**2022-2023 Testing Transparency**

**Required by the Elementary and Secondary Education Act of 1965**

**(as amended by Every Student Succeeds Act in 2015)**

***ESEA requires LEAs to post testing transparency on all federal, state and local assessments on their websites. LEAs may modify this template as needed and must post the information to ensure compliance with the testing transparency requirement.***

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| **Federal/State Required Assessments** |
| **National Assessment for Education Progress (NAEP)**  Subject(s) Assessed  Mathematics, Reading, Science, and Writing in grades 4 and 8  Purpose of the Assessment  The NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups. The NAEP is a national assessment administered through a scientific sampling process which means that only a representative sample of selected students in selected schools take this assessment.  Requirement for the Assessment  Federal: Public Law 114-95, Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) 2015  State: West Virginia Constitution, Article XII, §18-2E-2, and West Virginia Board of Education Policy 2340 West Virginia Measures of Academic Progress  Amount of Time to Complete the Assessment  Total time is about 2 hours  Scheduled Assessment Window  Mathematics and Reading are assessed once every other year. Long term trend assessment is administered in the fall of 2022. Each sampled school is assigned a single assessment day during the six-week window.  Time and Format for Dissemination of Results  The National Assessment Governing Board and National Center for Education Statistics release the national and state level reading and mathematics results via a website in the fall following the assessment administration. Only national level civics and U.S. history results will be released. |
| **West Virginia General Summative Assessment (WVGSA)**  Subject(s) Assessed  English language arts (ELA), including writing, and mathematics in Grades 3-8 at grade level; Science in Grades 5 and 8 as a grade-band test.  Purpose of the Assessment  This assessment measures student performance on the state’s content standards. The results give students, teachers, and families meaningful information on what students know and can do, and how well they are progressing toward college and career readiness.  Requirement for the Assessment  Federal: Public Law 114-95, Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) 2015  State: West Virginia Constitution, Article XII, §18-2E-2, and West Virginia Board of Education Policy 2340 West Virginia Measures of Academic Progress  Amount of Time to Complete the Assessment  The WVGSA is an untimed test that takes approximately 2 hours for each content test session. The ELA test consists of two sessions, including one session that consists of an extended writing task.  Scheduled Assessment Window  The WVGSA is administered in the spring of each year. The state establishes a statewide testing window, and each district then determines a district-wide testing window and a testing schedule for each school within the district. For spring 2023, the statewide testing window is April 43-May 26, 2023. McDowell County Testing Window is April 24-May 26, 2023.  Time and Format for Dissemination of Results  Testing results start appearing in the Cambium Reporting System on a rolling basis at the end of April. Scores for ELA, math and science should appear very soon after a test is completed. ELA scores could be delayed up to ten (10) business days if a student’s essay is routed to hand scoring. District and school personnel can access these results and analyze data at the district and school level. Printed individual student reports are provided to districts and schools to send home to parents/guardians in August each year. Scores are embargoed from public discussion until released during the summer by the WVDE. |
| **SAT School Day**  Subject(s) Assessed  Grade 11 students take the following test components: Reading, Writing and Language, Math, and Key Content Features (includes Science).  Purpose of the Assessment  The SAT School Day is a nationally recognized college- and career-readiness assessment administered by the College Board and is accepted at colleges and universities throughout West Virginia and the nation for both college admissions and placement. SAT School Day also can be used to qualify for the Promise Scholarship.  Requirement for the Assessment  Federal: Public Law 114-95, Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) 2015  State: West Virginia Constitution, Article XII, §18-2E-2, and West Virginia Board of Education Policy 2340 West Virginia Measures of Academic Progress  Amount of Time to Complete the Assessment  Total time is 3 hours for Reading, Writing and Language, Math and Key Content Features.  Scheduled Assessment Window  For spring 2022, McDowell County is delivering the test on the following dates:   * Primary Test Day, March 22, 2023; * Accommodated Window, March 22-April 4, 2023; * Makeup Day, April 25, 2023.   Time and Format for Dissemination of Results  Student scores are available to students in College Board’s Electronic Reporting System approximately three weeks after the makeup date. Districts and schools have access to test results in early June. Printed individual student reports with West Virginia proficiency cuts applied are provided to districts and schools to send home to parents/guardians in August each year. |
| **West Virginia Alternate Summative Assessment (WVASA), also known as the Dynamic Learning Maps Alternate Summative Assessment**  Subject(s) Assessed  English and Mathematics in Grades 3-8 and 11, and Science in Grades 5, 8, and 11.  Purpose of the Assessment  The WVASA is a summative measure of student academic performance based on the West Virginia Alternate Academic Achievement Standards administered in lieu of the WVGSA to students in grades 3-8 and grade 11 who have the most significant cognitive disabilities.  Requirement for the Assessment  Federal: Public Law 114-95, Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) 2015  State: West Virginia Constitution, Article XII, §18-2E-2, and West Virginia Board of Education Policy 2340 West Virginia Measures of Academic Progress  Amount of Time to Complete the Assessment  The WVASA is an untimed series of testlets averaging 3-5 minutes per testlet, with 7-9 testlets per subject area.  Scheduled Assessment Window  The Alternate Summative Assessment (WVASA) is administered in the spring of each year. The state establishes a statewide testing window, and each district then determines a district-wide testing window and a testing schedule for each school within the district. For spring 2023, the statewide testing window is April 3–May 26, 2023. McDowell County Testing Window is April 24-May 26, 2023.    Time and Format for Dissemination of Results  DLM releases scores to the state in July. Schools and teachers can access scores in August. Individual student reports are provided in August each year to send home to parents/guardians. |

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| **English Language Proficiency Assessment for the 21st Century (ELPA21)**  Subject(s) Assessed  4 Domains of English Language Proficiency – Speaking, Listening, Writing, and Reading in Grades K-12  Purpose of the Assessment  The ELPA21 is a summative English Language Proficiency assessment to measure identified domains of English proficiency for students identified as English Learners in Grades K-12.  Requirement for the Assessment  Federal: Public Law 114-95, Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) 2015.  State: West Virginia Constitution, Article XII, §18-2E-2, and West Virginia Board of Education Policy 2340 West Virginia Measures of Academic Progress  Amount of Time to Complete the Assessment  ELPA21 is an untimed assessment and approximate test time for all 4 domains varies by grade levels as follows: grades K-1 about 69 minutes; grades 2-3 about 63 minutes; grades 4-5 about 91 minutes; grades 6-8 about 128 minutes; and grades 9-12 about 155 minutes  Scheduled Assessment Window  The ELPA21 is administered in the spring of each year. The state establishes a statewide testing window, and each district then determines a district-wide testing window and a testing schedule for each school within the district. For spring 2022, the statewide testing window is February 7, 2023 - March 17, 2023.  Time and Format for Dissemination of Results  Individual Student Results will be available to the district by June 1, 2023. The district will print the reports and provide them to parents between June 1st and the beginning of the 2023-2024 school year. |

***Districts and schools must ensure that students with the most significant cognitive disabilities can participate in county-required assessments or provide an equivalent alternate assessment for these students.***

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| **County Required Assessments** |
| **West Virginia Comprehensive Interim Assessments (CIAs)**  Subject(s) Assessed  English language arts (ELA) and mathematics in Grades 3-8  Purpose of the Assessment  Two different kinds of CIAs are available for districts and schools to use – a Computer-Adaptive Comprehensive Interim Assessment (CA-CIA) and a Fixed-Form Comprehensive Interim Assessment (FF-CIA). These assessments may be administered at the beginning of the school year as a pre-test to measure what students know and are able to do in relation to the content standards at each grade level and then administered later in the school year to measure how much improvement students have made following instruction. The results give students, teachers, and families meaningful information on students’ initial knowledge and skills level. This information is used to plan instruction throughout the year to ensure that students make progress toward college and career readiness.  Requirement for the Assessment  Schools are required to administer two CA-CIAs: CA-CIA #1 during the first month of school to establish a baseline and CA-CIA #2 at the end of February – beginning of March to assess student progress on grade-level standards  Amount of Time to Complete the Assessment  The CIAs are untimed tests that take approximately 1-2 hours for each content test session. The ELA test consists of two sessions, including one session that consists of an extended writing task.  Scheduled Assessment Window  In SY 21/22, the CIA administration schedule is as follows:   * CA-CIA # 1- September 19-30, 2022; * CA-CIA # 2- March 6-17, 2023.   Time and Format for Dissemination of Results  Results begin appearing in the Cambium Reporting System immediately after students have completed the assessment. District and school personnel can access these results and analyze data at the district, school, classroom roster, and individual student level. |
| **West Virginia Interim Module Assessments (IMAs)**  Subject(s) Assessed  English language arts (ELA) and mathematics in Grades 3-8  Purpose of the Assessment  Interim Module Assessments (IMAs) are available to schools to assess clusters of skills in ELA and Mathematics, as the students’ progress through the pacing of the course content. The assessments may be used as pre- and post- tests in a unit of study, as bell ringers or exit slips for formative assessment. The assessments measure what students know and are able to do in relation to the content standards at each grade level as well as measure progress on those particular standards following instruction.  Requirement for the Assessment  Schools are required to use IMAs for formative assessment throughout the school year, consistent with the pacing of the courses.  Amount of Time to Complete the Assessment  The IMas are untimed tests that do not take more than one instructional period to complete. The IMAs are based on specific clusters of skills, with at least two different forms of tests available for to assess each cluster of skills.  Scheduled Assessment Window  The IMAs are administered throughout the year, with each school establishing the calendar for IMA delivery and expectations for the item use for bell ringers and/or exit slips.  Time and Format for Dissemination of Results  Results begin appearing in the Cambium Reporting System immediately after students have completed the assessment. District and school personnel can access these results and analyze data at the district, school, classroom roster, and individual student level. |
| **PSAT 8/9 and PSAT/NMSQT**  Subject(s) Assessed  Reading, Writing and Language, Math, and Key Content Features (includes Science) in Grades 9 (PSAT 8/9) and 10 (PSAT/NMSQT)  Purpose of the Assessment  PSAT 8/9 and PSAT/NMSQT are a part of the SAT Suite of Assessments that reflects what students are already learning in class and provides benchmarks for assessing student progress as they enter and move through high school. The tests share a common score scale, which makes it easier to measure student progress.  Requirement for the Assessment  High schools are required to administer PSAT 8/9 to Grade 9 students and PSAT/NMSQT to Grade 10 students in October to gather benchmark data for students in these grades and plan instruction accordingly.  Amount of Time to Complete the Assessment  PSAT 8/9: total time is 2 hours 25 minutes for Reading, Writing and Language, Math and Key Content Features for PSAT 8/9.  PSAT/NMSQT: total time is 2 hours 45 minutes for Reading, Writing and Language, Math and Key Content Features.  Scheduled Assessment Window  The schools follow assessment calendar dates set by College Board, adhering to the administration dates in October for both PSAT 8/9 and PSAT/NMSQT.  The following assessment windows will be adhered to for SY 22-23:   * PSAT 8/9- the week of October 17, 2022; * PSAT/NMSQT- primary test date of October 12, 2022.   Time and Format for Dissemination of Results  Student scores are available to students in College Board’s Electronic Reporting System approximately three weeks after the makeup date. Districts and schools have access to test results in early December. |
| **Dynamic Indicators of Basic Early Literacy Skills Assessment (DIBELS)**  Subject(s) Assessed  Reading  Purpose of the Assessment  DIBELS is a series of short, timed tests that assess K-5 literacy skills, such as phonemic awareness, alphabet recognition, accuracy, fluency, and comprehension. DIBELS is an assessment system designed to access students’ progress within their grade level. Through various assessments, DIBELS measures a student’s fluency in letter naming, initial sound recognition, phoneme segmentation, nonsense word recognition, and oral reading rates. The oral reading fluency assessment also addresses a child’s ability to recall the information in which they independently read to rate their comprehension ability.  DIBELS data is used to monitor student progress toward grade level goals. Teachers use the data to group students into WIN Intervention groups for small group instruction. DIBELS data is also utilized during parent/family meetings that focus on student academics, presented during academic SAT meetings, and is referred to when creating/amending student IEPs.  Requirement for the Assessment  McDowell County Schools mandate that each elementary school administers the DIBELS BOY, MOY, and EOY assessments to all students K-5 each school year.  Amount of Time to Complete the Assessment  At most, the administration of the assessment will take up to eight minutes to complete per student. The administration of the assessments for grade K-5 will take approximately two weeks to complete during each benchmark (BOY, MOY, & EOY).  Scheduled Assessment Window  The DIBELS assessments are administered at the beginning (BOY), middle (MOY), and end (EOY) of each school year. The BOY Benchmark Assessments are given during the first few weeks of a new school year (August/September). The MOY Benchmark Assessments are administered during the month of January. The EOY Benchmark Assessments are administered the last two week of May.  August 30, 2022—September 16, 2022 Benchmark One  December 1, 2022—December 21, 2022 Benchmark Two  April 17, 2023—May 12, 2023 Benchmark Three  Time and Format for Dissemination of Results  The Title I Team at each school closely score the assessments. All testing results are input into the Acadience Data Management online system. Classroom teachers are given overall classroom result spreadsheets, as well as individual student scores. Data meetings are held with grade level teams to discuss student placements in the categories of Intensive, Strategic, At Benchmark, and Above Benchmark. Student results are also sent home after each benchmark is given to keep parents/families aware of the student’s assessment performance. |
| **Quick Phonics Screener Assessment (QPS)**  Subject(s) Assessed  Reading  Purpose of the Assessment  The Quick Phonics Screener is used to assess a student’s ability to decode various words at different levels of complexity. Letter recognition and sound identification is accessed first. During the whole-words-read portion of the test, students are first assessed on their ability to read CVC words. As the complexity increases, students are assessed on their ability to read words with blends, diagraphs/trigraphs, R-controlled spellings, long vowel spellings, and variant vowel patterns. The final portion of the assessment measures the student’s ability to read multisyllabic words.  The QPS assessment data is utilized to cluster students into WIN Intervention groups for small group instruction based on student instructional needs. QPS data is also utilized during parent/family meetings that focus on student academics, presented during academic SAT meetings, and is referred to when creating/revamping student IEPs.  Requirement for the Assessment  McDowell County Schools require each elementary school to administer the Quick Phonics Screener for K-5 students all throughout each school year.  Amount of Time to Complete the Assessment  The QPS is not a timed test; therefore, students complete the assessment at different rates. In addition, during the whole-words-read portion of the assessment, once students reach a level of frustration, the assessment stops. This allows students to complete the assessment at different rates as well.  Scheduled Assessment Window  The QPS is administered for students in grades 1-5 during the first couple of weeks of a new school year. After the initial assessment, the QPS is then re-administered every eight weeks. Kindergarten students are initially given the QPS mid-year (January). Once the initial assessment for kindergarten is complete, the assessment will also be re-administered every eight weeks as well.  August 30, 2022—September 16, 2022 Screener Window One  December 1, 2022—December 21, 2022 Screener Window Two  April 17, 2023—May 12, 2023 Screener Window Three  Time and Format for Dissemination of Results  The Title I Team at each school administers and scores the Quick Phonics Screener assessment for each child. Data meetings with grade level teams are immediately held upon each completion of the assessment. Teachers have access to their student’s QPS results at all times to reference or utilize during academic meetings with students and/or parents. |