their IEP that are allowed in the classroom, but not on statewide assessments (with parent consent).

In order to be approved for use during testing, accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity of the assessment.

This could include:

- Extended time,
- Flexible scheduling,
- Testing over multiple days (if worded as such in the IEP), and
- Text-to-Speech or Oral Presentation (except for reading passages).

Under extremely limited circumstances, students may need a **modification** of the content, such as “chunking” of assessment items. Schools must request a paper-accommodated version of the local assessment. For assessments that use technology-enhanced items, school-level academic coaches may work with the school assessment coordinator and other instructional personnel to revise the item to fit with a paper test administration. These assessments must be hand-scored.

## **Students to Be Tested**

Students should participate in the Levy Interim Assessments (LIAs), End of Course Exams (EOCs), i-Ready Diagnostic and IXL Snapshot assessments per instructions communicated by the District. **SWD receiving instruction in Access Points are also required to be administered an EOC as it aligns to their course of study, if it isn't aligned with the State FAA Assessment.**

## **EOC/LIA List of Assessments by Term**

## **Administration with Accommodations**

Accommodations should be provided to ESE students with current IEPs, limited English proficient (ELL) students, and students with 504 plans in the same manner that accommodations are provided regularly in the classroom and on state assessments. For administration of i-Ready Diagnostics, accommodations will only be provided for ELA Diagnostic 3 in Grade 3 for students that scored a Level 1 on FAST PM 3 only as it is used for good cause promotion.

To request paper-based district EOC/LIA assessments for students with this accommodation:

## **PAPER-BASED ACCOMMODATIONS REQUEST FORM**

## **Calculators**

Students in grades 6–12 may use calculators that meet the guidelines stated in the [FDOE Calculator and Reference Sheet Policies for Florida Statewide Assessments](#). Students in grades K–5 are **NOT** permitted to use calculators.

## **Mathematics and Science Reference Sheets**

Students will be provided the Mathematics, Grade 8 Science and Biology Reference Sheets with conversions and formulas that meet the guidelines stated in the [FDOE Calculator and Reference Sheet Policies for Florida Statewide Assessments](#). State Reference Sheets can be found in the [FAST/B.E.S.T./FSA Mathematics Reference Sheets Packet](#). Reference sheets for District EOCs for Algebra II, Chemistry, Physics, and Probability & Statistics are provided here: [Reference Sheets](#)

## **LIA/EOC Test Administration**

EOCs will be administered through Performance Matters.

## **LIA/EOC Grading Policy**

Curves will not be applied. From the Pupil Progression Plan: Teachers are to record the actual numeric grade earned by a student for assignments and assessments. If the student's final grading period average is below 50, the final grade will be adjusted in Skyward to 50. A comment will be included on the report card to indicate that the grade has been adjusted due to district policy. Teachers must adhere to school policy guidelines and timelines. In every case, a recorded grade must be considered part of a student's permanent record and must be treated with care and respect.

## **Test Security**

Levy District LIA, EOC, IXL, and i-Ready assessments are considered secure test documents. All test security rules and regulations apply to them. The assessments should be treated in the same manner as other state assessments. Activities prohibited under test security protocols include:

- Reading the passages or test items (unless administering allowable oral accommodations)
- Revealing the passages or test items
- Copying the passages or test items
- Interpreting or reading test items or passages for students
- Changing or otherwise interfering with student responses to test items
- Causing achievement of schools to be inaccurately measured or reported
- Copying or reading student responses

**All personnel are prohibited from examining or copying the test items and/or the contents of the student test books/online test. The security of all test materials must be maintained before, during, and after testing.**

**\*\*\*Personnel working on assessment items in a content area are to not reveal passages or test items in any instance (examples, but not limited to, verbally, projecting, or in a study guide. \*\*\***

## **i-Ready and IXL Administration**

- Assessments must be administered during the district assigned window.
- i-Ready Diagnostic 1, 2 and 3 are administered without accommodations except Grade 3 ELA Diagnostic 3 for students that scored a Level 1 on FAST PM 3 which can be used for good cause promotion. Students may only have a blank sheet of paper for use as scratch paper unless accommodations are listed in the IEP/504 for other allowable tools. Allowable tools would only be the same manipulatives provided digitally AND only for questions that it is provided on. Student diagnostics may only be reset with rush flags if administrative approval is given. Students should not be reset without documented administrative approval. Students shall be provided the FAST mathematics reference sheet.
- IXL Snapshot 1-3 are administered without accommodations. Snapshot 3 may be administered with accommodations if being used for an ESE waiver for graduation. Students may only have a blank sheet of paper for use as scratch paper unless the IEP/504 is written with accommodations for other allowable tools. Calculators and reference sheets may be provided as allowed by course described in the calculator and reference sheet section above.

## **LIA/EOC Administration**

- The Levy District EOCs will be administered according to an established calendar communicated to the schools in advance of the test administration.
- Makeups must also be during the District assigned window.

# **LIA/EOC Test Administrator Responsibilities**

## **Before Testing**

- Prepare the room for testing. Arrange the room so that each student will have enough work space and so that there will be sufficient space between students to prevent cheating.
- Assemble materials needed during and after the test, including pencils and scratch paper if needed.

## **During Testing**

- Maintain test security.
- Have students turn off cell phones and collect or move all backpacks to a location away from all students.
- Supervise test administration. While students are working, the test administrator should move about the room and ensure that:
  - Students have cleared their desks of all materials except the appropriate test materials.
  - Students are working on the test and marking their answers appropriately.
  - Students are working independently.

## **After Testing**

- Return any accommodated paper-based materials to the testing coordinator.
- Ensure all students are completed by checking for scores in Performance Matters.

## **School Contacts**

- Ensure that teachers have support with Performance Matters for each LIA/EOC course and know how to administer the assessment.
- Ensure paper-based requests are submitted.
- Collect all paper-based assessments after testing.

## **Script for Levy District LIA/EOCs**

Teacher Script	<p><b>Please remove all materials from your desk, except for a pencil (if needed for math/science). Cell phones should be turned off and collected or placed in an area away from all students. You are not permitted to open any other windows or tabs during the assessment. If you do so, your test will be invalidated.</b></p>
Teacher Script	<p><b>Today you are going to participate in the Levy District LIA/EOC which will be administered through Performance Matters.</b></p>

Pause to check and make sure all students have cleared their desk and area before continuing.

Give directions for students to login to Performance Matters Student OLA via Clever.

Teacher Script	<p><b>Read each question carefully in this session. Then choose the best answer to each question that follows. Try to answer every question. If you finish before time is called, go back and check your work in this session. Once you have checked your work, you may submit. Please raise your hand if you have any questions at this time. Once the test has begun there should be no talking or disturbances. You may begin working.</b></p>
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At the end of testing, please read the following.

Teacher Script	<p><b>This is the end of today's testing session. Please make sure your test has been submitted.</b></p>
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**District Levy Interim Assessments (LIA), End of Course (EOC), i-Ready, and IXL**

**Administration and Security Agreement**

All personnel are prohibited from copying the test and/or the contents of the student tests. The security of all the test materials must be maintained before, during, and after the test administration. Please remember that after ANY administration of any of the district assessments, any paper-based assessments must be returned to the school designee and placed in a secure place. Materials should not be taken out of the building overnight. Examples of prohibited activities are listed below.

- Revealing the passages or test items
- Copying the passages or test items
- Explaining or reading passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Causing achievement of schools to be inaccurately measured or reported

**Online Assessment Policy:**

- **Helping students with words or content is not permitted**
- **Helping with procedural questions such as where to click, how to move to the next question, etc. is permitted**
- **Refrain from distractions such as side conversations and cell phone use while monitoring students.**

If any of the above examples are allowable accommodations for students with IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s).

I, \_\_\_\_\_, have read the State and Local Assessment Testing Administration and Ethics Guidelines. I agree to administer the Levy District LIA, EOC, IXL, and i-Ready assessments according to the district procedures and follow directed grading policies for scoring.

Furthermore, I will not reveal or disclose any information about test items or engage in any acts that would violate the security of the Levy District LIA, EOC, i-Ready, or IXL assessments that would cause student achievement to be inaccurately represented or reported.

School Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher/Staff Name (Please Print) \_\_\_\_\_

Teacher/Staff Signature \_\_\_\_\_